

**Bugle School**  
**2019 – 2020/21 Post Ofsted Action Plan**

This Action Plan was put in place in consultation with the Trust Board, Strategic Partner, Academy Improvement Leaders and the leaders at the school. This is because the leaders at all levels of the Trust and school are united in their ambition and commitment to ensure that Bugle School is removed from Serious Weaknesses 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.

The Action Plan starts from June 2019 and will begin to immediately address the identified key priorities arising from the Ofsted inspection dated 14 - 15<sup>th</sup> May.

**Monitoring and evaluation of this Action Plan**

This Action Plan has success criteria/milestones and will run until July 2020 at which point it will undergo a full review. It is a constant working document and a six-week strategic review and evaluation will take place all year round. Strategic Review will take place every six weeks involving the leaders at the school, the Deputy CEO and the Strategic Partner. Monitoring of actions taking place will ensure impact through a continuous 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/accountability through:** Trustees – visits and scrutiny, Deputy CEO, Strategic Partner, Aspire Academy Improvement Group - additional scrutiny, Aspire School Improvement cycle, Hub monitoring cycle and meetings. Internal pupil premium Review and Inclusion Team involvement.

**Governance** - Bugle School will be placed into a strong and supportive Hub consisting of two Outstanding and two Good schools, to ensure those responsible for Governance are adept at holding school leaders to account for improving the school.

The Aspire Trustee Board will scrutinise, and report on, the data and performance KPIs of Bugle School at each termly Board meeting. Those responsible for governance will have a precise picture of the school's effectiveness so they can hold leaders rigorously to account

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

Key People who are involved in the formation, delivery, monitoring and evaluation of this action plan:

Aspire Board	Trustees of the Aspire Board. Responsible for governance.
St Austell Hub Council	Local level Governance
Mr Tim Wherry (TW)	Head of School at Bugle School
Mr Luke Rees (LR)	Lead teacher at Bugle School. Subject specialism Mathematics
Mr Mike Brady (MB)	Strategic Partner – 1 or 2 days a week all year at Bugle. HMI, Ofsted and extensive Executive Headteacher experience.
Mrs Vanessa Bragg (VB)	Deputy CEO. Extensive leadership and school improvement experience. Assessment specialism
Mrs Rachel Warwick (RW)	Director for School Improvement. NLE. School improvement specialism
Mr Andrew Earnshaw (AE)	Director for Leadership. NLE. Extensive leadership experience
Mrs Sally Olford	Director for Safeguarding. Ofsted inspector. Extensive experience in school improvement
Mrs Helen Bingham (HB)	Trust leader of EYFS. SLE
Mrs Susan Costello (SC)	Director of inclusion and Ofsted inspector. Will focus on progress of disadvantaged pupils and those with SEND
Mrs S Beckerleg (SB) Mrs Caroline Wood (CW)	Trust leaders for Mathematics and English. SLE
Mrs Jo Osborne (JO)	Trust leader for curriculum including PHSE and RE.

What does the school need to do to improve further?

**Improve leadership and management by:**

- adapting and strengthening the curriculum so that it more consistently meets the needs of pupils and properly prepares them for the next stage of their education
- implementing rigorous and effective systems for managing staff performance so that teaching improves more rapidly
- establishing clear expectations for middle leaders so that they all have impact on their areas of responsibility.

**Improve the quality of teaching, learning and assessment so that it consistently meets the needs of pupils by:**

- raising teachers' expectations for pupils of all abilities so that pupils communicate, read, write and apply mathematics at age-appropriate levels
- ensuring that teachers use assessment effectively to plan work that helps pupils to build on what they already know and can do
- developing teachers' subject knowledge, particularly in mathematics
- making sure that teaching consistently results in good progress for all groups of pupils.

**Further improve pupils' attendance by tackling persistent absence.**

**Improve the quality of the early years foundation stage by:**

- securing effective leadership for the whole of the early years
- ensuring consistency in the quality of learning experiences in indoor and outdoor learning spaces.

**1a Improve leadership and management by:**

- adapting and strengthening the curriculum so that it more consistently meets the needs of pupils and properly prepares them for the next stage of their education

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?
<p><b>Curriculum Intent</b> To provide a broad, <b>language</b> and <b>knowledge rich</b> curriculum.</p> <p>Many of our pupils start early school life without the oracy skills relevant for their age. Ensure the development of <b>oracy</b> is given high priority with everyone talking, learning and encouraging pupils' vocabulary development.</p> <p>A strong emphasis on the teaching of reading, writing and maths, that enables pupils to access our broad and balanced curriculum.</p> <p>Throughout all teaching, pupils will be taught and exposed to a wide range of subject specific vocabulary. Through immersive styles of teaching all pupils are expected to use and apply their skills in spoken and written language across the whole curriculum.</p>	<p>TW LR JO All staff</p>	<p>Time- Teacher non-contact costs</p>	<p>Intent in place from September 2019</p>	<p>Curriculum review meetings- SLT and Trust leaders</p> <p>Learning walks /Hub council monitoring</p> <p>Website/Twitter to be constantly refreshed with rich curriculum activities - remotely monitored by Trust leaders (JO) for curriculum breadth/evaluated and reported back to school at least twice per half term.</p> <p>Lesson Observations</p> <p>Pupil conferencing</p> <p>Parent forum</p>	<p>Pupils leave Bugle school properly prepared for their next phase of education</p> <p>The percentage of children achieving Age Related Expectations in RWM combined in 2020 rises to 65% at the end of KS2.</p> <p>Learning is matched to the needs of individuals, challenging pupils to reach the highest standards.</p> <p>Meaningful and enriching opportunities are built into the curriculum whenever possible to develop pupils' skills and personal qualities such as resilience, respect and cooperation</p>

<b><u>Curriculum design</u></b>						
<p>To provide a broad, language and knowledge rich curriculum.</p> <p>At all times - ensure a rich language environment (implicit approaches) as well as directly extending children's vocabulary (explicit approaches);</p> <p>Full audit and review curriculum map ensure securely 'in place' and owned by the teachers.</p> <p>Themes/topics –focused on needs of Bugle pupils, overview document prepared, ensuring full coverage of expectations.</p> <p>Review timetables – ensure enough time is dedicated to English and Maths</p>	All staff	Non-contact time	Complete by 19.7.2019	Monitor and review in staff meetings.	<p>Pupils will have access to a first-class curriculum that provides broad opportunity for challenge, enrichment and preparation for life in modern Britain.</p> <p>A wide range of experiences, local Cornwall and national are planned which ensure pupils gain understanding of what factors have shaped our cultural heritage.</p>	
	VB					Feedback from pupils and parents
	LR			Complete by 1.9.2019		Learning walks- every three weeks. recorded and actions followed up
						Aspire termly monitoring – focus point agenda item
				Hub Council to scrutinize themes/topics map		

<p><b><u>Curriculum planning</u></b></p> <p>An immediate focus to be placed on improving teachers planning.</p> <p>Revised lesson planning format-linking curriculum design to National curriculum objectives</p> <p>Subject knowledge - accountability is teachers' responsibility. Non - negotiables introduced and insisted upon.</p> <p>Small steps planning focus for all teachers- modelled, supported and demonstrated by senior leaders.</p> <p>Model exemplar planning, coaching and team teaching for targeted members of staff.</p>	<p>TW LR</p> <p>TW/LR SO</p> <p>TW MB</p> <p>TW/LR</p> <p>Hub peers</p>	<p>Time Staff meetings</p>	<p>Ongoing from 1.7.2019</p>	<p>Weekly planning collected and scrutinised by senior leaders.</p> <p>Leaders at to look at books on a three week cycle all year round to ensure curriculum coverage and that accelerated progress is evident in planning and in books. Checked by SO and next steps identified.</p> <p>Strategic Partner to monitor and ensure taking place at each weekly visit</p>	<p>Improved consistency of expectation and aspiration is reflected in planning for high achievement for what pupils can achieve.</p> <p>Assessment for learning has significantly improved - teachers are confidently assessing pupils within lesson time and ensuring needs are met.</p>
<p><b><u>Delivery/implementation</u></b></p> <p>Teachers' plan lessons effectively based on confident knowledge and understanding and around themes that stimulate and develop curiosity and challenge pupils thinking.</p>	<p>TW LR</p>	<p>Time Staff meetings</p>	<p>Dec 2019</p>	<p>Planning scrutiny Observations</p> <p>Strategic Partner to monitor and ensure taking place at each weekly visit</p>	<p>Pupils, including key groups, make strong progress. They are excited about coming to school and the topics that they are learning.</p> <p>Teaching staff are more confident in planning and delivering high quality lessons.</p>

**1b Improve leadership and management by:**

- implementing rigorous and effective systems for managing staff performance so that teaching improves more rapidly

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?
<p>Performance management procedures reviewed and new rigorous system in place - for all staff including senior leaders in the school</p> <p>To include a full 360 review for all <b>leaders</b> - plus a framework of leaders' professional skills and competencies to measure and assess performance.</p> <p>CAMS – (Aspires continuous performance assessment and management system) - regular incrementally coached meetings with each leader and teacher to ensure individual progress and development centred around teaching and learning.</p>	<p>AE TW</p> <p>Strategic Partner, Aspire Director for Leadership</p> <p>TW AE MB</p>	<p>Time – improved documents</p>	<p>In place and effectively used by 1.10.2019</p> <p>Interim reviews to take place by end of January 2020 March 2020 July 2020</p>	<p>Remote access given to Aspire Director for Leadership- monitoring after each review meeting.</p> <p>Strategic Partner will monitor leader's performance through CAMs process</p> <p>Evidence of meetings and progress form CAMs files online-checked by AE</p> <p>AE to monitor Autumn Terms implementation</p> <p>Strategic Partner MB to monitor and ensure taking place- half termly check</p>	<p>The revised and more robust performance management system (which includes interim reviews) is effectively holding staff to account through challenging performance management targets linked to pupil progress</p> <p>There is a clear link to pay progression through rigorous performance management. There is a clear link between performance management and whole school priorities.</p> <p>Teachers are showing demonstrable improvements in their development and impact. Those responsible for governance are better able to hold the leaders to account for improving the school</p>

<p>All teachers will undertake a full self-evaluation of skills against the Teachers Standards. A matrix will be used to self-assess competencies, better understand strengths and weaknesses and define any actions that need to be taken.</p> <p>This matrix will form part of the new robust performance management systems, described above.</p>	<p>TW</p> <p>Strategic Partner, Aspire Director for Leadership</p>	<p>Time</p>	<p>Audits to be completed by 15.7.2019</p> <p>All initial meetings with individual teachers held by 13.9.2019</p>	<p>Evidence from meetings and self-evaluations completed.</p> <p>Strategic Partner to monitor and ensure taking place at each weekly visit</p>	<p>Teachers, assisted by leaders, can evaluate more precisely the impact of their teaching on pupils' achievement enabling them to identify gaps / weaknesses and to address them promptly.</p> <p>Each teacher has a clear starting point to develop their practice from CAMs</p> <p>TW has a clear measurable point from which to assess improvements</p>
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1c Improve leadership and management by:					
<ul style="list-style-type: none"> <li>establishing clear expectations for middle leaders so that they all have impact on their areas of responsibility.</li> </ul>					
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?
<p>Senior leaders will drive English and mathematics and lead by example.</p> <p>Increase and secure subject knowledge for all staff and leaders of subjects</p> <p>Aspire Trust will invest in sourcing quality CPD for all senior and middle leaders: eg:</p> <ul style="list-style-type: none"> <li>Incremental Coaching,</li> <li>Metacognition training from EEF and Kingsbridge Research School</li> <li>Maths - Cornwall/Devon Maths Hub and involvement in SSIF project</li> <li>Trauma Informed Schools,</li> <li>Early Excellence</li> <li>Access to Aspire SLEs and NLEs</li> </ul>	<p>TW/LR</p> <p>RW</p> <p>MB</p> <p>Aspire Director for Leadership</p>	<p>Non-contact time for subject leaders – FTE of 2 days per half term</p> <p>£150 av per day</p>	<p>March 2020</p>	<p>Aspire monitoring visits will include meetings with subject leads and discussions around improvements</p> <p>SSIF project in Maths has measurable goals and targets built in</p> <p>EEF training tasks to demonstrate impact. This will be collated through the Teaching school.</p> <p>AE to monitor and evaluate actions taken</p>	<p>Middle leaders are knowledgeable about specific developments needed in their subjects and in whole-school standards.</p> <p>Middle Leaders will have clear understanding of the coverage and progression of skills and knowledge taught in their subject across each year group</p>

<p>Establishing clear expectations for middle leaders so that they all have impact on their areas of responsibility.</p> <ul style="list-style-type: none"> <li>• Work alongside SLT</li> <li>• upskilling middle leaders by coaching and CPD</li> <li>• rigorous self-evaluation activities for middle leaders</li> </ul>	<p>TW LR All teachers</p>	<p>Staff meetings  Time</p>	<p>Dec 2019</p>	<p>Meeting minutes  Action plans  Learning walks  Book scrutinies  Middle leaders to participate in peer reviews within Hub and across Trust.</p>	<p>Middle leaders have been involved in a range of monitoring and support activities across school and have produced action plans for which they are accountable and are having good impact on pupil progress.</p>
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**2. Improve the quality of teaching, learning and assessment so that it consistently meets the needs of pupils by:**

- raising teachers' expectations for pupils of all abilities so that pupils communicate, read, write and apply mathematics at age-appropriate levels
- developing teachers' subject knowledge, particularly in mathematics
- effective use of assessment to set work that is suitably challenging and accessible to all pupils.

**2. Improve the quality of teaching in mathematics so that all groups of pupils consistently make at least good progress by ensuring that all teachers:**

- Use assessment to set work that is suitably challenging and accessible to all pupils.
- Establish the key skills required by all pupils in Place Value, Number and Fluency.
- Plan activities which build on prior knowledge and deepen pupils mathematical reasoning and problem-solving skills.
- Develop and extend subject knowledge

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. <b>How will we know</b> our actions are successful in ensuring pupils are making good progress?
<p><b><u>Improve the consistency of maths planning:</u></b> Lead Teacher/Maths Lead to work with teachers to prepare their weekly planning.</p> <p>Lead Teacher to share an agreed lesson structure for all maths lessons to ensure a consistent approach.</p> <p>Ensure that all elements of the maths lesson are challenging at all levels.</p>	<p>Maths Lead</p> <p>LR TW SB</p> <p>All Teachers</p> <p>LR SB</p>	<p>Support from the Cornwall and West Devon Maths hub.</p> <p>Support from Aspire Mastery Lead Shelly Beckerleg.</p>	<p>June 2019</p> <p>September 2019</p> <p>Weekly planning</p>	<p>Initial mathematics staff meeting to outline the key lesson structure – these approaches were shared with all staff.</p> <p>Mastery Specialist small steps planning meeting.</p> <p>Agree on non-negotiables regarding delivery, recording and lesson structure.</p> <p>Weekly planning support with identified members of staff, monitoring of the planning of others.</p> <p>Weekly book shares in staff meetings to talk through what expected looks like.</p> <p>Creating a culture of constructive challenge. Informal weekly drop ins and modelling of teaching.</p>	<p>Teachers effectively use assessment to set work that is appropriate for the abilities of different groups.</p> <p>Teachers use well planned lessons to deliver at least good quality teaching ensuring pupils make good progress</p> <p>Early identification of key groups and gaps in understanding result in pupils making rapid progress. These include: Pupil Premium, SEN, GRT and EAL. Most able children are challenged and make at least good progress.</p> <p>Fluency tasks are planned into all parts of the lesson. Effective use is made of the additional 10 minutes maths.</p> <p>Improved teacher subject knowledge means that activities to deepen pupils learning are appropriately planned into all lessons.</p> <p>Effective and consistent approaches to the use of the learning environment (concrete manipulatives and learning walls) mean that pupils work independently.</p>

				<p>Fortnightly books scrutinies. Strategic `partner Aspire hub monitoring visits.</p> <p>Do the maths activities stretch and challenge the most able? SB to monitor with LR</p> <p>Ongoing checks – Are pupils working independently? Are all groups making expected or better progress?</p>	
Review current calculation policy to ensure clarity on year group expectations.	Maths Lead Lead Teacher		Weekly Learning walk monitoring.	<p>Ensure <b>all</b> 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</p>	<p>The calculation policy is being implemented by all staff.</p> <p>Consistency of approaches to delivering a lesson are clear on drop ins and learning walks.</p> <p>Both teaching staff and teaching assistants consolidate their understanding of the delivery of the maths curriculum and strategies for recording.</p>

				used in the Calculation Policy.	
<p>Regular and ongoing monitoring of the quality of maths teaching across the school.</p> <p>High expectations and challenge regarding the expectations on pupils' fluency.</p> <p>Reintroduction of whole school fluency program (99 club).</p> <p>Work alongside the Aspire Mastery specialist to provide bespoke training to improve staff subject knowledge.</p> <p>Continue to raise aspirations so that there is a <b>culture of challenge</b> for all that focuses on providing activities which <b>deepen thinking</b>.</p> <p>Weekly mathematical focus in both teacher and support staff meetings.</p> <p>Lead teacher and Mastery specialist to team teacher and deliver demo lessons on key areas.</p> <p>Use of White Rose programs of study to provide a consistent approach and structure.</p>	<p>Maths Lead</p> <p>LR</p> <p>SB</p>	<p>Support from the Cornwall and West Devon Maths hub – the mastery readiness program.</p> <p>Training to be shared with staff – Lead Teacher and Maths Lead</p> <p>Support from Aspire Mastery Lead Shelly Beckerleg</p>	<p>Weekly Learning walk/monitoring.</p> <p>On-going planning scrutiny.</p> <p>Ongoing across the year to ensure rigour is maintained.</p>	<p>Weekly mentoring, planning support and team teaching to support all teaching staff.</p> <p>Clear non-negotiables established.</p> <p>Whole school overview of fluency expectations and coverage shared with staff.</p> <p>Distribute new whole school fluency program to all year groups.</p> <p>Ensure that the activities stretch learners at all levels.</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>Teachers / TAs questioning skills enable pupils to extend their thinking and deepen their understanding of new areas of learning.</p> <p>All classroom learning environments will display maths in the same way.</p> <p>Resources/activities are being used to extend and deepen pupils' thinking skills.</p> <p>All class groups make accelerated progress towards fluency targets.</p> <p>All groups, including Pupil Premium and SEND are making expected or better progress.</p> <p>Higher ability pupils, including Pupil Premium, and SEND to make better than expected progress.</p>

<p>Use PUMA assessments and ongoing summative assessment sheets to identify gaps in learning.</p> <p>Introduce clear assessment structures which are monitored weekly.</p> <p>Use assessment for learning to set challenging tasks to all groups.</p>	<p>Maths Lead</p> <p>LR SB</p>	<p>Aspire IT Director – Peter Bradburn and IT Team – training for staff</p> <p>Puma tests</p> <p>Arbor tracking system.</p> <p>Internal summative assessment sheets.</p>	<p>July 2019</p> <p>October 2019</p> <p>December 2019</p> <p>February 2020</p> <p>April 2020</p> <p>June 2020</p> <p>July 2020</p>	<p>Ongoing summative assessment throughout each half term.</p> <p>Termly PUMA assessments.</p> <p>Termly tracking of assessment using Arbor.</p> <p>Half termly pupil progress 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>As a result of effective planning, Pupil Premium, Pupil Premium Plus and SEND children will make good progress from their starting points.</p> <p>As a result of more effective planning, higher ability children make more than expected progress.</p>
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## 2. Improve the quality of teaching and learning and assessment by

- ensuring that teachers **use assessment effectively** to **plan work** that helps pupils to build on what they already know and can do
- making effective use of 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;
- ensuring 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- data into action

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. <b>How will we know our actions are successful in ensuring pupils are making good progress?</b>
<p>Introduce the use of Arbor as a whole school assessment system by which teachers will be enabled and expected to:</p> <ul style="list-style-type: none"> <li>• evaluate the performance of different and all groups of pupils in their class;</li> <li>• compare to all pupils nationally; and identify actions to address any gaps.</li> </ul>	<p>VB MB TW LR All teachers</p>	<p>Time for training and staff meetings</p>	<p>By 25.9.2019</p>	<p>Remote access to Arbor by Trust assessment co-ordinator and DCEO- external monitoring will take place.</p> <p>Leaders at school/strategic partner will monitor data input at least termly.</p>	<p>Teachers are able to articulate and independently use data to prepare for both pupil progress meetings and appraisal.</p> <p>All teachers are more confident and able to articulate the data for the children in their class. Teachers are able to identify the strengths and barriers to learning for individual pupils to plan and ensure accelerated progress.</p> <p>Children who are struggling and all disadvantaged pupils receive the right type of intervention support and are making accelerated progress from their starting points.</p>
<p>Fully utilise Pira/Puma termly tests to help teachers to gain accurate assessments. Ensure these and other assessments are analysed and used effectively to plan work which helps pupils build on what they can already do.</p>	<p>TW LR All teachers</p>	<p>Ordering tests (£1500) Time to administer, mark and analyse</p>	<p>July 2020</p>	<p>Termly cycles of data collection and follow up pupil progress meetings.</p>	<p>Teachers have a continuous sharp focus on the progress of all children and use data information accurately to form next steps in their learning (data into action).</p>
<p>Embed regular use of pupil progress review meetings to support more assiduous tracking of pupil progress.</p>	<p>MB TW LR</p>	<p>Meeting time</p>	<p>July 2020</p>	<p>Leaders ensure meaningful triangulation of data in progress meetings -between the data, planned</p>	<p>Teachers are better able to monitor and track the progress the pupils are making and can identify next steps.</p> <p>Appraisal is linked closely with pupil progress. Staff are held to account if</p>

Pupil progress meetings each half term will focus on pupil progress, all groups and individuals with particular focus on disadvantaged pupils.				progress and actual pupil progress.	underperformance of pupils is not effectively tackled.  Pupils who are struggling or who need additional challenge receive the right type of support
Review of schools' feedback and marking policy to ensure it has impact on securing pupil progress within lessons and is mindful of teacher workload.  EEF research to be undertaken at school level to gain understanding  Ensure clarity of purpose about the different types of assessments used	VB LR TW All teachers	Meeting time	Oct 2019	Discussion with teachers and pupils to ensure the policy is fit for purpose.	Teachers are better able to focus on more immediate and effective feedback (EEF research undertaken)  Raised expectation for what pupils can do and achieve  Books show clear evidence of formative assessment informing children's learning and next steps.
The new planning format requires teachers to annotate weekly - assessments of what pupils can do and what swift interventions, if any, are required for individual pupils	TW LR All teachers/TAs	Staff meeting time	10.9.2019	Lesson plans to be taken in on a weekly basis. Is the right level of challenge being identified? Is assessment rigorous and accurate?	Teachers accurately assess what pupils already know, understand and can do so that learning activities are planned to be well-matched to the abilities of different groups of learners.
Introduce Use of STAR assessments in reading to identify next steps for learning.	TW All teachers	Resource ordered and staff trained accordingly  £1,400	Sep 2019	Assess Identify and Track progress	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

**2. Improve the quality of teaching in READING, writing and ORACY so that all groups of pupils consistently make at least good progress by ensuring that**

- Children in the early years and KS1 are supported fully with learning to read and applying their phonic understanding through the effective use of the Read Write Inc programme;
- Children throughout the school, particularly in KS2 are supported fully in their reading through the systematic use of accelerated reader
- Making certain that teachers across the school systematically monitor reading for understanding.
- Raise reading attainment across KS2
- encourage enjoyment of reading and 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. <b>How will we know our actions are successful in ensuring pupils are making good progress?</b>
<p>All KS1 and EYFS staff to be trained in effective delivery of the Read Write Inc programme to ensure that children are supported fully with learning to read and with applying their phonic knowledge.</p> <p>Support children to develop the foundations of a fast, accurate, and efficient handwriting style</p>	<p>TW LH – EYFS RWI Regional trainer</p>	<p>Resources and training purchased £2.800  5.9.2019 14.10.2019</p>	<p>14.10.2019</p>	<p>Monitoring 7.10.2019 External RWI manager KM</p>	<p>There will be a noticeable improvement in pupils applying phonic understanding when reading.</p> <p>Phonics results in 2020 will be at least in line with national expectations.</p> <p>The percentage of children achieving at least Age-Related Expectations in reading in 2020 rises to at least 80% at the end of KS1 and the number reading GDS is close to the NA.</p>

<p>Teachers and TAs to understand the need to systematically monitor reading for understanding across the school.</p> <p>Establish termly use of PIRA assessments in all year groups.</p>	<p>TW CW</p>	<p>Resources ordered and used accordingly</p>	<p>July 2020</p>	<p>Pupil progress meetings</p> <p>Leaders assure accuracy of assessments by: Listening to pupils read Work scrutiny Lesson observations Scrutiny of assessments and reading logs</p>	<p>Pira assessments are being meaningfully analysed and informing next steps for learning.</p>
<p>Vocabulary to be introduced/modelled at start of EVERY lesson – pre-teaching the vocabulary needed.</p>	<p>TW LR All teachers</p>		<p>Embedded by Dec 2019</p>	<p>Planning. Learning walks, Lesson observations CW to undertake external monitoring visits</p>	<p>Children are using a wider range of vocabulary in conversations and this is evidenced through the use of ambitious language in their writing.</p>
<p>Pupils to be encouraged to use dictionaries and include pre topic vocabulary work to aid pupils understanding. Words for topic to be displayed.</p>		<p>Time Audit of class dictionaries</p>	<p>From 9.9.2019</p>	<p>Planning. Learning walks, Lesson observations</p>	

<p>Oracy- Plymouth Teaching School Alliance Oracy Project/HUB – research led, high quality and proven CPD – access training and support from experts in oracy provision.</p> <p>Aspire Trust priority – Closing the Vocabulary Gap- literacy rich classrooms. Explicit and planned teaching of vocabulary – staff CPD</p>	<p>CW TW</p> <p>CW to deliver training x 2 staff meetings</p>	<p>Cost of CPD – currently not known</p>	<p>1.7.2020</p> <p>1.3.2019</p>	<p>External experts – involve in lesson obs, pupil conferencing. planning and coaching.</p> <p>CW monitoring to ensure vocabulary rich teaching taking place</p>	<p>Teachers and support staff are building an understanding of oracy teaching and how to embed this in their classrooms.</p> <p>All staff are confidently and routinely inspiring pupils to participate meaningfully in discussion, build listening skills and engage in debate.</p> <p>Pupils are engaged in purposeful and constructive discussions with each other and with adults that enhances their understanding.</p>
<p>Introduce and embed Language Link programme across KS1 and KS2</p> <p>Rapidly identify and support children with mild to moderate SLCN and those new to English.</p> <p>Ensure pupils with identified EAL are well supported with the development of spoken and social use of English.</p>	<p>TW CW All teachers</p>	<p>£1,500</p>	<p>From 9.9.2019</p>	<p>Lesson obs Pupil conferencing Book scrutinies</p> <p>Collect video evidence of progress</p>	<p>Planned and resourced interventions for a graduated approach plus high quality teaching strategies and classroom resources is ensuring SLCN are routinely and systematically being met for all pupils.</p> <p>Children with mild to moderate SLCN and those new to English are receiving targeted intervention</p> <p>Pupils with EAL are receiving high quality teaching and their progress with learning English is being effectively tracked across terms and years.</p> <p>In KS2 There is a clear focus on vital higher-level language skills such as making inferences, complex grammar and figurative language.</p>

<p>Guided Reading to take place daily through 'cracking comprehension' to ensure every child has quality teacher input.</p>	<p>TW CW All teachers</p>	<p>Staff meetings</p>	<p>July 2020</p>	<p>Lesson observations by Trust leader Book scrutiny and ongoing assessment</p>	<p>The percentage of children achieving at least Age-Related Expectations in reading in 2020 rises to at least 75% at the end of KS2 and the number reading GDS is close to the NA.</p> <p>The percentage of children achieving at least Age-Related Expectations in reading in 2020 rises to at least 80% at the end of KS1 and the number reading GDS is close to the NA.</p> <p>Children able to articulate their understanding of a text much more clearly through inference and deduction</p>
<p>Daily class reader in which teachers ensure any text is understood from the author's view, interacting with the text during and after reading.</p>	<p>TW All staff</p>	<p>Appropriate books purchased for each year group</p>	<p>Oct 2019 Ongoing</p>	<p>Observations Pupil conferencing</p>	<p>Pupils enjoy reading and appreciate hearing a wide range including classic stories that teachers read to them daily.</p> <p>Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge is measurably developing their language capability</p>
<p>Improve reading teaching strategies with purchase and use of Accelerated Reader to ensure that pupils have access to high quality texts to engage and heighten their passion for reading.</p>	<p>TW All staff</p>	<p>Purchase Accelerated reader (£5000)  Train staff in the use of Accelerated Reader</p>	<p>Training Sep 2019 Ongoing</p>	<p>Discussions in staff meeting  Data Tracking  Pupil conferencing Parent discussions</p>	<p>Staff have greater knowledge and understanding of learning and progress aided by renaissance STAR reports.</p> <p>Pupils are motivated and develop a love of reading for pleasure.</p>

The approach is evidence-based and has been evaluated elsewhere		Update and purchase books			
Kernow English Hub –audit of RWI and KS1 reading schemes  Matched reading scheme – with RWI with reading band to check for clear progression	CW LH TW	Books identified	July 2019	Books are purchased and monitored by use.	Pupil attainment in reading is rising across the school.  Children are reading more fluently and for greater pleasure.
All staff encourage enjoyment of reading and raise profile across the community including parents/carers  Parent/carer workshops- parental involvement and understanding on how to help their children	TW All staff	Time	April 2020	Track opportunities given by staff for children to read. Share good practice.	Children are reading more fluently and for greater pleasure.  Discussions with parents and children. STAR and PIRA data.  Parents can read and talk about books with their children effectively.
English Subject Lead to organise a series of planned reading events for the year	TW CW	Time	July 2020	Different reading focus/event evident each half term as a whole school focus.	Profile of reading continues to be raised across the school. Children report a love of reading.

## Improve the quality of teaching and learning and assessment by

- making sure that teaching consistently results in good progress for all groups of pupils.

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?
<p>Raise expectations for teaching – provide absolute clarity and expectation of what ‘good’ looks like</p> <p>Rigour demonstrated, modelled and insisted upon by leaders at all times.</p> <p><u>Milestones:</u> Teachers deemed to be ‘inadequate’ for teaching over time will be placed on support plans from the start of the Autumn Term.</p> <p>Inadequate teaching to be completely eradicated by 28.2 .2020</p> <p>Teachers still requiring improvement to be good and are responding well to support plans will continue with informal support until teaching is judged as typically good.</p>	<p>TW LR MB RW All teachers</p> <p>AE MB TW/LR</p> <p>AE MB TW/LR</p>	<p>Time</p> <p>Time</p>	<p>Ongoing all year</p> <p>Ongoing</p>	<p>Sharp monitoring of teaching so identified areas for improvement are remedied quickly. This will be through continuous, incremental and delivered ‘at the moment’ monitoring where possible by school and Trust leaders</p> <p>Learning walks, observations, incremental coaching- all address immediate next steps for improved teaching and follow up on actions</p>	<p>Teaching across all year groups is improving rapidly and is typically good by July 2020</p> <p>Teachers have consistently high expectations and are determined that all pupils will achieve well.</p> <p>Over time, this leads to pupils making strong progress At all times, a very high proportion of pupils are making expected progress towards the end of year expectation and an <u>improving</u> number are making more than expected progress.</p> <p>Checks on teaching and learning are followed up quickly and lead to consistent improvements in pupils’ outcomes.</p>

<p>Through planned and systematic coaching, demonstrating, modelling.</p> <p><b>Increase subject knowledge</b> of all staff leading to better :</p> <ul style="list-style-type: none"> <li>• Planning – pitched to meet needs of pupils. Maths and English Leaders to model. Quality First Teaching focus</li> <li>• Lesson structure - beginnings of lesson- middle – whole lesson Each defined, explored, modelled and expected.</li> <li>• Plan- do- assess - review cycle throughout lessons. Lesson observation, annotated lesson planning</li> </ul>	<p>AE MB TW LR</p> <p>All leaders inc Trust leaders</p> <p>All leaders inc Trust leaders</p>		<p>Dec 2019 fully in place and reviewed throughout year</p>	<p>Incremental coaching programme – cycle of improvement activities, do and review</p> <p>Observations/Aspire additional monitoring visits</p> <p>Planning – weekly monitoring</p> <p>Work scrutiny- led externally by SO</p> <p>IRIs – video and review of lesson by teacher and senior leaders</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>During lessons teachers and support staff can quickly identify when pupils are struggling or are ready to move on.</p>
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<p>Research and evidence-based practice will be used to (EEF, EYFS early excellence) ensure staff are continually improving themselves and they are expected to reflect on all CPD.</p>	<p>AE TW  LR  All staff</p>	<p>Time to attend courses  Feedback</p>	<p>Ongoing</p>	<p>CPD- feedback in staff meetings and actions followed.  Observations of lessons, pupil and parent conferencing</p>	<p>Pupil outcomes are rapidly improving as a result of teachers increased proficiency in teaching and learning.</p>
<p>Utilising expertise across the Trust ( eg KS1, Maths experts, teacher networks, SENDco) to ensure excellent practice is understood, delivered and celebrated by all staff at Bugle</p>	<p>RW  TW  All staff</p>	<p>Time</p>	<p>Ongoing all year</p>	<p>Evaluations of good practice visits to other schools Peer support network observations and challenge – monitored by RW  Records and reports of Trust experts and actions followed</p>	<p>Aspirations and expectations for all pupils are universally ambitious and held by ALL staff in Bugle and this is systematically reinforced by leaders at all levels.  Fellowship, challenge and support by the networks will be evidenced in good progress and better outcomes by pupils.</p>

**Further improve pupil's attendance by tackling persistent absence:**

- New EWO working closely with the school.
- Attendance to be monitored every week – meetings with parents arranged fortnightly.

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?
Whole School training on attendance	EWO	£180 EWO time	30.9 .2019	Staff questionnaire following training to ascertain understanding	<p>Staff can identify PA pupils and are confident in supporting them to make progress.</p> <p>Staff will be aware of the importance of regular attendance, and how they can support.</p> <p>Staff will be able to identify pupils are at risk of PA</p>
Tracking system for all students below 93% will be implemented with clear boundaries for intervention	Lead Teacher/EWO/ Attendance Champion	Tracking spreadsheet, letters, time	Ongoing	<p>Attendance of individual pupils will be monitored every three weeks with clear records of intervention where needed:</p> <p>Letters (green, amber, red) to parents/carers when attendance is below 90%, warning, formal meeting with HT, EWO referral</p> <p>Termly review of target</p>	<p>Individual attendance will improve as a result of intervention.</p> <p>In the academic year 2019-20 we will strive to get persistent absence below 15%. There will a termly review of progress towards the target.</p>

<p>Attendance of key groups will be monitored specifically.</p> <p>Attendance Data is broken down and scrutinized every three weeks.</p>	<p>Lead Teacher/EWO/ Attendance Champion</p> <p>Lead Teacher/EWO/ Attendance Champion</p>	<p>Attendance data by SEN; FSM; Ever 6 etc</p> <p>Attendance data by code</p>	<p>Ongoing every three weeks all year round</p>	<p>Attendance of key groups will increase/plans will be in place to intervene</p> <p>Staff are fully aware of key areas for focus and are monitoring plans that are in place to address for their class e.g. holidays in term time.</p>	<p>PA action plans will be in place for individual pupils</p> <p>There is a clear profile of absence in place with a planned route for intervention (e.g work with EAL, GRT)</p>
<p>There is a clear profile of reasons for absence and intervention is planned accordingly.</p>	<p>All Staff</p>	<p>Certificates; wall displays; assemblies; attendance weeks</p>		<p>EWO will prepare a termly report for Board Trustees</p> <p>Termly reporting by Head of School to Hub Councillor via face to face meeting and scrutiny of attendance reports</p>	<p>Pupils and parents are able to explain the importance of good attendance and how they can achieve this – they understand how attendance is rewarded</p>
<p>Parents are aware of, and support, good attendance within school</p> <p>Form a parent focus group –invited key parents</p>	<p>All Staff/ TMc / EWO</p>	<p>Newsletters; school reports; parents' evenings; clinics;</p>		<p>EWO will prepare a termly report for Board Trustees</p> <p>Parents understand what good attendance is and how they can support school with this e.g. first day contact; early discussion of concerns;</p>	<p>Parents are engaged in their child's learning – they use the first day call system, they understand why their child must be in school and seek support where needed.</p>

**Improve the quality of the Early Years Foundation stage by:**

- securing effective leadership for the whole of the early years
- ensuring consistency in the quality of learning experiences in indoor and outdoor learning spaces.

<b>Specific actions - what will we do to achieve the outcomes above?</b>	<b>Who will lead? Who will be involved?</b>	<b>Resources needed</b>	<b>Date for completion</b>	<b>How/ when will we monitor/ evaluate? What evidence will we gather?</b>	<b>Indicators of success/ milestones. How will we know our actions are successful in ensuring pupils are making good progress?</b>
To enable the EYFS leader sufficient time and support to carry out the role effectively. EY leader relinquishes aspects of English leader role in order to drive EY improvements	TW LH	Release time Costs	Ongoing	Dedicated time is given and monitored with actions and impact – reported and followed up by EYFS Trust lead.	More consistency in links between nursery and the school. Greater understanding of provision, data and assessment systems across the whole of the EYFS.
To develop a robust professional development programme through auditing qualifications, training and targets.	LH VM TW	Time and training	Ongoing	CPD evaluations disseminated across the settings Training logs evaluated for impact  Performance management targets and appraisals- cycle	Professional knowledge of pedagogy has improved, and staff understand and deliver excellent EYFS provision
More rigorous monitoring of the quality of teaching and learning throughout the EYFS.	HB LH TW	Time	Ongoing	Lesson observations, learning walks, data reviews.	There is clear improvement in progress and outcomes for children.  GLD results 2020 will be at least in line with NA.

<p>Full Audit of outdoor and indoor provision across the Piccolos Nursery and Reception classes. Action plan formed detailing next steps</p> <p>Action taken to ensure: Consistency in expectation Consistency and equity in the learning experiences and provision on offer</p> <p>Consistency of priority focus on the importance of high-quality interactions between adults and children to develop their communication and language skills.</p>	<p>LH HB TW</p>	<p>£10,000</p>	<p>Full audit complete by 30.9.2019 Action plan completed by 15.10.2019</p> <p>Actions on plan completed and evaluated by July 20120</p>	<p>Lesson observations, learning walks</p>	<p>EYFS Aspire Charter at least Bronze achieved by Jan 2020 and Silver by July 2020</p> <p>Children have access to high quality and wide-ranging learning opportunities across the setting.</p> <p>Adults demonstrate at all times the vital role they play in modelling effective language and communication</p>
<p>Model high quality language through staff interactions with children and through storytelling.</p> <p>The setting continuously reflects a high-quality language rich environment language which is modelled and accessible to children</p>	<p>LH VM TW</p> <p>HB LH VM</p>	<p>Staff training costs</p> <p>Preparation Resources</p>	<p>Dec 2019</p> <p>Dec 2019</p>	<p>Lesson observations, learning walks, data reviews.</p> <p>Observations learning walks EYFS monitoring by Trust leader</p>	<p>A rich language environment (implicit approaches) as well as directly extending children's vocabulary (explicit approaches is clearly evident and impacting daily on pupil's mastery and progression of language.</p>