

Hawthorn Primary School Improvement Plan 2016 – 2017

Post Ofsted Inspection Report published 10/11/16

To be read alongside Pupil Premium Strategy and Review
and Governance Review Action Plan.



Hawthorn Primary School : School Improvement Key Priorities 2016/17

| Priority : Leadership | Objectives of this plan |
|---|--|
| L1) Leadership requires improvement because school improvement plans are neither precise nor measurable enough. | L1a To ensure School Improvement Plan has clear lines of accountability, strict time frames and precise and detailed expected outcomes and impact. |
| L2) Leadership requires improvement because teachers are not given feedback clearly states how they can improve their practice nor do they have targets that support and challenge. | L2a To ensure all feedback to teachers from all leaders will have clear action points to improve teaching and learning L2b Teachers performance management process will be robust and ensure targets are set that both support and challenge |
| L3) Leadership requires improvement because assessments were not accurate in all cases particularly in English. | L3a To ensure assessment and tracking of children's progress is accurate in all classes |
| L4) Leadership requires improvement because there is not consistency in the quality of teaching and learning in Reception and KS1 | L4a To ensure all classes demonstrate the same high standards of teaching and learning across the school. |
| L5) Leadership requires improvement because governors do not hold leaders and teachers robustly to account for the progress of all groups of pupils (including those with lower ability, the most able, the most able disadvantaged and those with special educational needs and/or disabilities.) | L5a - L5e To ensure governors understand all their roles and responsibilities. To ensure Governors understand the strengths and areas needing improvement in the school To ensure governors can understand the impact of teaching, learning and assessment on the progress and attainment of pupils. To ensure governors are able to challenge as well as support leaders especially where there are variable outcomes for different groups. To ensure governors can evaluate how school finances including Pupil Premium are deployed |

| Priority : Teaching & Learning | Objectives of this plan |
|---|--|
| <p>T&L1) Teaching and learning requires improvement because teachers do not always have high enough expectations of what pupils can do and achieve (especially in KS1 and Reception).</p> | <p>T&L1a To ensure teachers have raised expectations of what pupils can achieve</p> |
| <p>T&L2) Teaching and learning requires improvement because teachers are not using accurate assessment information to plan learning opportunities that consistently meet the needs of all groups of pupils (particularly those with lower ability, the most able, including the most able disadvantaged, and those with special educational needs and/or disabilities)</p> | <p>T&L2a To ensure every child is challenged to make outstanding progress from their starting points. T&L2b To ensure assessment and tracking of children’s progress is accurate in every class T&L2c To ensure standards improve in every class so that the proportion of pupils in each group (SEN, Disadvantaged etc.) in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of Reception, KS 1 (including the Year 1 phonics check), and KS2. T&L2d To ensure the proportion of most able pupils (including disadvantaged pupils) reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages.</p> |
| <p>T&L3) Teaching and learning requires improvement because teachers are not ensuring all pupils read frequently and widely.</p> | <p>T&L3a To ensure the rapid development of early reading skills T&L3b To ensure children have greater opportunities to read with adults T&L3c To ensure the teaching of all elements of reading is of the highest quality across the school T&L3d To ensure there are opportunities for reading in every part of the school and the environment reflects the focus on reading. T&L3e To ensure parents are involved in the focus on Reading</p> |
| <p>Inspection Dashboard : Weaknesses KS2 progress in lowest 10% for SEN Middle prior attainment KS1 reading below national GD for High prior attainment (EYFS EXC/girls) KS1 maths below national GD for Middle prior attainment (EFYS EXP)</p> | <p>As above</p> |
| Additional priority | |
| <p>Attendance improved in 2016 however this must be sustained including all groups.</p> | <ul style="list-style-type: none"> • The much improved attendance outcomes for all pupils (including disadvantaged pupils) in 2016 will be sustained and / or improved further. |

Monitoring, evaluation and review of this plan

The governing body will have the ultimate responsibility of assessing the impact of this action plan. The governing Body has set up Focus Groups to ensure that improvements are rapid and sustained (Attainment and Progress Focus group (with its 4 sub groups – Pupil Premium; SEN/Lower ability; Reading and KS1 & Reception) and Attendance Focus group). These groups will be the main source of gathering information. The Focus groups will engage with and consult a range of sources which will include:

- The local authority
- Headteacher
- School leadership team
- The teaching & learning responsibility team
- Class teachers and other staff members
- Pupils and their parents
- First-hand information gathered by governors

The Chair of the governing body with the headteacher will coordinate the work of the Focus Groups to ensure clarity of purpose and avoid possible duplication. The Focus groups will meet at least once every term to gather and evaluate information. They will examine a range of monitoring evidence gathered by the school or the local authority and carry out a thorough evaluation. They will then present their findings to the full governing body meeting each term.

The responsibility of assessing the impact of the key actions will remain with the lead mentioned in the plan.

The headteacher will have the ultimate responsibility of evaluating the impact of the action(s) taken. This will be achieved through a detailed examination of the evidence which is presented by the lead. She will arrange regular meetings with the key leads to ensure that the impact and progress are carefully tracked and reported to the governors.

Governors will hold the headteacher to account for the actions for which he is identified as the lead. The chair of governors will work with the local authority to ensure that the evaluation and review carried out by governors are effective for raising standards.

Appendix A provides the detailed planner for the school and Governing Body

Appendix B provides the Governors Action Plan which covers objectives **L5a – L5e**

Appendix C provides the head teachers log of actions since the Ofsted inspection

| Objective L1a | | | | |
|---|---|--|---|---|
| To ensure School Improvement Plan has clear lines of accountability, strict time frames and precise and detailed expected outcomes and impact. | | | | |
| Action | Milestones | Expected Impact | Lead person | Evidence |
| HT & SLT to review models of School Improvement Plans | By 31.10.16 | SLT has clear idea of what constitutes a precise and detailed School Imp. Plan | Judy Cowgill (Head teacher) | |
| Incorporate Ofsted findings into Key priorities of Improvement Plan. Develop Objectives for each priority | By 09.11.16 | Clear objectives to move school to "Good". | Judy Cowgill (Head teacher) | First draft of Imp. Plan |
| HT & SLT to work through first draft of milestones and expected impact for each Objective, develop monitoring planner. | By 25.11.16 | Clear milestones of improvement leading school to "Good". | Judy Cowgill (Head teacher) | First draft of Imp. Plan First draft of monitoring planner |
| Check with AP that SIP is more precise and measureable | On 25.11.16 | AP will challenge head to ensure plan is precise | Judy Cowgill (Head teacher) | Minutes of meetings; Second draft of Imp. Plan |
| Review with LA representative and Chair of Govs. | On 29.11.16 | LA is clear about school's strategies to support improvement to becoming a "Good" school. | Judy Cowgill (Head teacher) | Minutes of meetings; revised plan |
| Work through with Governors to check understanding and accountability and their own accountability. | On 8.12.16 | Governors understand priorities L 1-4 and T&L 1-3 . (This will begin the actions for L5) Plan adjusted to incorporate any amendments requested by governors. | AS (Chair of Govs) JC (Head teacher) | Minutes of meetings; revised plan where necessary |
| Add Governance Action Plan after first meeting of Governance review (6.12.16) These actions will support Priority L5 | By 1.1.17 | Final working plan is set to drive progress in all 8 priorities. It has clear time frames (including review dates) and milestones and expected impact. GB's knowledge on how to monitor and challenge is much improved – See Governors Action plan | Judy Cowgill (Head teacher) | Minutes of meetings; revised plan where necessary |
| Strengthen Leadership team by secondment of LA officer as Acting Deputy. Appointment of new substantive deputy post | From 9.1.17 By May 2017 | Leadership team is highly effective and robust, it is clear on strengths and areas for development, it challenges and supports teaching staff to improved pupil outcomes. | | |
| Regular TLR meetings (every 2 weeks) will ensure all leads are feeding back to HT. Improved performance management monitoring of phase/subject leads (see L2b) | From 24.1.17 | A broader input into SLT from all phases leading to knowledgeable decision making for actions. Improved accountability leading to swifter actions on improving standards | | |
| Review of Improvement Plan | By SLT 20.1.17; 17.3.17; 5.5.17; 30.6.17 By Govs 26.1.17; 23.3.17; 11.5.17; 6.7.17 | Plan has been implemented and having measurable impact in pupil outcomes. Improvement plan is flexible according to need – new actions from the completion of planned action. It is always up to date and relevant | Judy Cowgill (Head teacher) | Minutes of meetings; revised plan where necessary |
| Monitoring | | | | |
| Achievement Partner to review first draft 25/11/16 Review with Chair half termly and at AP meetings each term Reviewed at each full Governing Body Meeting half termly. This pattern will continue into 17/18 | | | | |

Objective L2a

To ensure all feedback to teachers from all leaders will have clear action points to improve teaching and learning

| Action | Milestones | Expected Impact | Lead person | Evidence |
|--|---|--|-------------------|----------------------|
| HT & SLT to review previous years monitoring records. | By 30.10.16 | SLT recognises where feedback has been less than challenging or supportive | JC (Head teacher) | |
| New Observation form developed with SLT to include "Next steps" and a record of the discussion held with the member of staff after the observation | By 14.11.16 | New format agreed across school | JC (Head teacher) | Observation Form |
| Observation form disseminated to staff Monitoring planner shared ahead of each term start | By 11.11.16 Each end of term | Staff are clear about how/when observations will take place, with discussions afterwards playing large part of observation. Teachers are provided with systematic and individualised support to improve the quality of their teaching skills, directly impacting on pupils progress & achievement. | JC (Head teacher) | N/A |
| Check with AP that observation form is more likely to improve teaching and learning, show examples already carried out. | On 25.11.16 On 13.2.17 | AP will challenge head to ensure information on the form is appropriate SLT judgements secure and feedback useful in moving teaching performance forward | JC (Head teacher) | Minutes of meetings; |
| Observations carried out in Spring term will be focussed on issues raised at Pupil Progress meetings (Jan 9 th) | 24.2.17; 25.1.17; 1.2.17; 7.2.17; 8.2.17 | Observation feedback will have clear action points which will be reviewed in summer term | JC (Head teacher) | Observation forms |
| Review with LA representative and Chair of Govs. | On 29.11.16 | LA is clear about school's strategies to support improvement to becoming a "Good" school. | JC (Head teacher) | Minutes of meetings; |
| Observation sheets to be shared with staffing group half termly and a report given to governors re teaching quality | 17.1.17; 8.3.17 | Governors are fully aware of the strengths and weaknesses of teaching and learning | JC (Head teacher) | Minutes of meetings; |

Monitoring

Achievement Partner half termly
Shared with Chair half-termly from 9/12/16
Reviewed at each full Governors termly

| L2b | | | | |
|--|--|---|--------------------------------|--|
| Teachers performance management process will be robust and ensure targets set both support and challenge | | | | |
| Action | Milestones | Expected Impact | Lead person | Evidence |
| HT & SLT to review models of teacher performance management including from WJPS Teaching school and SLE. | By 31.10.16 | SLT have clear understanding how to record the Teachers performance management process . | Judy Cowgill (Head teacher) | HT's performance management file |
| Review paperwork to ensure it allows for target setting and success criteria to be clearly stated | By 09.1.17 | System for recording PM process revised and in place | Judy Cowgill (Head teacher) | First draft of paperwork |
| Work with SLE from WJPS Teaching School on appropriate targets for teachers | From 9.1.17 dates to be arranged | Targets for teachers will be challenging as well as supportive. | Judy Cowgill (Head teacher) | Minutes of meetings |
| Information shared with Governors staffing committee | 8.3.17 | Staffing committee have the evidence to understand process and question HT | Judy Cowgill (Head teacher) | Minutes of meeting |
| Spring term observations by HT | 24.2.27; 25.1.17; 1.2.17; 7.2.17; 8.2.17 | HT has accurate data about teaching in every class, feedback conversation with teachers gives them individualised support to improve quality of teaching skills leading to improved outcomes for pupils evidenced by data Direct benefit to pupils. | Judy Cowgill (Head teacher) | Observation sheets |
| Interim PM interviews held with teachers focussing on issues raised at pupil progress meetings and Spring term observations (9.1.17) | 27.1.17; 28.1.17; 1.3.17; 2.3.17 | Process is robust and improves teaching Teachers are clear on accountability and responsibilities leading to swifter action to improve standards Challenge contributes to improved outcomes. | Judy Cowgill (Head teacher) | Minutes of PM meetings, feedback to teachers |
| Interim PM interviews held with phase/subject leaders regarding progress to targets | 27.1.17; 28.1.17; 1.3.17; 2.3.17 | Process is robust and improves teaching Leaders are clear on accountability and responsibilities leading to swifter action to improve standards | | |
| Feedback to Governors staffing committee | 8.3.17 | Governors are aware of level of challenge and support within teachers performance management process | Judy Cowgill (Head teacher) | Minutes of meeting. |
| Monitoring | | | | |
| Shared with Chair at meetings half-termly from Jan '17 Report by staffing committee given to full GB July '17 | | | | |

| Objective L3a To ensure assessment and tracking of children's progress is accurate in all classes | | | | |
|--|---|--|---|---|
| Action | Milestones | Expected Impact | Lead person | Evidence |
| KS1 & 2 Interim Frameworks reviewed with Y2 & Y6 teachers | By 21.10.16 | Teachers have clear understanding of the standards required for Working at the Expected Standard. | Jen Pearson (Eng. coordinator) | N/A |
| Reception Baseline assessments moderated by Lesley Cook LA EYFS consultant and Head teacher | On 9.11.16 | Judgements of Baseline assessments are secure | | |
| "Pupil can" statements developed for Years 1,3,4 and 5 Disseminated to staff | By 28.11.16 On 30.11.16 | Class teachers have clear standards against which to assess. Accurate assessment system leads to improved planning & teaching. | Jen Pearson (English coordinator) | Statements available |
| Staff meeting re use of Assessment tracker Assessments completed and put on tracker. | On 30.11.16 On 14.12.16 On 29.3.17 On 12.7.17(incl.SATS) | Teachers are clear about how to use tracker to analyse data for their class. Tracker is up to date and ready for analysis by the end of each term | Judy Cowgill (Head teacher) Class teachers | Trackers PP meeting teacher documents |
| Teachers carry out Reading NFER standardised tests December, July to support T Assessment (Y3/4/5) Question level analysis carried out | December '16, July '17 | Teacher assessments are accurate leading to focussed interventions to address specific learning needs. | Jen Pearson (English coordinator) | Assessment data |
| Teachers carry out White Rose standardised Maths tests end of each term Question level analysis . | December '16, April '17 , July 17 | Teacher assessments are robust leading to focussed interventions to address specific learning needs. | Rachel Clayton (Maths coordinator) | Assessment data |
| Maths coordinator to carry out assessments in Y1 to support NQT Question level analysis carried out | 5.12.16 | NQT is confident with maths assessments | Rachel Clayton (Maths coordinator) | Assessment data |
| SLT to moderate assessments to confirm judgements via book scrutiny | On 3.4.17 On 17.7.17 | Valid accurate judgements of pupil achievement leading to improved planning. | Judy Cowgill (Head teacher) | Minutes of meeting |
| Maureen Hughes (external English consultant) to work with all staff 1:1 re assessing Greater Depth Standard. MH to moderate assessments | On 15.3.17 On 29.3.17 On 24.5.17 | Teachers are clear on standard required to meet Greater Depth in English. Teaching strategies ensure most able children achieve GD | Jen Pearson (English coordinator) | Minutes of meetings; |
| Anne Stoker Chair of gobs (and head of Nursery school) to scrutinise Learning Journals, books etc in R. | w/b 17.3.17 | Governors are involved and clear on standards being achieved in EYFS and recording systems | Anne Stoker (Chair of Gobs) | Note of visit |
| Peer mentor (St Pauls Primary EYFS lead) to moderate judgements in Reception | Ongoing but final agreement of judgements on 9.5.17 | Secure judgements in Reception agreed by outstanding practitioner. | Chelsea Barron (R teacher) | Teachers notes of visit |
| Lesley Cook LA EYFS consultant to moderate judgements in Reception | Ongoing but final agreement 22.5.17 | Secure judgements in Reception agreed by LA consultant/ lead moderator | Jen Pearson (Eng. coordinator) | Minutes of meetings; |
| DW (Phonics specialist teacher) and JK (KS1 lead) support Y1 teacher (NQT) with Phonics test | w/b 22.5.17 | Y1 teacher is confident in administering Phonics test, judgements accurate Y1 at or above national Av. | Jo Kennedy (KS1 lead) | N/A |
| All data submitted to LA and DfE | By 29.6.17 | School is secure in accurate assessments in all Key Stages. Supports all future years assessments | Judy Cowgill (Head teacher) | |
| Monitoring | | | | |
| All evidence shared with Chair meetings half-termly from 9/12/16. Reviewed at each full Governors meeting | | | | |

| Objective L4a To ensure all classes demonstrate the same high standards of teaching and learning across the school. (See also L2b) | | | | |
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| Action | Milestones | Expected Impact | Lead person | Evidence |
| Request support from Teaching School (WJPS) and NLE Gary Wallis-Clarke Write bid for School to School support grant | On 12.10.16 On 2.11.16 Notified successful 13.1.17 | Teaching School will provide or broker additional support for school leaders and class teachers, an affiliation with a different setting will assist in teachers' raised expectations. | Judy Cowgill (Head teacher) | School to School bid sent off 2.11.16 |
| Request further support from Maureen Hughes External English consultant and EEF advisor | On 12.10.16 | Additional training for English coordinator (new to post Sept. '16) 1:1 bespoke training for class teachers, whole school training, assessment & tracking development, moderation of judgements, lessons obs with clear action points – will all ensure teaching in English is at least good across the school. | Judy Cowgill (Head teacher) | Observations, notes of visit, staff meeting power points. |
| Request support from LA, EYFS consultant Lesley Cook | On 17.10.16 | Additional support and challenge for R teacher (new to post Sept. '16) will ensure rapid development of early skills in R class | Judy Cowgill (Head teacher) | Notes of visit |
| Request Pupil Premium review from Jan Corlett CEO SMART MAT, NLE. | On 21.10.16 | Pupil premium review will ensure disadvantaged pupils are getting best possible provision to ensure their attainment and progress at least matches National Averages Summer '17 | Judy Cowgill (Head teacher) | Pupil Premium strategy and Review docs. PP data July '17 |
| Request peer to peer support from local primary school with outstanding EYFS lead. | On 31.10.16 | Having a practitioner share good practice and support R teacher will ensure R teacher is on track with actions. | Judy Cowgill (Head teacher) | Teachers notes of visit |
| Meet with Governors Finance and Staffing committee to plan support for leadership (new team) & teaching and learning | On 4.11.16 | Governors make financial decisions based on the need for all teaching and learning to be at least good. LA support brokered leading to enhanced leadership team. | AS (Chair of Govs) JC (Head teacher) | Minutes of meetings; |
| Training day for all staff to revisit "Non-negotiables" for English in each Key Stage, in Planning, marking, presentation of books, handwriting, booster groups, SEN interventions SLT targeted observations/scrutiny/drop-ins will focus on these elements | On 18.11.16 Ongoing from 23.11.16 see planner | All staff have clear document clearly stating the non negotiable elements they must all follow. This will ensure consistency across books, planning teaching etc. New marking policy is clearly understood by children – this is monitored by SLT and governors | Judy Cowgill (Head teacher) Karen Smith (LA seconded Acting deputy) | Non negotiable sheets Observation forms |
| Pupil Progress meetings – staff are expected to analyse class data and bring information to these meetings. Individual progress will be discussed and strategies developed for teaching | On 9.1.17 On 26.4.17 On 10.7.16 (with next teacher) | Teachers will be clear about the performance of individuals and groups within their class. They will have been challenged where any pupil has not made progress and supported to find new strategies for teaching them. | Judy Cowgill (Head teacher) Karen Smith (LA seconded Acting deputy) | Minutes of meetings; revised plan where necessary |
| Monitoring | | | | |
| SLT to carry out targeted observations and Report to Achievement Partner and Chair meetings half-termly from 9/12/16 reported to GB along with Post Ofsted actions report | | | | |

Objective T&L1a To ensure teachers have raised expectations of what pupils can achieve (See also L3a)

| Action | Milestones | Impact | Lead person | Evidence |
|---|---|--|--|---|
| 1:1 bespoke training from MH re Challenging texts in English lessons Observations of whole class reading lessons | On 28 9 16 & 2.11.16 On 2.11.16 & 16.11.16 9.1.17 PP meeting | Teachers are using Challenging texts throughout their English teaching so that all groups of children make at least good progress. | Jen Pearson (English coordinator) | Observation forms Tracking, PP , meetings |
| Whole staff training re “Challenge” in lessons Targeted observations Planning scrutinies by SLT | On 11.11.16 24.2.27; 25.1.17; 1.2.17; 7.2.17; 8.2.17 See planner | Teachers are clear about what challenge means in vocab used, expectations, taught content, independence etc Teachers consistently plan and deliver challenging lessons in all subjects. | Judy Cowgill (Head teacher) Karen Smith (LA seconded Acting deputy) | Observation records Planning scrutiny |
| Via support from Teaching School enable teachers in KS1 and R to visit other settings R teacher to receive peer mentoring support from St Pauls including visiting setting | Dates for WJPS to be arranged Fortnightly from 8.11.16 to St Paul’s | Teachers have the opportunity to see good practice in a variety of settings to raise expectations. | Judy Cowgill (Head teacher) | Teachers notes of visit |
| Teacher to monitor self-chosen activities in reception to identify where children need further challenge R staff to actively engage with targeted children and record interactions | Ongoing from 9.11.16 | Reception children are making progress in self chosen activities. Self-chosen activities used as opportunity for teaching and learning | Chelsea Barron (R teacher) | Records of observations and interactions |
| Chair of governors (Head of Nursery school) to carry out observation of self-chosen activities in R and report back to governors | 17.3.17 | Governors are aware of level of challenge in R class in both directed and self-chosen activities | Anne Stoker (Chair of Govs) | Note of visit |
| Analysis of data by teachers, reviewed at Termly Pupil progress meetings with Head, Deputy/SENCo, Maths and English lead. Individual and group performances examined and ways forward to accelerate progress developed. | End of each term | More pupils are working at Greater Depth/Exceeding in every class. In R, Y2 and Y6 attainment is in line with National Averages for EXC, GDS The proportion of most able disadvantaged pupils reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages. | Judy Cowgill (Head teacher) Karen Smith (LA seconded Acting deputy) | Data analysis sheets, minutes of PP meetings. |

Monitoring

SLT to aggregate observations termly to assess progress, report to Achievement Partner and chair at meetings termly from 9/12/16
Data reported termly to Governors via Position Statements

| Objective (Also see L4a) T&L2a To ensure every child is challenged to make outstanding progress from their starting points. (Also see T&L1a) T&L2b To ensure assessment and tracking of children's progress is accurate in every class (Also see L3a) T&L2c To ensure standards improve in every class so that the proportion of pupils in each group (SEN, Disadvantaged etc) in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of Reception, KS 1 (including the Year 1 phonics check), and KS2. T&L2d To ensure the proportion of most able pupils (including disadvantaged pupils) reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages. | | | | |
|---|---|---|--|--|
| Action | Milestones | Expected Impact | Lead person | Evidence |
| All teachers to analyse their class assessment data using the information recorded to identify performance of groups and individuals.. | By 1.1.17 By 24.4.17; | Teachers know groups within their class including more-able. Senior Leaders and subject leads support and challenge. Teaching and learning improve leading to better outcomes through identification of pupils above and below expected standards. | Judy Cowgill (HT) | Notes from Pup. Prog. meetings See L4a |
| Planning will be adapted to ensure specific groups are targeted Planning monitored by SLT | By 17.2.17 w/b 27.3.17 | Teachers planning demonstrate that their teaching is targeted at the progress of identified groups and individuals | Judy Cowgill (Head teacher) | Annotated Planning files |
| Marking & feedback training – at Key Stage meetings | 23.11.17 | Teachers marking and feedback will give pupils clear and challenging next steps in their learning | Key Stage leads | Pupils books |
| Pupil premium review throughout year Initial fact finding meeting Review of documentation/findings Part 1 Part 2 Onsite Monitoring visit including report to full Governing Body Follow up visit summer '17 | On 2.11.16 By 10.11.16 On 26.1.17 Date tbc | Leaders use of pupil premium scrutinised by independent reviewer means pupil premium funds are being spent wisely and to best serve disadvantaged pupils. The proportion of disadvantaged pupils in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of each key stage and including in the Year 1 phonics check. | Judy Cowgill (Head teacher) Karen Smith (LA seconded Acting deputy) | Pupil premium strategy and review documentation |
| All staff trained in SEN interventions SENCO to monitor SEN paperwork SENCo monitor quality of SEN provision SENCo to talk to SEN pupils about work SENCo to scrutinise SEN pupils' books SENCo to carry out SEN PP meetings | During Autumn 2016 See planner for individual dates | Teachers will plan appropriately and with challenge for all SEN pupils. Paperwork will include impact of interventions. The proportion of SEN pupils in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of each key stage and including in the Year 1 phonics check. Progress for SEN pupils to be at least in line with national figures in 2017. See target sheet for detail. | Judy Cowgill (Head teacher) | |
| Analysis of data by teachers, reviewed at Termly Pupil progress meetings with Head, Deputy/SENCo, Maths and English lead. Individual and group performances examined and ways forward to accelerate progress developed. | End of each term | More pupils are working at Greater Depth/Exceeding in every class. In R, Y2 and Y6 attainment is in line with National Averages for EXC, GDS The proportion of most able disadvantaged pupils reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages. | AS (Chair of Govs) JC (Head teacher) | |
| Monitoring | | | | |
| Reports to AP termly, to Chair half termly and Data reported to full Governing Body Meeting each term via Position Statements. SEN report annually July '17 | | | | |

Objective (See L3a)T&L3aTo ensure the rapid development of early reading skills
T&L3bTo ensure children have greater opportunities to read with adults
T&L3cTo ensure the teaching of all elements of reading is of the highest quality across the school
T&L3d To ensure there are opportunities for reading in every part of the school and the environment reflects the focus on reading.
T&L3eTo ensure parents are involved in the focus on Reading

| Action | Milestones | Expected Impact | Lead person | Evidence |
|---|---|---|--|--|
| The English co-ordinator Jen Pearson who is new to the post will receive training from Dr Maureen Hughes (English consultant), this will include direct training, joint observations, running joint staff meetings, data analysis and target setting. MH to evaluate performance of English coordinator Preparation for 17/18 | On 14.9.16, 28.9.16 2.9.16, 16.11.16. 28.11.16, 12.12.16, 11.1.17, 23.1.17, 8.2.17, 27.2.17, 15.3.17, 29.3.17, 7.4.17, 26.4.17, 10.5.17, 24.5.17, 14.6.17, 28.6.17, On 10.7.17 | By July '17 JP will be well trained English coordinator with all of the skills necessary to continue improvements in all aspects of English. | Judy Cowgill (Head teacher) | English coordinators files. MH report re JP |
| All teachers will have individual training re the planning of the teaching of whole class reading lessons and guided reading. All teachers will have an observation of a class reading lesson and a feedback discussion with next steps. Y1 & Y2 additional cycle | On 28 9 16 & 2.11.16 On 2.11.16 & 16.11.16 On 28.11.16 & 12.12.16 | All lessons are based on the aspects of reading that are school priorities. (Summarising, Inference and justifying with evidence, Prediction from the text.) Pupils develop these skills rapidly | Jen Pearson (English coordinator) | Observation forms. Pupils understanding while reading |
| Further observations in Spring term to check on impact and development . | On 15.3.17; 29.3.17 | Teaching of reading remains consistently at least good | Jen Pearson (English coordinator) | Notes of visit Observation forms |
| Lesley Cook LA EYFS consultant and HT carry out reading audit in Reception. Observe phonics and guided reading sessions | On 16.11.16 Further observations to be arranged | Reading opportunities are wide and varied. Pupils learn basic reading skills quickly Phonics and Guided reading sessions by all members of staff are at least good. | Jen Pearson (English coordinator) Judy Cowgill (Head teacher) | Notes of visit Observation forms |
| Learning walk/reading audit to gather evidence of reading development to inform assessments with JP, HT and MH Link governor to take part in one of these walks | On 12.12.16 On 15.3.17 On 10.5.17 | Clear evidence of a reading rich environment is seen Reading records demonstrate regular opportunities for reading to an adult | Jen Pearson (English coordinator) | Note of visit |
| All year groups use new "Pupil Can" statements for each year group Pupils take NFER Reading tests in Y3/4/5 | By end of each term w/b 5.12.16 & 26.6.17 | Teachers have solid evidence for their assessments | Jen Pearson (English coordinator) | Assessment files |

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|---|---|--|--------------------------------------|---|
| Question level analysis following tests carried out by teachers to ensure priorities for subsequent teaching are clear. | By 9.1.17 | Pupils receive targeted teaching and Interventions are carefully targeted | Jen Pearson (English coordinator) | Annotated planning files |
| Reading areas and library have interactive displays/activities to encourage reading. Displays around school demonstrate love of books by the whole school community, to encourage children . Teachers to talk about what they reading | By 23.12.16 | Reading has very high profile in the school, it is seen as a pleasurable activity, all adults & pupils are positive about reading | Jen Pearson (English coordinator) | Environment |
| Reading is a focus of the English coordinator' assemblies. | Ongoing | Brings reading into all elements of school life. | Jen Pearson (English coordinator) | Assembly files |
| A team of parent helpers and volunteers will be formed in KS1 to support reluctant or slower readers daily in all year groups. Training provided. | From 31.10.16, one day a week each parent | Parents are involved in the teaching of reading, this message is clear for all parents. | Jen Pearson (English coordinator) | Key stage lead files |
| Reading clubs for both Key Stage 1 and 2 children targeted at children below Expected Standard | From 3.10.16 Daily reading to an adult during breaks KS2 Weekly at after school club KS1 | Every possible opportunity for a child to read to an adult – or older child is utilised. Targeted pupils attending clubs gives additional support. | Jen Pearson (English coordinator) | Attendance registers at clubs, rading records |
| Reading events for parents to read with their child (and receive training) | Termly tbc | Parents feel confident playing their part in the teaching and listening to their child reading. | Jen Pearson (English coordinator) | Parents q'aire at end of year |
| NLE and SLE from Teaching School support and challenge teachers, facilitate visits to other schools | Dates to be arranged | Additional peer support allows teachers opportunities to share good practice, aquire new ideas. | Judy Cowgill (Head teacher) | School to School support plan |
| Talk for Writing Trust additional training | On 25.11.16 | Teachers are further skilled in the T4W style. This engages our pupils especially boys, EA and SEN pupils. | Jen Pearson (English coordinator) | Observations |
| | | English attainment from Reception to Y6 reaches National Averages in 2017 | | |

Monitoring

Shared with Chair -termly from 9/12/16

Governors Focus groups tasked with monitoring evidence and reporting back to GB

Objective Attendance Although Attendance has risen last year to 96% we are committed to making sure there is no let-up in the determination to have all children in school every day! We still have some children coming in late regularly and we will be working hard to make sure that this stops.

| Action | Milestones | Expected Impact | Lead person | Evidence |
|---|---|---|--|--|
| Additional support purchased from Attendance service. First day response by telephone and then follow up visit on the same day if no phone contact possible. Data analysis, and all statutory work carried out. Traffic light system used for all children so they all know which “zone” they are in. Weekly meetings between Attendance officer and Admin/Head/Family Support co-ordinator | Half termly analysis of attendance data including all vulnerable groups | The much improved attendance outcomes for all pupils including disadvantaged pupils in 2016 will be sustained and / or improved further. Autumn term attendance stands at 95.? 0.1% higher than the same period last year | Lorraine Shields (Family Support Coordinator) Lauren Lau (Attendance officer) and Barbara Avery (Admin officer). | Class trackers (which include attendance) Position statements produced at the end of each term. |
| Attendance workshops for Reception class - all personnel involved so parents know everyone involved. | 13.9.16 | | | |
| Continue incentives for 100% attendance and no late marks. Wristbands for KS1, certificates for KS2 100%. Additional certificates for improved attendance, Weekly class trophy presented in front of parents on Fridays. Attendance class display in hall for maximum visibility. Rewards half termly and termly for parents –to give them a personal incentive. (£20 half term prize, weekend in caravan – donated by governor for termly prize) | Ongoing | | | |
| AO and FSC to work closely with targeted parents to support them in getting children to school and on time. Make sure link is made to all stakeholders between attendance and attainment. Tracking systems to be very clear. Governors focus group to continue to evaluate impact of interventions with regard to Attendance | Ongoing | | | |

Monitoring

Achievement Partner to review first draft 25/11/16
 Shared with Chair meetings half-termly from 9/12/16 (further dates to be arranged)
 Governors Attendance Focus Group will interrogate data and evaluate impact Reviewed at each full Governing Body Meeting half termly. This pattern will continue into 17/18