

PADSTOW SCHOOL
2018 - 2019 POST OFSTED ACTION PLAN

This Action Plan recognises that leaders at all levels of the Trust and school are united in their ambition and commitment to ensure that Padstow School is removed from the Special Measures category in the shortest time scale achievable and a recognition that there is no time to waste with ensuring the children are given the very best possible education and fast.

The Action Plan starts from September 2018 and will begin to immediately address the identified key priorities arising from the Ofsted Inspection dated 26 -27th September 2017 and the Special Measures monitoring inspection of Padstow School dated 7 – 8th June 2018.

This Action Plan has success criteria / milestones and will run until July 2019.

What does the school need to do to improve further? OFSTED:

Improve **leadership and management** by ensuring that:

- evaluations of the quality of teaching and pupils' progress are accurate;
- those responsible for governance at all levels hold school leaders to account for improving the school;
- those responsible for governance check the accuracy of the information they receive about the school's performance and make sure that actions bring about the rapid improvement.

Rapidly improve the **quality of teaching and learning** so that it is consistently good or better, by ensuring that teachers:

- make accurate assessments of how well pupils are developing their skills and understanding;
- use assessments effectively to ensure that teaching and learning build on what pupils already know, can do and understand and so enable them to make rapid progress;
- provide teaching and learning that motivates and challenges pupils to engage fully in their work and become resilient, effective learners;
- check that all pupils understand the guidance they receive and heed this advice;
- fully support children in the Early Years to develop their learning in mathematics and writing.

Improve **pupils' progress** and **raise attainment** throughout the school by:

- making sure that all pupils across the range of abilities and starting points make at least good progress;
- addressing shortcomings in pupils' arithmetical knowledge and developing their ability to reason mathematically and to apply their mathematical skills when solving problems;
- improving pupils' reading skills by encouraging them to more readily use and apply their phonic understanding when tackling new words;
- further developing pupils' spelling, punctuation and handwriting skills.

Monitoring of this Action Plan

Monitoring of the plan will be through a rigorous cycle of scrutiny, learning walks, lesson observations, performance management reviews, structured feedback and self-assessment of teaching linked to performance.

See Termly Evaluation & Monitoring timetables which identify the weekly monitoring activities.

Validated through: Directors – visits and scrutiny, Deputy CEO support and Aspire AIG additional scrutiny, Aspire School Improvement cycle, Hub monitoring cycle and meetings. Internal Pupil Premium Review.

We will have a relentless focus on achieving a 'high aspiration' culture in all we do - all staff and Hub councillors to always have the highest expectations of what pupils can achieve, including expectations for both behaviour and academic standards.

We will:

Rapidly improve the quality of teaching so that all groups of pupils make good progress in Mathematics by ensuring that teachers:

- set work that is suitably challenging for all pupils;
- plan activities that deepen pupils' thinking and understanding, especially in mathematics reasoning;
- improve children's abilities and confidence in using and applying of mathematics, arithmetical knowledge and problem solving in daily mathematics lessons.

Rapidly improve the quality of teaching and learning:

- Achieve an accurate and informative baseline set of assessment data;
- Make effective use of this assessment data to plan, assess and review - ensuring all pupils make good progress from their starting points and a greater percentage of pupils make greater than expected progress;
- Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly;
- Check that all pupils understand the guidance they receive and heed this advice.

Raise attainment in reading by improving reading skills:

- Ensure that children in the Early Years and KS1 are supported fully with learning to read and applying their phonic understanding through the Read Write Inc programme;
- Implementation of Accelerated Reader;
- Teachers across the school systematically monitor reading for understanding;
- A variety of effective reading strategies are taught and children apply phonic understanding;
- Ensure any text is understood from the author's view and that children interact with the text during and after reading;
- Encourage enjoyment of reading and raise its profile.

Raise attainment in writing by improving writing skills:

- Develop early writing skills;
- Improve the level of challenge in writing to ensure all pupil groups make, and sustain, good progress, leading to improved writing attainment;
- Develop a systematic approach to the teaching of spelling across the school;
- Develop consistent delivery of the SPAG curriculum across KS2;
- Ensure that writing opportunities are embedded into the curriculum map across a wide range of subjects;
- To raise standards in writing through the provision of a wide and varied range of opportunities for children to write across the curriculum.

Raise attainment in KS1, particularly in Mathematics but also in Reading and Writing

- All teaching in Y1 and Y2 is good with some examples of outstanding;
- Assessment information is used by KS1 teachers to develop their understanding of what pupils already know and can do.
- Increase the level of challenge in Reading, Writing and Mathematics for all pupils and vulnerable groups;
- Increase the level of challenge for disadvantaged pupils so that more achieve greater depth.

Improve leadership and management:

- New Maths Subject Lead - in place from 1st September 2018;
- Continue to develop the leadership capacity and effectiveness of middle leaders;
- Accountability – new Aspire robust performance management procedures (CAMS) for all staff and leaders will be implemented;
- Governance – The Mid Hub to continue to support and challenge the school in order to ensure school improvements, and the pace of improvement, are sustainable and appropriate;
- Governance – The Aspire Trustee Board will scrutinise, and report on, the data and performance KPIs of Padstow School at each Board meeting.

Rapidly improve the quality of teaching so that all groups of pupils make good progress in Mathematics by ensuring that teachers:

- set work that is suitably challenging for all pupils;
- plan activities that deepen pupils' thinking and understanding, especially in mathematical reasoning;
- improve children's abilities and confidence in using and applying of mathematics skills, arithmetical knowledge and problem solving in daily mathematics lessons.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources / CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p><u>Planning for effective teaching:</u></p> <p>Mathematics Subject Lead to monitor teachers' planning weekly.</p> <ul style="list-style-type: none"> • to ensure there is pace and challenge in every section of the lesson, for all pupils. • To ensure that there is a consistent approach in the teaching of mathematics. 	<p>Maths SL</p> <p>HoS</p> <p>All teachers</p>	<p>Support from: National Maths Hub Lead, Shelley Beckerleg</p>	<p>July 19</p>	<p>Through an introductory teacher meeting focussing on the maths non-negotiables;</p> <p>Teacher meeting led by the Aspire Mastery Specialist focussing on lesson design;</p> <p>Non-negotiables established for expectations of lesson design;</p> <p>Regular on-going planning support;</p> <p>Teacher meetings / CPD sharing of books linked to a specific strand of Mathematics in order to show progression.</p> <p>Informal drop - ins.</p> <p>Planning scrutiny – is work correctly pitched and differentiated?</p> <p>Book scrutinies timetabled bi-weekly and during every Learning Walk / Lesson Observation</p> <p>Lesson Observations</p> <p>Aspire Heads of School Hub Monitoring visit</p>	<p>Teachers accurately assess what pupils already know and can do so that learning activities are planned to be well-matched to the abilities of different groups of learners.</p> <p>Due to effective planning, teachers confidently deliver consistently good or better teaching which ensures rapid progress.</p> <p>As a result of effective planning, Pupil Premium, Pupil Premium Plus and DSEN Support children will make <u>good progress</u>.</p> <p>As a result of more effective planning, higher ability children make more than expected progress.</p> <p>Books show how depth is provided by Reasoning and Problem Solving activities on an on-going basis.</p> <p>Work is displayed in class highlighting the 3 main areas – Fluency, Reasoning and Problem Solving.</p> <p>Through sharing of books to ensure there is a clear progression in concepts taught throughout the school.</p>
<p>Continue to regularly review the maths teaching across the school and the impact it has on pupil progress.</p> <p>Revisit the Calculation Policy.</p> <p>Continue to raise aspirations, ensuring the emphasis is placed on</p>	<p>Maths SL</p> <p>HoS</p> <p>Aspire Maths Mastery Lead & Maths SL</p> <p>All staff</p>	<p>Subject Lead time.</p> <p>Maths Subject Lead to attend Maths TRG & SSIF training.</p> <p>This training to be cascaded</p>	<p>Weekly planning</p> <p>On-going scrutiny</p> <p>Ongoing across the year to ensure rigour is maintained.</p>	<p>When observing lessons, undertaking book scrutinies or learning walks, the level of challenge is checked.</p> <p>Do the maths activities stretch and challenge the most able?</p> <p>Ongoing checks –</p> <p>Are pupils working independently?</p> <p>Are all groups making expected or better progress?</p>	<p>Consistency is apparent on Maths Learning Walks and during regular drop-ins.</p> <p>Both teaching staff and teaching assistants consolidate their understanding of the delivery of the maths curriculum and strategies for recording.</p> <p>The Calculation Policy is being implemented by all staff.</p> <p>Resources/activities are being used to extend and deepen pupils' thinking skills.</p>

<p>activities that <u>deepen thinking</u>.</p> <p>Aspire Mathematics Mastery Lead to observe maths teaching to provide focused and bespoke support planned for each teacher.</p> <p>Aspire Mathematics Mastery Lead to deliver demo mastery lessons.</p> <p>Teaching of mathematics and good practice to be a regular focus of teacher meetings.</p> <p>All teachers to revisit and utilise the resources available on the NCETM website and become familiar with the planning tools and progression resources.</p>		<p>to teaching staff.</p>		<p>Ensure all staff are following the Calculation Policy to ensure there is consistency and progression in the strategies used throughout the school.</p> <p>Ensure all staff are using the Concrete Pictorial Abstract approach when teaching calculations.</p> <p>Children have access to resources which are used in the Calculation Policy.</p>	<p>Marking and feedback addresses immediate next steps for improvement / corrections enabling children to make progress with their learning.</p> <p>Teachers / TAs questioning skills enable pupils to extend their thinking and deepen their understanding of new areas of learning.</p> <p>Consistency in the resources available and those used in the classroom.</p> <p>Key resources and posters are displayed in each classroom.</p> <p>All groups, including Pupil Premium and DSEN are making expected or better progress.</p> <p>Higher ability pupils, including Pupil Premium, and DSEN to make better than expected progress.</p>
<p>Set work in maths that is suitably challenging, and builds on prior learning, for all pupils based on accurate assessments.</p> <p>Use of Puma, previous year group assessments and national test materials to gain accurate assessments.</p> <p>Implementation of new Arbor Tracking System – Aspire Pilot School</p>	<p>Maths SL</p> <p>All teaching staff</p>	<p>Puma tests</p> <p>Tracking system</p> <p>Aspire IT Director – Peter Bradburn and IT Team – training for staff</p>	<p>July 19</p>	<p>Lesson observations during informal drop - ins.</p> <p>Planning Scrutiny – work is correctly pitched and differentiated.</p> <p>Book scrutinies timetabled bi-weekly and during every Learning Walk / Lesson Observation.</p> <p>Lesson Observations.</p> <p>Aspire Heads of School monitoring visits.</p> <p>Hub Monitoring Visit.</p>	<p>Teachers accurately assess what pupils already know and can do so that learning activities are planned to be well-matched to the abilities of different groups of learners.</p> <p>Due to effective planning, teachers confidently deliver consistently good or better teaching which ensures rapid progress.</p> <p>As a result of effective planning, Pupil Premium, Pupil Premium Plus and DSEN children will make <u>good</u> progress.</p> <p>As a result of more effective planning, higher ability children make more than expected progress.</p>

Rapidly improve the quality of teaching and learning:

- Achieve an accurate and informative baseline set of assessment data;
- Make effective use of this assessment data to plan, assess and review - ensuring all pupils make good progress from their starting points and a greater percentage of pupils make greater than expected progress;
- Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly;
- Check that all pupils understand the guidance they receive and heed this advice.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources /CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>Introduction of a new tracking system – ARBOR (as an Aspire pilot school).</p> <p>Use of STAR and PIRA / PUMA assessments to gain accurate assessments.</p> <p>Ensure the effective use of time across the whole of the school day (breaks, lunch, interventions, lessons start and end promptly to ensure maximum time for learning).</p> <p>Regular monitoring of planning ensures high quality provision. Appropriate feedback to be given to teachers to ensure there is an understanding of what is working well and what needs to be improved.</p> <p>Identify High Achievers – especially Pupil Premium.</p> <p>Gain an accurate baseline assessment to:</p> <ul style="list-style-type: none"> - evaluate the performance of different groups of pupils in the school; - compare to all pupils nationally; 	<p>Peter Bradburn IT Director</p> <p>HoS Pastoral Lead</p> <p>All teachers</p> <p>SB</p> <p>HoS</p> <p>English SL</p> <p>Maths SL</p> <p>Class teachers</p>	<p>Tracking system training Aspire IT Dept.</p> <p>Teacher Meeting time to ensure understanding of new system.</p> <p>CPD from Maths Subject Leads.</p>	<p>Milestone checks at pupil progress meetings.</p>	<p>Pupil Progress meetings termly.</p> <p>HoS / English Lead & Maths Lead to track the progress of the pupils through termly pupil progress meetings and to identify any individuals not making good progress.</p> <p>Regular data / update meetings between KS2 English Lead and KS1 English Lead.</p> <p>Planning scrutiny – ensure work is correctly pitched and differentiated.</p> <p>Weekly - Learning Walks.</p> <p>Book scrutinies timetabled & during each Learning Walk / lesson observation.</p> <p>Mid Hub Monitoring Visits.</p> <p>Lesson Observations.</p> <p>Mid Hub Heads of School Monitoring timetable.</p> <p>Aspire Hub Council meetings - to review and challenge.</p> <p>CAMS (performance management) meetings.</p>	<p>Accurate and informative assessments are in place.</p> <p>Teachers accurately assess what pupils already know and can do so that learning activities are well-matched to the abilities of different groups of learners.</p> <p>All pupils are making good progress from their unique starting points.</p> <p><u>At all times</u> at least 85%+ of pupils are making expected progress towards the end of year expectation and an <u>improving</u> number are making more than expected progress (35%+ above expected progress).</p> <p>All teaching staff to be confident in the use of formative assessment which will accurately inform current and future planning. This will also enable the accurate targeting of interventions.</p> <p>Identified higher ability children make accelerated progress as a result of Quality First Teaching and additional interventions to deepen thinking.</p> <p>Teachers are supported by leaders to evaluate precisely the impact of their teaching on pupils' achievement to enable them to identify weaknesses and address them promptly.</p>

<p>- identify actions to address any gaps.</p> <p>Embed regular use of pupil progress review meetings to support a more assiduous tracking of pupil progress.</p> <p>Ensure CPD is in place for staff in the use of the school's new tracking and assessment system.</p> <p>Pupil progress meetings each term will focus on cohort pupil progress, sub groups and individuals.</p> <p>Teachers, assisted by leaders, to evaluate more precisely the impact of their teaching on pupils' achievement enabling them to identify gaps / weaknesses and to address them promptly.</p> <p>Class teachers to be held accountable for outcomes.</p> <p>Performance management to be linked to pupil outcomes.</p>					
<p>Revised Marking and Feedback Policy is embedded.</p> <p>Check all pupils understand the guidance they receive and heed this advice.</p> <p>Handwriting and Presentation Policies to be followed with pupils clear about expectations.</p>	<p>HoS</p> <p>S Leads</p> <p>Teachers</p> <p>TAs</p>	<p>Teacher meeting time</p> <p>Learning Walks</p> <p>Book Scrutinies</p> <p>Pupil Conferencing</p>	<p>Ongoing</p>	<p>Pupil books</p> <p>Pupil conferencing</p>	<p>The school's Marking and Feedback Policy is consistently followed and has a positive impact on pupils' learning.</p> <p>Pupils understand the guidance they receive from their teachers and act upon it.</p> <p>Presentation and handwriting expectations are clearly understood by all pupils and all staff.</p> <p>All staff to maintain high expectations regarding presentation.</p> <p>Pupils are motivated to become more resilient effective learners.</p>

All staff to reward and recognise resilience and effective behaviours for learning.

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Raise attainment in reading by improving reading skills:

- ensuring that children in the early years and KS1 are supported fully with learning to read and applying their phonic understanding through the Read Write Inc programme;
- making sure that teachers across the school systematically monitor reading for understanding;
- teaching a variety of effective reading strategies and applying phonic understanding;
- specifically ensure any text is understood from the author's view, interacting with the text during and after reading;
- encourage enjoyment of reading and begin to raise its profile.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources /CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>Ensure that children in the EYFS/KS1 are supported fully with learning to read and with applying their phonic knowledge through effective delivery of the Read Write Inc programme.</p>	<p>EYFS teacher RWI Lead KS1 teachers HoS</p>	<p>Cover for RWI Lead to assist with planning and delivery of RWI in KS1. Targetted support for identified children.</p>	<p>Actions identified and progressed by After each RWI assessment.</p>	<p>Head of School & RWI Lead to observe delivery of RWI by teachers and TAs. Head of School and English SL to listen to children reading.</p>	<p>Monitoring of half-termly assessment of RWI progress across KS1. Support given for children not making sufficient progress. All vulnerable groups, including Pupil Premium, and DSEN Support make expected or better progress. Higher ability children, including Pupil Premium, to be identified and supported with making accelerated progress.</p>
<p>To introduce Accelerated Reader (AR), initially in Years 5 and 6 to develop / boost reading skills. AR to then be rolled out across lower KS2 and then KS1. The AR programme will be used to establish reading baselines, identify areas of weakness and devise strategies to raise standards in reading. To reinforce and adopt consistent, whole school strategies following on from Star Test results for the Accelerated Reading Programme in order to develop Reading.</p>	<p>KS2 English Lead / HoS Teachers TAs</p>	<p>Cost of 3 years subscription to AR - £5,3406 Supply staff to audit book stock Cost of subscription to Library Gold System Continued colour-coding and labelling of new books.</p>	<p>On-going</p>	<p>Teachers to use STAR tests to establish a reading baseline. Teachers to access AR system to track pupils progress. Teachers to identify any pupil making less than expected progress and to put in place an intervention to close the gap.</p>	<p>Continued improvement in the STAR test results each term, showing growth in reading age as well as an increase in the number of pupils achieving an average of 85% or above in their AR quizzes.</p>

<p>Teachers and TAs to systematically monitor reading for understanding across the school.</p> <p>Teachers to actively teach a variety of effective reading strategies.</p> <p>Guided Reading to take place on a daily basis to ensure every child has quality teacher input.</p> <p>Teachers to ensure any text is understood from the author's view, interacting with the text during and after reading.</p>	<p>HoS</p> <p>English SL</p> <p>All staff</p>	<p>1:1 Reading with identified children.</p> <p>Toe-by-Toe used with identified children.</p> <p>Comprehension activities on a regular basis.</p> <p>Comprehension of any text / vocabulary used built into everyday teaching.</p> <p>Vocabulary games / activities during GAPS activities.</p>	<p>July 19</p>	<p>Scrutiny of Comprehension work in books.</p> <p>Subject Lead 'drop-ins' for Guided Reading & Comprehension lessons.</p>	<p>Accurate assessments of reading on AR assessments demonstrate an improving number of children reaching ARE and above.</p> <p>All vulnerable groups, including Pupil Premium and DSEN make at least expected or better progress.</p>
<p>All staff to encourage enjoyment of reading and begin to raise the profile of reading across the school.</p> <p>English Subject Lead to support colleagues with strategies to encourage a love of reading through teacher meetings and planned events.</p>	<p>HoS</p> <p>English SLs KS1 and KS2</p> <p>All staff</p>	<p>Class novel / book to be read every day.</p> <p>Extended periods of reading rather than 'snatched' short periods of time.</p>	<p>On-going throughout term</p>	<p>Regular discussions of reading at Teacher Meetings.</p> <p>English Subject Leads to monitor use of Library.</p> <p>KS1 and KS2 English Subject Leads to listen to readers on a regular basis.</p> <p>English Subject Leads to monitor reading resources to ensure children have access to a variety of reading material.</p>	<p>Enjoyment of reading will: promote achievement in all subjects, not just English; improve concentration; improve vocabulary and language skills; teach children about the world around them.</p>

Raise attainment in writing by improving spelling, grammar and writing skills:

- ensuring that children in the Early Years and KS1 are supported fully with learning to read and applying their phonic understanding through the Read Write Inc programme;
- making sure that teachers across the school systematically monitor reading for understanding;
- teaching a variety of effective reading strategies and applying phonic understanding;
- specifically ensure any text is understood from the author's view, interacting with the text during and after reading;
- encourage enjoyment of writing and begin to raise its profile.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources /CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>To develop early writing skills through participation in the Early Excellence project.</p> <p>To ensure that all English lessons are planned and delivered in line with planning expectations, in order to maximise the impact on pupil progress.</p> <p>Improve the level of challenge in writing to ensure all pupil groups make, and sustain good progress, leading to improved writing attainment.</p> <p>Formative assessment of 'cold' writes inform subsequent teaching and learning.</p> <p>To ensure that a majority of writing lessons contain a quality shared writing session, focussed on the needs of the children.</p> <p>Develop a systematic approach to the teaching of spelling across the school</p> <p>Ensure Grammar is taught effectively across the</p>	<p>HB (Sandy Hill) EH HoS</p> <p>All teachers</p>	<p>Release time for EH and EYFS TAs.</p> <p>Small world resources</p> <p>Teacher Meeting time</p> <p>English Non-negotiables to structure the planning of English units, teaching of spelling, SPAG, etc.</p>	<p>July 19</p>	<p>Helen Bingham, Sandy Hill is leading the Early Excellence project and will be monitoring the work at Padstow.</p> <p>Pupil Progress meetings with HoS / KS2 English Lead.</p> <p>Opportunities for high quality writing across most subjects is evidenced in books.</p>	<p>Effective planning and Quality First Teaching of writing skills will lead to an improvement in the quality of pupil's writing and progress will be evident from the work in books.</p> <p>The Marking and Feedback policy is adapted to ensure that spelling and punctuation errors are addressed and actioned by pupils on a daily basis.</p> <p>Book scrutinies - carried out by SLT and English Leads.</p> <p>Opportunities for all teachers to evaluate writing across the curriculum as part of CPD.</p> <p>Half termly whole staff 'book look' to confirm an improvement in spelling attainment and progress.</p> <p>Planning scrutinies evidence progression through a planned unit of writing.</p> <p>The quality of teaching for writing improves and progress for children in those classes is evident from work in their books as a result.</p> <p>Pupils have a purpose and audience for their writing.</p> <p>Pupil Conferencing – pupils to evidence increased confidence, enjoyment and success with writing.</p>

<p>school – contextualised within shared writing sessions – in order to impact on pupils' writing.</p> <p>To raise standards in writing through the provision of a wide and varied range of opportunities for children to write across the curriculum.</p>					
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Raise attainment in KS1, particularly in Mathematics but also in Reading and Writing

- All teaching in Y1 and Y2 is good with some examples of outstanding;
- Assessment information is used by KS1 teachers to develop their understanding of what pupils already know and can do.
- Increase the level of challenge in Reading, Writing and Mathematics for all pupils and vulnerable groups;
- Increase the level of challenge for disadvantaged pupils so that more achieve greater depth;

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources / CPD needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
<p>Ensure the effective use of time across the whole of the school day (breaks, lunch, interventions, lessons start and end promptly to ensure maximum time for learning).</p> <p>Regular monitoring of planning ensures high quality provision. Appropriate feedback to be given to teachers to ensure there is an understanding of what is working well and what needs to be improved.</p> <p>A range of questioning styles are used to consolidate learning and to challenge and deepen understanding.</p> <p>Check all pupils understand the guidance they receive and heed this advice.</p> <p>All staff to reward and recognise resilience and effective behaviours for learning.</p>	<p>HoS</p> <p>KS1 Lead</p> <p>Maths SL</p> <p>English SLs</p> <p>Aspire support from LB (Sandy Hill KS1 Lead & Y2 teacher)</p> <p>SENDCo</p>	<p>Regular KS1 & HoS meetings</p> <p>TA training time (cover managed internally)</p> <p>Good practice shared in teacher meetings.</p>	<p>July 19</p> <p>Weekly planning</p> <p>On-going scrutiny</p> <p>Ongoing across the year to ensure rigour is maintained.</p>	<p>Informal drop - ins.</p> <p>Planning scrutiny – is work correctly pitched and differentiated?</p> <p>Book scrutinies timetabled bi-weekly and during every Learning Walk / Lesson Observation.</p> <p>Lesson Observations.</p> <p>Aspire Heads of School Hub Monitoring visit.</p> <p>When observing lessons, undertaking book scrutinies or learning walks, the level of challenge is checked.</p> <p>Do the maths activities stretch and challenge the most able?</p> <p>Ongoing checks – Are pupils working independently? Are all groups making expected or better progress?</p>	<p>Teaching and learning is maximised through effective use of class time. Accurate and informative assessments are in place.</p> <p>Teachers accurately assess what pupils already know and can do so that learning activities are well-matched to the abilities of different groups of learners.</p> <p>All pupils are making good progress from their unique starting points.</p> <p><u>At all times</u> at least 85%+ of pupils are making expected progress towards the end of year expectation and an <u>improving</u> number are making more than expected progress (35%+ above expected progress).</p> <p>All teaching staff to be confident in the use of formative assessment which will accurately inform current and future planning. This will also enable the accurate targeting of interventions.</p> <p>All staff to maintain high expectations regarding presentation.</p> <p>Pupils are motivated to become more resilient effective learners.</p> <p>The school's Marking and Feedback Policy is consistently followed and has a positive impact on pupils' learning.</p> <p>Pupils understand the guidance they receive from their teachers and act upon it.</p>

<p>Increase the level of challenge for the more able children in mathematics, reading and writing.</p> <p>Increase the level of challenge for disadvantaged pupils so that more achieve greater depth.</p>					<p>Earlier identification of more able children of all groups enables them to make better than good progress.</p> <p>The percentage of disadvantaged children achieving Greater Depth compares favourably with national averages.</p>
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Improve leadership and management

- The skills and expertise of Middle and Subject Leaders are audited and identified through Performance Management;
- Action Plan created to further develop leadership skills increasing the impact on the quality of teaching and pupils' achievement and to ensure evaluations of the quality of teaching and learning are accurate;
- Accountability - new robust Performance Management procedures (CAMS) for all staff and leaders will be implemented;
- Governance – The Aspire Trustee Board will scrutinise, and report on, the data and performance KPIs of Padstow School at each Board meeting.

Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Resources needed	Date for completion	How/ when will we monitor/ evaluate? What evidence will we gather?	Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?
Continue to develop the leadership capacity and effectiveness of middle leaders so that, within their areas of responsibility, they are able to hold teachers to account for the quality of teaching, learning and assessment and the progress and attainment of pupils.	HoS Executive Principal AIG Aspire	SSIF . TRG training for Maths SL Time (covered internally) for SLs to have Management Time	Ongoing	Pupil books will demonstrate rapid progress. Pupil voice will evidence they are progressing at a faster rate. Parental satisfaction evidenced at parents' meetings. Hub Monitoring. External monitoring visits. HMI visits. AIG Trust scrutiny evidences rapid progress.	Middle leaders tracking the progress of all year groups. Middle leaders to have an accurate up-to-date view of the performance of all groups, across the school. Improvement in pupils' attainment. SENDCo to use teacher and individual meetings to discuss with class teachers the progress of pupils. SENDCo to lead staff training to further develop the support required for teaching.
Performance management procedures reviewed and new rigorous system in place (CAMS) - for all staff including senior leaders. Full audit through this process of skills and expertise of middle leaders - actions identified ready for Spring term CPD and support.	HoS Executive Principal AIG		By October 2018 Ongoing throughout the year. By October 2018	AIG Trust scrutiny Board meetings feedback	Performance management linked to pupil outcomes. Leaders are better able to evaluate precisely the impact of teaching on pupils' achievement to enable them to identify weaknesses and address them promptly.

