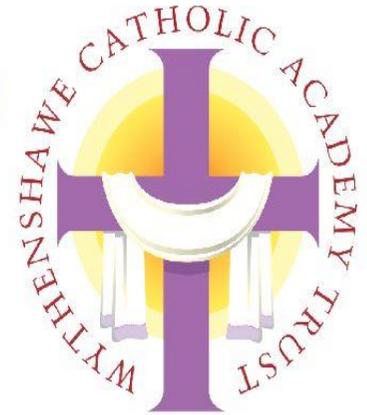




SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

“Journeying together with Jesus Christ, we learn to love and love to learn.”



Statement of Action Following section 5 Inspection on 19-20th April 2016

Key Summary of Priorities from Section 5 Inspection 19-20th April 2016

Key Area	Key	Priority Area	Grade	Progress Update
1. Improve Leadership and Management by:	1.	systematically and rigorously evaluating the impact of actions to improve pupils' learning, particularly those relating to improving outcomes for disadvantaged and most-able pupils	4	
	2.	sharply focusing the evaluation of teaching on the impact it has on pupils' learning and systematically checking that areas for improvement have been acted upon effectively	4	
	3.	improving the quality and breadth of information received by the governing body and trust so that they are better equipped to hold leaders to account	4	
	4.	improving the quality of middle leadership and more rigorously holding them to account to ensure they have best impact on securing improvement in their areas of responsibility	4	
	5.	developing the rigour and accuracy of the school's self-evaluation	4	
	6.	raising governors' expectations of the outcomes for pupils especially those who are disadvantaged	4	
2. Improve teaching, learning and assessment by:	7.	raising teachers' expectations of pupils, especially those who are disadvantaged and those most able	4	
	8.	ensuring teachers use accurate assessment to plan appropriately challenging work for the most able, including those who are disadvantaged	4	
	9.	ensuring teachers adhere to the school's policies on teaching including those relating to feedback and marking	4	
	10.	developing teachers' subject knowledge of special educational needs and the new national curriculum.	4	
3. Improve outcomes for pupils by:	11.	ensuring the most able receive sufficient challenge and guidance to reach their full potential	4	
	12.	ensuring appropriate and sharply focused support for disadvantaged pupils, including those who are most able, so they close the gaps with other pupils nationally and their peers in school	4	
	13.	reducing the persistent absence of disadvantaged pupils further	3	
	14.	continuing to enhance the quality of teaching in early years, particularly of core mathematical and English skills, so greater proportions of children reach a good level of development.	3	

External reviews of governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Detailed Areas for Development in Ofsted Report 19-20th April 2016

1. Leadership and Management

- i. Progress and attainment of disadvantaged pupils, including accelerating progress and narrowing the gap.
- ii. Quality and accuracy of the school's self-evaluation which needs to be based on current evidence.
- iii. A sharper focus of initiatives to bring about accelerated learning for the disadvantaged and most able.
- iv. Rigorously evaluate the impact of the spending of pupil premium grant
- v. Systematic monitoring to check that school policies are being implemented consistently.
- vi. Improve middle leadership including action planning, monitoring and evaluation of their subjects.
- vii. Improve the persistent absence rates for disadvantaged pupils.
- viii. Improve the rigour and tenacity of leaders' checks on how effectively teachers are implementing their policies and the impact on pupils' learning.
- ix. Review and improve the information provided to governors, with a greater focus on groups, to allow governors to hold leaders to account effectively.
- x. Governors to raise their expectations of disadvantaged pupils
- xi. The Wythenshawe Catholic Academy Trust (WCAT) to prioritise additional challenge and support.
- xii. Improvements to the website to ensure compliance, including an up to date scheme of delegation to improve clarity around accountability and strategic leadership.

2. Quality of teaching, learning and assessment

- i. Teaching to meet pupils' needs, particularly the disadvantaged to accelerate progress and close the gap between non-disadvantaged pupils nationally and others in school.
- ii. Improve teachers' questioning and subject knowledge to help pupils deepen their understanding.
- iii. Ensure higher expectations and increase challenge, particularly for the most able.
- iv. Improve the consistency of marking and feedback
- v. Assessment of pupils' work and progress is not always accurate.
- vi. Work scrutiny needs to focus on the impact of pupils' learning.
- vii. Give pupils more opportunities to read in depth.

3. Personal development, behaviour and welfare

- i. Reduce persistent absenteeism for disadvantaged pupils.

4. Outcomes for pupils

- i. Increase the proportions of pupils reaching the expected standards and the higher levels of attainment so that they are in line with the national averages.
- ii. Increase pupil progress across all year groups.
- iii. Disadvantaged pupils, underachieve significantly compared with non-disadvantaged pupils nationally and others in school. In all subjects, this gap has widened every year for the last three years.
- iv. Improve standards of attainment in KS1

5. Early years provision

- i. too few children reach the good level of development that will equip them well for their next stage of education. Leaders recognise the need to enhance the quality of teaching further to present more challenge to children.
- ii. Assessment of children's learning in the early years has improved and is now accurate and backed by a wide range of evidence. However, these records are not easily accessible; this hinders parents' use of them to learn about and contribute to their children's learning

The Time Period for Planned Actions to be implemented

The Wythenshawe Catholic Academy Trust (WCAT), Governors, Headteacher and Staff of St John Fisher & St Thomas More sincerely believe that the school has the capacity to improve and intend to take swift and robust action to rapidly address the issues raised in the Ofsted inspection April 2016. Therefore, the timescales for implementation aim to ensure that the school will be good within 18 months. Immediate action is being taken to strengthen the leadership of the school at all levels during the summer term so that work is swift and impact can be clearly demonstrated by October 2017, at which point the aim is the school will be judged as good.

Arrangements for informing registered parents of proposed actions and taking their views into account

The Wythenshawe Catholic Academy Trust directors, the governors and leadership will consult with registered parents in the following way:

1. Written communication was sent on Monday 6th June 2016 to registered parents/carers to inform them of the publication of the final report and how they can receive a written copy.
2. The final report has been made available on the website to all parents/carers and also available in hard copy upon request.
3. Parents/carers have been invited to a meeting with staff, governors and directors to discuss the report and planned actions so they can have the opportunity to ask questions and provide feedback. The date of this meeting is Monday 13th June 2016.
4. The statement of action planned to address the key issues will be available to parents/carers inviting them to comment. Views expressed will be considered and added where appropriate.
5. The final statement of action will be published on the school website and all registered parents will be notified of its availability. Hard copies will be made available on request
6. There will be a half termly meeting for parents outlining the school's progress against the action plan.

This is the Wythenshawe Catholic Academy Trust statement of action to address what the school needs to do to improve further

The following will be commissioned to help the school address the areas for improvement (May 2016):

Leadership and management

- The WCAT to secure the support of a local academy and a Consultant Headteacher to strengthen the Leadership and Management in school (*May 2016*)
- The WCAT to use their Articles of Association to disestablish the Local Governing Body and form an Interim Management Board (IMB) to bring increased challenge. (*June 2016*)
- The WCAT to commission an external review of the use and impact of Pupil premium funding and present a report with recommendations to the IMB. (*June 2016*)
- Local Authority Senior School Quality Assurance Officer (SSQA) to attend all IMB meetings to challenge members in holding the strategic leadership of the school to account for pupil outcomes. SSQA officer to work in partnership, further enhancing and complementing expertise and skills of monitoring school progress against action plans, by evaluating pupil outcomes particularly with regard to disadvantaged and most able pupils. (*June 2016*)
- WCAT and Local Authority to carry out termly Progress Review meetings focusing on evaluating the impact of the action plans. (*From July 2016*)
- Chair of the IMB will report to the WCAT trust board and the WCAT Teaching and Learning Committee on a termly basis. (*From July 2016*)
- A newly commissioned QA Professional (QAP) will be allocated to evaluate the impact of leadership and management on the school's progress against the Ofsted Areas for Improvement in termly QA reports. (*From July 2016*)
- A WCAT commissioned consultant will provide an external validation of the work of the middle leaders (*From June 2016*).
- The Headteacher, SSQA officer and Consultant Headteacher will lead joint lesson observations & work scrutiny with SLT to ensure external validation of judgments to support appraisal and performance management. (*May 2016*)

Teaching and Learning

- The Consultant Headteacher and SSQA will lead joint lesson observations & work scrutiny with SLT which will inform whole school and individual CPD. There will be a particular focus on effective provision for those pupils who are disadvantaged and those most able. (*May 2016*)
- WCAT and LA commissioned QAP's termly QA visit will monitor progress towards the target of good or better teaching. (*July 2016*)
- The WCAT will evaluate the impact of all actions on all areas for improvement through termly Progress Review meetings. (*July 2016*)
- CPD with the whole school on improving teaching, learning and assessment through The Teacher Effectiveness Enhancement Programme. (TEEP), Assessment for Learning (AFL) and the Singapore Maths approach (Maths No Problem!). (*September 2016*)

Pupil Outcomes

- WCAT and LA to hold termly Progress Review meetings with the Headteacher and the SLT. There will be a focus on the progress of all pupils in each year group including the EYFS, particularly of those pupils who are disadvantaged and those most able. *(July 2016)*
- IMB will also receive half termly updates on the progress made in reducing persistent absence of disadvantaged pupils. *(June 2016)*
- Chair of the IMB will report to the WCAT trust board and the WCAT Teaching and Learning Committee on a termly basis *(from July 2016)*
- Weekly support from the Consultant Headteacher will be commissioned by the WCAT to support and challenge school leaders at all levels to ensure accurate self-evaluation and plan for rapid improvements. *(May 2016)*.
- A newly commissioned QA professional to quality assure the impact and effectiveness of actions taken to rapidly secure improvements and produce a termly report for the IMB and the WCAT. *(July 2016)*
- The SSQA will challenge the leadership of the school by attending all IMB meetings. *(June 2016)*
- The WCAT to commission an external review of the use and impact of Pupil premium funding and present a report with recommendations to the IMB. *(June 2016)*

Ss John Fisher & Thomas More Catholic Primary School
Action plan proposed in the light of the inspection report that resulted in special measures.

Broad area for improvement	Success criteria (quantified where possible)	Key Milestones for evaluation of progress																																																		
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<p>1.1 systematically and rigorously evaluating the impact of actions to improve pupils' learning, particularly those relating to improving outcomes for disadvantaged and most-able pupils</p> <p>1.2 sharply focusing the evaluation of teaching on the impact it has on pupils' learning and systematically checking that areas for improvement have been acted upon effectively</p> <p>1.3 improving the quality and breadth of information received by the governing body and trust so that they are better equipped to hold leaders to account</p>	<p>Consultant Headteacher, from an outstanding Academy, in place to provide support for Headteacher.</p> <p>Interim Management Board (IMB) in place.</p> <p>Revised Leadership structure including a new Deputy Headteacher & Assistant Headteacher approved and in place for September 2016</p> <p>By the end of KS2, to reduce the school attainment gap between disadvantaged pupils and other pupils in the following way so that it is better than the national gap by 2017: <i>National gap for 2015 was -9% in reading, -11% in Writing & -10% in Maths</i></p> <p>Table A</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-26%</td> <td>-13%</td> <td>Less than -5%</td> <td>Less than -5%</td> </tr> <tr> <td>Writing</td> <td>-19%</td> <td>-13%</td> <td>Less than -5%</td> <td>Less than -5%</td> </tr> <tr> <td>Maths</td> <td>-25%</td> <td>-12%</td> <td>Less than -5%</td> <td>Less than -5%</td> </tr> <tr> <td>GP&S</td> <td>-35%</td> <td>-17%</td> <td>Less than -5%</td> <td>Less than -5%</td> </tr> </tbody> </table> <p>To improve the attainment of disadvantaged pupils so that the % of disadvantaged pupils reaching the expected standard by the end of KS2 is within 5% of the attainment of all pupils nationally by 2017.</p> <p>Table B</p> <table border="1"> <thead> <tr> <th></th> <th>National (L4b+) 2015</th> <th>Gap in 2016</th> <th>Gap in 2017</th> <th>Gap in 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>Within 10%</td> <td>Within 5%</td> <td>Within 5%</td> </tr> <tr> <td>Writing</td> <td>87%</td> <td>Within 10%</td> <td>Within 5%</td> <td>Within 5%</td> </tr> <tr> <td>Maths</td> <td>77%</td> <td>Within 10%</td> <td>Within 5%</td> <td>Within 5%</td> </tr> <tr> <td>GP&S</td> <td>73%</td> <td>Within 10%</td> <td>Within 5%</td> <td>Within 5%</td> </tr> </tbody> </table>		2015	2016	2017	2018	Reading	-26%	-13%	Less than -5%	Less than -5%	Writing	-19%	-13%	Less than -5%	Less than -5%	Maths	-25%	-12%	Less than -5%	Less than -5%	GP&S	-35%	-17%	Less than -5%	Less than -5%		National (L4b+) 2015	Gap in 2016	Gap in 2017	Gap in 2018	Reading	80%	Within 10%	Within 5%	Within 5%	Writing	87%	Within 10%	Within 5%	Within 5%	Maths	77%	Within 10%	Within 5%	Within 5%	GP&S	73%	Within 10%	Within 5%	Within 5%	<p>By May 2016</p> <p>By June 2016</p> <p>Established by June 2016</p> <p>Progress Reviews</p> <ul style="list-style-type: none"> • July 2016 • October 2016 • Dec 2016 • Feb 2017 • April 2017 • July 2017 • October 2017 • Dec 2017 • Feb 2018 • April 2018 • July 2018
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<p>3.11 ensuring the most able receive sufficient challenge and guidance to reach their full potential</p> <p>3.12 ensuring appropriate and sharply focused support for disadvantaged pupils, including those who are most able, so they close the gaps with other pupils nationally and their peers in school</p>	<p>See Success Criteria for Section 1 – Leadership & Management. In addition: The % of disadvantaged pupils reaching age related expectations (ARE) improves each term so that they are within 5% of the national average by 2017</p> <ul style="list-style-type: none"> • <i>KS1 Reading 82%; Writing 72%; Maths 83%</i> • <i>KS2 Reading 80%; Writing 87%; Maths 77%; GPS 73%</i> <p>(To be reviewed September 2016 against national data once published)</p> <p>Table H</p> <table border="1" data-bbox="481 746 1877 1107"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">Autumn 2 - 2016</th> <th colspan="4">Spring 2 - 2017</th> <th colspan="4">Summer 2 - 2017</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>55%</td> <td>55%</td> <td>55%</td> <td>60%</td> <td>60%</td> <td>60%</td> <td>60%</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>2</td> <td>60%</td> <td>56%</td> <td>73%</td> <td>60%</td> <td>69%</td> <td>62%</td> <td>78%</td> <td>65%</td> <td>78%</td> <td>68%</td> <td>83%</td> <td>70%</td> </tr> <tr> <td>3</td> <td>68%</td> <td>68%</td> <td>76%</td> <td>62%</td> <td>73%</td> <td>73%</td> <td>78%</td> <td>67%</td> <td>78%</td> <td>78%</td> <td>83%</td> <td>72%</td> </tr> <tr> <td>4</td> <td>58%</td> <td>56%</td> <td>69%</td> <td>53%</td> <td>65%</td> <td>65%</td> <td>74%</td> <td>60%</td> <td>73%</td> <td>73%</td> <td>79%</td> <td>68%</td> </tr> <tr> <td>5</td> <td>79%</td> <td>75%</td> <td>81%</td> <td>58%</td> <td>84%</td> <td>80%</td> <td>86%</td> <td>63%</td> <td>89%</td> <td>85%</td> <td>91%</td> <td>70%</td> </tr> <tr> <td>6</td> <td>70%</td> <td>77%</td> <td>70%</td> <td>63%</td> <td>75%</td> <td>82%</td> <td>75%</td> <td>68%</td> <td>80%</td> <td>87%</td> <td>80%</td> <td>73%</td> </tr> </tbody> </table> <p>The percentage gaps between pupils who are disadvantaged and other pupils reduces term on term (To be reviewed September 2016)</p> <p>Table I</p> <table border="1" data-bbox="481 1262 1877 1417"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">Autumn 2 - 2016</th> <th colspan="4">Spring 2 - 2017</th> <th colspan="4">Summer 2 - 2017</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td>-11</td> <td>-20</td> <td>-5</td> <td>-11</td> <td>-6</td> <td>-15</td> <td>0</td> <td>-6</td> <td>-1</td> <td>-10</td> <td>0</td> <td>-1</td> </tr> </tbody> </table>	Year	Autumn 2 - 2016				Spring 2 - 2017				Summer 2 - 2017				R	W	M	GPS	R	W	M	GPS	R	W	M	GPS	1	55%	55%	55%	60%	60%	60%	60%	65%	65%	65%	65%	70%	2	60%	56%	73%	60%	69%	62%	78%	65%	78%	68%	83%	70%	3	68%	68%	76%	62%	73%	73%	78%	67%	78%	78%	83%	72%	4	58%	56%	69%	53%	65%	65%	74%	60%	73%	73%	79%	68%	5	79%	75%	81%	58%	84%	80%	86%	63%	89%	85%	91%	70%	6	70%	77%	70%	63%	75%	82%	75%	68%	80%	87%	80%	73%	Year	Autumn 2 - 2016				Spring 2 - 2017				Summer 2 - 2017				R	W	M	GPS	R	W	M	GPS	R	W	M	GPS	1													2	-11	-20	-5	-11	-6	-15	0	-6	-1	-10	0	-1	<p>WCAT and LA Progress Reviews to take</p> <ul style="list-style-type: none"> • July 2016 • October 2016 • Dec 2016 • April 2017 • July 2017 • Dec 2017 • April 2018 • July 2018 <p>IMB meetings fortnightly.</p> <p>Termly QA reports</p> <p>Half termly pupil progress meetings for all year groups July 2016; Oct 2016 ; Dec 2016 ; Feb 2017 ; April 2017 ; July 2017; October 2017</p> <p>Outcomes to feed into IMB (attended by SSQA in an advisory capacity)</p>
Year	Autumn 2 - 2016				Spring 2 - 2017				Summer 2 - 2017																																																																																																																																																			
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Priority 1 – Improve Leadership & Management by:

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for IMB?
1.1 systematically and rigorously evaluating the impact of actions to improve pupils' learning, particularly those relating to improving outcomes for disadvantaged and most-able pupils	<ul style="list-style-type: none"> • Brokerage of support from a consultative Head teacher from an Outstanding School to work with HT and leadership team on rigorously evaluating teaching, learning & assessment through the monitoring of lessons, pupils' work, planning, interventions, assessment and tracking. • Appointment of a DHT & the secondment of AHT – Release time to be organised on a weekly/ fortnightly basis to assist with the above. 	May 2016	1 day per week = £450 per day. £3,600 for 15/16 £17,100 for 16/17	See tables A,B,C,D and E Leaders have a shared view of and have planned for, a strategic approach to securing and sustaining improvements in the longer term.	Outcomes of SLT weekly monitoring cycle covering planning, book scrutiny, lesson drop ins, pupil progress meetings, pupil discussions	IMB to meet fortnightly initially then monthly, SSQA to attend IMB to scrutinise data on progress towards achievement targets.
	<ul style="list-style-type: none"> • Restructure of the school Leadership team to include new roles and responsibilities. SLT with specific responsibilities for monitoring and evaluating provision for disadvantaged and more able pupils. 	Approval of LT structure for 16/17 – May 2016	Additional cost to budget 16/17 – AHT salary	Rigour of evaluation of impact of pupil premium is improved Interventions demonstrate accelerated progress	HT & Con HT to meet with SLT and Middle Leaders – weekly / fortnightly	IMB to meet fortnightly initially then monthly, SSQA to attend Cycle of presentations to IMB from SLT and middle leaders – half termly
	<ul style="list-style-type: none"> • IMB to ensure that HT appraisal is rigorous and focused on the outcomes for disadvantaged and most able pupils. 	September 2016	Appointment of an external Consultant.		Appraisal Committee to monitor the progress termly.	Appraisal Committee to report to the IMB. (October 2016; March 2017; June 2017).

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for IMB?
	<ul style="list-style-type: none"> Dis-establishment of a Local GB and establishment of an IMB consisting of 2 diocesan reps, 3 trust directors and LA rep. SSQA to act as an advisor to the IMB. IMB to meet staff to discuss the action plan . Review of monitoring and evaluation calendar Termly evaluation of Pupil Premium spending plan with evidence file to support this relating to each intervention. Monitoring and evaluation of all interventions – every 6 weeks Development of a Pupil Premium tracker - Termly progress to focus on key groups through Pupil Progress Meetings/Appraisals (PPM). 	<p>By June 2016</p> <p>By June 2016</p> <p>By July 16, Nov 16, March 17, June 17</p>	<p>Clerking service = fortnightly meeting schedule</p> <p>Staff Meetings.</p> <p>Release time for SLT</p>	<p>IMB are providing high level of challenge & support (minutes)</p> <p>Any significant issues are fed into action plan</p> <p>Disadvantaged pupils in each year group are making accelerated progress and closing the gap (see tables H and I)</p>	<p>IMB to meet fortnightly initially then monthly, SSQA to attend</p> <p>IMB to ensure issues are included in action plan</p> <p>Cycle of presentations to IMB from SLT and middle leaders – half termly</p>	<p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p> <p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p> <p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p>
<p>1.2 sharply focusing the evaluation of teaching on the impact it has on pupils’ learning and systematically checking that areas for improvement have been acted upon effectively</p>	<ul style="list-style-type: none"> Brokerage of support from a consultative Head teacher from an Outstanding School to work with HT and leadership team on rigorously evaluating teaching, learning & assessment through the monitoring of lessons, pupils’ work, planning, interventions, assessment and tracking. The Consultant Headteacher and HT will lead joint lesson observations / work scrutiny with SLT to ensure external validation of judgements to support appraisal and performance management. Next steps shared with individual teachers and support package to be used for teachers requiring improvement. Review process by which PPM are conducted 	<p>May 2016</p> <p>From June 2016</p> <p>From June</p>	<p>1 day per week = £450 per day.</p> <p>£3,600 for 15/16</p> <p>£17,100 for 16/17</p>	<p>See tables F and G</p> <p>95% of good or better teaching and learning leads to good progress in core subjects with 30% of progress and teaching being outstanding (By Feb 2017)</p>	<p>Teaching and learning review. June 16, Sept 16, Nov 16, Feb 17, May 17 School’s learning walks/pupil voice/work scrutiny. School’s Appraisal records PPM records and PPAPs - termly</p>	<p>IMB to regularly scrutinise Teaching and Learning analysis and appraisal information to ensure that appraisal targets are closely linked to pupil progress and robustly monitored by senior leadership.</p> <p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p>

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for IMB?
	<p>by working closely with the consultant head, members of the IMB and by visiting other school leaders such as HT from the WCAT.</p> <ul style="list-style-type: none"> • Termly pupil progress action plans to focus on key groups (disadvantaged) and PPM to evaluate actions/linked to appraisals. • CPD schedule for SLT, Middle Leaders to be implemented to sharpen their evaluation skills. • Half termly Monitoring Programme (work scrutiny/lesson observation) – Con HT, HT, DHT, AHT, MIDDLE LEADERS-schedule of feedback/report to IMB included on M&E calendar – Next steps feed into termly Raising Achievement Plan 	<p>2016</p> <p>From July 2016</p> <p>From June 2016</p> <p>HT to produce M&E calendar – by July 2016</p>	<p>External consultant (CiE) – 5 days</p>	<p>All action plans are evaluated against success criteria</p>	<p>SLT & Middle Leaders reports to IMB each half term</p>	<p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p>
<p>1.3 improving the quality and breadth of information received by the governing body and trust so that they are better equipped to hold leaders to account.</p>	<ul style="list-style-type: none"> • IMB receive timely presentations on – Data summary (July 2016) LA Integrated Data Set. (Sept 2016), Raise Online & Data Dashboard (Nov 2016) which provides a concise summary of the key areas of development. • Attainment & Progress reports for EYFS, Years 1 – 6 (half termly) – broken down for all key groups • Schedule of regular presentations on Reading, Writing, Maths, Assessment (moderation), 	<p>Sept 2016 Nov 2016</p> <p>July 2016 Onwards</p> <p>From June 2016.</p>	<p>Clerking service to IMB</p> <p>Cover for leaders &</p>	<p>See tables A,B,C,D and E IMB have clear understanding of school's strengths and weaknesses</p> <p>All year groups are making progress towards targets</p> <p>All middle leaders are</p>	<p>IMB meetings – fortnightly initially.</p> <p>Progress reviews – half termly.</p> <p>IMB meetings – fortnightly</p>	<p>IMB – Preparation of key questions relating to IDS, Raise, Data dashboard. SSQA to support</p> <p>QA termly reports to WCAT Chair of IMB reports to WCAT termly</p> <p>QA termly reports to WCAT Chair of IMB reports to WCAT</p>

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for IMB?
	<p>Impact of Pupil Premium funding and provision for More Able</p> <ul style="list-style-type: none"> Pupil Premium Governor allocated from the IMB to be appointed and to meet with SLT each term to evaluate the progress of disadvantaged pupils. 	<p>Schedule – half termly</p> <p>From June 2016</p>	<p>mgt.</p> <p>SLT Meetings.</p>	<p>accountable through Appraisal targets</p>	<p>initially.</p> <p>The Pupil Premium governor to report to the IMB termly</p>	<p>termly</p> <p>IMB to report to the WCAT termly</p>
<p>1.4 improving the quality of middle leadership and more rigorously holding them to account to ensure they have best impact on securing improvement in their areas of responsibility</p>	<ul style="list-style-type: none"> Restructure of leadership and management in school New Leadership team (SLT & middle leaders) to be fully in place with very clear job descriptions. All Middle Leaders to work with consultant (CiE) and Con HT on <ul style="list-style-type: none"> Lesson observation / work scrutiny – develop skills through training Effective action planning and review (termly) Analysis of data. Accurate judgements of standards. Middle Leaders conduct monitoring and evaluation of their areas of responsibility half termly. Appraisal targets inform action plans and relate to success criteria – evaluated termly (see 	<p>By May 2016</p> <p>By Sept 2016</p> <p>From June 2016</p> <p>Con HT (weekly visits)</p> <p>Steve Helm (half termly)</p> <p>Oct 16, Dec 16, Feb 17, Apr 17, June 17</p> <p>Sept 2016</p>	<p>Appointment of AHT</p> <p>SLT (HT, DHT, AHT & 4 TLRs)</p> <p>Con HT 1 day per week = £450 per day. £3,600 for 15/16 £17,100 for 16/17</p> <p>Support package for Middle Leaders = £2531</p> <p>Release time for Middle Leaders (cover for L & Mgt)</p> <p>Release time for Middle</p>	<p>See tables A-K</p> <p>QA Report will judge leadership and management to be good by May 2017</p>	<p>Termly QA professional visit</p> <p>Presentations to the IMB by each middle leader termly.</p> <p>Termly PPM and appraisal reviews</p>	<p>Summer QA report 15/16 to IMB</p> <p>Autumn QA report 16/17</p> <p>Spring QA report 16/17</p> <p>Summer QA report 16/17</p> <p>IMB to report to WCAT termly</p> <p>IMB receive termly reports relating to appraisal from the</p>

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for IMB?
	<p>above)</p> <ul style="list-style-type: none"> Schedule of half termly presentations to IMB – agreed reporting format Senior Leadership and Middle Leaders to be trained in conducting effective appraisal meetings with teachers and teaching assistants.. 	<p>From June 2016. Schedule – half termly From September 2016.</p>	<p>Leaders (cover for L & Mgt)</p> <p><u>Con HT</u> 1 day per week = £450 per day. £3,600 for 15/16 £17,100 for 16/17 Support package for Middle Leaders = £2531</p>		with individual teachers.	SLT.
1.5 developing the rigour and accuracy of the school's self-evaluation	<ul style="list-style-type: none"> Review of the school's monitoring and evaluation calendar CPD & training for IMB & Leadership team in analysis of Raise online/data dashboard. External review of the impact of Pupil Premium funding to take place and use to inform SE summary. Subsequent termly reviews of the impact of Pupil Premium funding to be conducted by the DHT. Revise and improve assessment/ tracking system so that progress of all pupils including disadvantaged is rigorously evaluated termly. Use of external consultant HT and QAP to validate judgements from self-evaluation summary which will be updated termly. 	<p>Sept 2016</p> <p>By July 2016</p> <p>By Sept 2016</p> <p>SE Summary</p>	<p><u>Con HT</u> 1 day per week = £450 per day. £3,600 for 15/16 £17,100 for 16/17.</p> <p>Cost of external review of Pupil Premium</p>	<p>See tables A-K</p> <p>QA Report will judge leadership and management to be good by May 2017</p>	<p>Termly QA professional visit</p>	<p>Summer QA report 15/16 to IMB Autumn QA report 16/17 Spring QA report 16/17 Summer QA report 16/17</p> <p>IMB to report to WCAT termly</p>

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for IMB?
	<ul style="list-style-type: none"> Ensure self-evaluation summary is updated termly following – teaching & learning review, work scrutiny, middle leader presentations, pupil discussions, data collection and resulting PPM which focus on disadvantaged pupils and the most able. 	in place – Sept 2016 Review – Dec 16, April 17, July 17				
1.6 raising governors’ expectations of the outcomes for pupils especially those who are disadvantaged	<ul style="list-style-type: none"> Local GB to be replaced by an IMB IMB to meet fortnightly initially then monthly, SSQA to attend IMB to scrutinise data on progress towards achievement targets, particularly for disadvantaged pupils. Cycle of presentations to IMB from SLT and middle leaders in relation to outcomes for disadvantaged pupils – half termly (schedule to be drafted) 	June 2016 From June 2016 July 2016 and then half termly Schedule from July 2016 and then half termly	Clerking service (fortnightly)	<p>See tables A,B,C,D,E H,I and K</p> <p>Rigour of evaluation of impact of pupil premium is improved Interventions demonstrate accelerated progress</p> <p>IMB are providing high level of challenge & support (minutes)</p>	<p>IMB to meet fortnightly initially then monthly, SSQA to attend</p> <p>IMB to ensure issues are included in termly action plan</p>	Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly

Priority 2 – Improve teaching, learning & assessment by:

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for IMB?
<p>2.7 raising teachers' expectations of pupils, especially those who are disadvantaged and those most able</p>	<ul style="list-style-type: none"> • Brokerage of support from a consultative Head teacher from an Outstanding School to work with HT and leadership team on rigorously evaluating teaching, learning & assessment through the monitoring of lessons, pupils' work, planning, interventions, assessment and tracking. • The Consultant Headteacher and HT will lead joint lesson observations / work scrutiny with SLT to ensure external validation of judgements to support appraisal and performance management. Next steps shared with individual teachers and support package to be used for teachers requiring improvement. • Termly pupil progress action plans to focus on key groups (disadvantaged / most able) and PPM to evaluate actions/linked to appraisals. All teachers to be accountable for the progress of all pupils through the PPM process. • Review of tracking of Pupil Premium • Teaching & Learning reviews 16/17 to be conducted each term and used to inform next steps for each teacher and to evaluate progress. (Con HT, HT, SLT & SSQA to lead) • Term 1 – improvements since June 2016 • Term 2 - Assessment & planning for specific groups (disadvantaged / more able) • Term 3 - Curriculum / interventions 	<p>May 2016</p> <p>From June 16</p> <p>From July 16</p> <p>September 2016</p> <p>November 2016 Feb 2017 May 2017</p>	<p>1 day per week = £450 per day.</p> <p>£3,600 for 15/16</p> <p>£17,100 for 16/17</p> <p>Support from SSQA</p>	<p>Tables A,B,C,D,E,F,G ,H,I, and K.</p> <p>95% of good or better teaching and learning leads to good progress in core subjects with 35% of progress and teaching being outstanding (By May 2017)</p>	<p>Teaching and learning review June 16, Sept 16, Nov 16, Feb 17, May 17 School's learning walks/pupil voice/work scrutiny. School's Appraisal records PPM records and PPAPs - termly</p>	<p>IMB to regularly scrutinise Teaching and Learning analysis and appraisal information to ensure that appraisal targets are closely linked to pupil progress and robustly monitored by senior leadership.</p> <p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p>

	<ul style="list-style-type: none"> • Appointment of SLT – responsibilities for provision for Disadvantaged & More Able • Action Plans and Review for both areas (termly) followed by presentations to IMB. <p><u>Comprehensive CPD package to improve quality of teaching, learning & assessment</u></p> <ul style="list-style-type: none"> • <u>Teacher Effectiveness Enhancement Programme (TEEP)</u> <ul style="list-style-type: none"> - 2 days INSET in September. Focus on establishing an effective model of teaching – thinking skills, AfL, accelerated learning, collaborative learning, effective use of ICT. - Use INSET to refine planning, teaching and assessment systems - Set up peer to peer support - SLT to monitor its implementation to ensure consistency • <u>Maths No Problem! (Singapore Maths approach)</u> <ul style="list-style-type: none"> - CPD for new teachers (8/9/16) - CPD for all teacher – use of text books (19/9/16) - Maintain involvement in MTSA Singapore Maths network – opportunities to observe practice - SLT to receive 3 day “Teaching to Mastery” maths course (10/10 – 12/10) and provide support and CPD to all staff - Roll out Maths No Problem! programme to KS2 - DHT to monitor its implementation and ensure that there are opportunities for pupils to develop reasoning & problem solving - Ensure that staff are following agreed maths policies and beginning to develop the use of strategies such as Bar Method (Y2 upwards) • <u>Read, Write Inc (RWI) – improving outcomes</u> 	<p>Sept 2016</p> <p>From Sept 2016</p>	<p>Appointment of AHT</p> <p>CPD budget - £26,000</p>			
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	<p>in EYFS & KS1 in English & Maths</p> <ul style="list-style-type: none"> - Initial training days (14/9, 16,9, 2/11, 4/11) - Leadership training – HT & English Leader (27/9, 7/11, 11/11) - 6 Development Days focusing on observation and support in lessons, analysis of data, masterclasses (Day 1: 15/11 and then half termly) 					
<p>2.8 ensuring teachers use accurate assessment to plan appropriately challenging work for the most able, including those who are disadvantaged</p>	<ul style="list-style-type: none"> • Brokerage of support from a consultative Head teacher from an Outstanding School to work with HT and leadership team on rigorously evaluating teaching, learning & assessment through the monitoring of lessons, pupils’ work, planning, interventions, assessment and tracking • Bespoke action plans to be implemented for individual teachers requiring support. • Comprehensive CPD programme (TEEP, Singapore Maths, Read Write Inc) to be implemented across the school – see 2.7 above • External moderation termly – WCAT • Internal moderation 3 times per term (Reading, Writing & Maths) • Summer 2016 – focus on Writing moderation (11/5 & 18/5, 2 further staff meetings in June & July) • Paired work (teachers planning/assessing together) – DHT to monitor • Review the Assertive Mentoring Assessment Criteria with consultants (EY2P) to ensure they accurately reflect the new national curriculum (Reading, Writing & Maths) • Revise tracking system so that it is effective and provides consistent data - Band tracker • Introduction PUMA, PIRA, Rising Stars 	<p>May 2016</p> <p>From Sept 2016</p> <p>Oct 16, Feb 17, May 17</p> <p>3 staff meetings per term</p> <p>May 16 Onwards</p> <p>From June 16</p> <p>July 2016</p> <p>By Sept 16</p> <p>From Sept</p>	<p>1 day per week = £450 per day. £3,600 for 15/16 £17,100 for 16/17</p> <p>£200 per person - £3000.</p> <p>WCAT – costs £1025</p> <p>EY2P costs for 2 staff meetings</p> <p>£1000</p>	<p>See tables F,G, Also A,B,C,D and E. Also H,I and K.</p> <p>95% of good or better teaching and learning leads to good progress in core subjects with 35% of progress and teaching being outstanding (By May 2017)</p>	<p>Teaching and learning review June 16, Sept 16, Nov 16, Feb 17, May 17</p> <p>School’s learning walks/pupil voice/work scrutiny. School’s Appraisal records PPM records and PPAPs - termly</p>	<p>IMB to regularly scrutinise Teaching and Learning analysis and appraisal information to ensure that appraisal targets are closely linked to pupil progress and robustly monitored by senior leadership.</p> <p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p>

	Progress tests (Read, SpaG, Maths) to support TA	16	£2000			
2.9 ensuring teachers adhere to the school's policies on teaching including those relating to feedback and marking	<ul style="list-style-type: none"> Clear policy – reviewed and agreed (17/5/16) Policy to be reviewed termly following teaching & learning reviews Success Criteria for writing agreed for each key stage (eg icons for KS1) – Expectation that all teachers use success criteria for all pieces of writing (From 25/5/16) All members of leadership team (including Con HT) to monitor its implementation – every 2 weeks and address any inconsistencies CPD relating to teaching & Learning – AfL, provision for more able (DHT to lead) HT to conduct a pupil voice exercise relating to marking with selected pupils on a weekly basis. 	<p>May 2016</p> <p>Termly</p> <p>May 16</p> <p>From June 16</p> <p>From Sept 16</p> <p>From Sept 2016</p>	<p>1 day per week = £450 per day.</p> <p>£3,600 for 15/16</p> <p>£17,100 for 16/17</p>	<p>See tables F and G.</p> <p>The school marking policy is consistently applied.</p> <p>Pupils know how well they have done and how they can improve their work.</p>	<p>Termly QA reports</p> <p>Termly Teaching & Learning Reviews</p>	<p>IMB to evaluate impact of marking policy.</p> <p>IMB to receive presentations for SLT</p>
2.10 developing teachers' subject knowledge of special educational needs and the new national curriculum.	<ul style="list-style-type: none"> Comprehensive CPD programme (TEEP, Singapore Maths, Read Write Inc) to be implemented across the school – see 2.7 above Ensure that all staff are teaching GPS, shared & guided reading consistently and have the expertise necessary for their year group. Employment of new SENDCo / transition programme Old & new SENDCos to produce a detailed action plan to increase teachers' subject knowledge with precise timescales (By June 2016) – termly feedback to IMB SEN Pupils to be included in all PPM and IEP is to be reviewed termly and shared with parents. Priority curriculum areas will be the effective teaching of English and Maths skills before ensuring that the teaching of all other areas of the curriculum is rigorously evaluated. 	<p>From Sept 16</p> <p>From Sept 16</p> <p>Release time fortnightly</p> <p>From Sept 16</p> <p>From June 16</p> <p>By September 2017.</p>	<p>CPD Budget - £26,000</p> <p>Lit SL to support (release time) KS2 resources for Y3 – Y6</p> <p>TLR for SENDCo</p>	<p>See tables F and G.</p> <p>95% of good or better teaching and learning leads to good progress in core subjects with 35% of progress and teaching being outstanding (By May 2017)</p> <p>SEN pupils are well supported and make accelerated progress</p>	<p>Teaching and learning review June 16, Sept 16, Nov 16, Feb 17, May 17</p> <p>School's learning walks/pupil voice/work scrutiny.</p> <p>School's Appraisal records</p> <p>PPM records and PPAPs - termly</p>	<p>IMB to regularly scrutinise Teaching and Learning analysis and appraisal information to ensure that appraisal targets are closely linked to pupil progress and robustly monitored by senior leadership.</p> <p>Progress reviews – half termly.</p> <p>QA termly reports to WCAT</p> <p>Chair of IMB reports to WCAT termly</p>

Priority 3 – Improve the outcomes for pupils by:

Objective	Specific Actions and by whom	By When	Resources	Quantified targets	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for IMB?
3.11 ensuring the most able receive sufficient challenge and guidance to reach their full potential	<ul style="list-style-type: none"> Appointment of DHT – Key area is More Able which builds on a current strength Produce action plan Comprehensive CPD programmes (TEEP, Singapore Maths) to be implemented across the school – 6 days. Key Focus in: learning walks, lesson observation, work scrutiny, peer observation Appraisal objective for all teachers Appraisal mid-year reviews – focus on Disadvantaged pupils/ more able. Evaluate progress against expectations, ensuring that teachers are accountable for their actions. (PPAPs). Review the format of Pupil Premium spending plan and its evaluation termly. Ensure that this is in sufficient detail. Planning is revised with specific focus on most able and disadvantaged. This will be monitored and evaluated fortnightly and checked for differentiation. Books to be scrutinised fortnightly looking for challenge in books in line with the revised marking policy. 	<p>By Sept 2016</p> <p>From September 2016.</p> <p>Half termly</p> <p>Sept 16 Termly</p> <p>From June 16</p> <p>July 16</p>	<p>DHT</p> <p>£6000</p> <p>Brokered support – Con HT</p>	<p>See tables D and E</p> <p>The % of pupils attaining the higher standard at KS1 and KS2 improves so that it is broadly in line with the national average.</p> <p>(see table above)</p>	<p>Termly data collection – tracking</p> <p>Termly PPM with teachers</p>	<p>Progress reviews – half termly. QA termly reports to WCAT</p> <p>Chair of IMB reports to WCAT termly</p>

<p>3.12 ensuring appropriate and sharply focused support for disadvantaged pupils, including those who are most able, so they close the gaps with other pupils nationally and their peers in school</p>	<ul style="list-style-type: none"> Evaluate the interventions funded by the Pupil Premium to determine if the desired impact is being achieved. Review the current spending plans in the light of the evaluation of the previous year's impact and the needs of the students with entitlement. Explore the Family of Schools tools on the EEF website to examine how the school compares to other schools in the same family. Update the Pupil Premium icon on the school website which is currently dated 2014/2015. Complete impact review for 2015/2016 and publish on the school website. Assessment data collection – focus more able / pupil premium pupils. Identify future actions. <ul style="list-style-type: none"> PUMA & PIRA (Sept 16, Feb 17, July 17) RS Progress tests (Nov 16, March 17, June 17) Moderated TA data - termly Revise Tracking System – Band tracker Carefully track disadvantaged against end of year expectations/end of Key Stage expectations Thoroughly review the effectiveness of Pupil progress meetings to evaluate progress of all disadvantaged pupils so there is increased rigour – PPAPs owned by teachers. Use appraisal to set staff targets relating to performance of Pupil Premium pupils Comprehensive CPD programmes (TEEP, Singapore Maths, Read Write Inc) to be implemented across the school – see 2.7 above. Rapid group intervention introduced – literacy and maths focus. 6 – 8 pupil premium children 3 afternoons per week <ul style="list-style-type: none"> DHT and trained TA in UKS2 2 experienced teachers in LKS2 AHT & trained TA in KS1 Deploy additional experienced teachers to KS1, LKS2 and UKS2 to provide focused support for 	<p>By July 16</p> <p>From Sept 16</p> <p>– termly</p> <p>From September 2016</p>	<p>External review of Pupil Premium</p> <p>£6000</p> <p>CPD budget - £26,000</p> <p>See Pupil Premium Spending Plan 16/17 - £213,127</p>	<p>See tables A,B.C.D and E.</p> <p>The % of disadvantaged pupils reaching age related expectations (ARE) improves each term so that they are in line with national averages.</p> <p>The gaps between pupils who are disadvantaged and other pupils reduces term on term.</p>	<p>The gaps between pupils who are disadvantaged and other pupils reduces term on term</p> <p>Teaching & Learning reviews (termly)</p>	<p>Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly</p>
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	<p>PP pupils in English and Maths – 4 mornings each week.</p> <ul style="list-style-type: none"> Develop Pupil Premium tracking system to record progress and attainment of Pupil Premium pupils against all interventions and use data to inform future actions. From Sept 2016 this include: <ul style="list-style-type: none"> Y1 PP pupils who did not achieve GLD Y2 & Y3 PP pupils not achieving phonics standard Y4 PP pupils not working at expected standard (particularly reading) Y5 & Y6 PP pupils not working at expected standard (particularly reading) DHT to monitor and evaluate the impact of the above on a monthly basis. SLT to have focus on PP pupil in all M&E (eg redeveloped lesson observation forms / work scrutiny) A member of the IMB to be allocated the role of PP governor. 				DHT & IMB governor to report to IMB on half termly basis on the progress of all PP funded interventions.	
3.13 reducing the persistent absence of disadvantaged pupils further	<ul style="list-style-type: none"> Review Processes and actions including all statutory actions. PA Intervention group with Parent Support Advisor established monitored weekly and targets and progress shared with both pupils and parents. 3 weekly Attendance Monitoring broken down for key groups. Actions taken as a result – Key actions will include: <ul style="list-style-type: none"> Attendance Panel Meetings ever half term Letters of concern issued every three weeks Home visits where appropriate Weekly intervention groups to raise aspiration and attendance for PA children. Target parents with child invited in to group once a month to discuss and celebrate. Personalised improvement plans with 	May 16 3 weekly	Cost of PSA Cost of Attendance Officer support (One Ed) £1500	See table J % of Persistently Absent pupils (below 90% attendance) who are disadvantaged reduces each term. Summer Term 2016 – 6% Autumn Term 2016 – 5% Spring Term 2017 – 2.7% Summer Term 2017 – 2%	Termly QA reports	Progress reviews – half termly. QA termly reports to WCAT Chair of IMB reports to WCAT termly

	<p>targets shared with parents, teachers and mentors.</p> <ul style="list-style-type: none"> ○ Children are rewarded in group with a stamp for attendance progress. ○ Weekly communication with parents and staff to update on PA and celebrate improvement in individuals ○ Enhanced first day response ○ Statutory actions (e.g. Fixed Penalty Notice plans) ○ Attendance is a key part of the criteria of the Attitude Assessment which takes place half termly all children who achieve green (above 95%) participate in a reward <ul style="list-style-type: none"> ● Report given to governors half termly ● Trophy awarded in a Golden assembly to most attended class ● Attendance data displayed weekly in classrooms. ● Have a Year 6 buddy for PA pupil. ● Reward for most improved PA attendee. 					
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<p>3.14 continuing to enhance the quality of teaching in early years, particularly of core mathematical and English skills, so greater proportions of children</p>	<ul style="list-style-type: none"> • Brokerage of support from a consultative Head teacher from an Outstanding School to work with HT and leadership team on rigorously evaluating teaching, learning & assessment through the monitoring of lessons, pupils' work, planning, interventions, assessment and tracking. • The Consultant Headteacher and HT will lead joint lesson observations / work scrutiny with SLT to ensure external validation of judgements to support appraisal and performance management. Next steps shared with individual teachers and support package to be used for teachers requiring improvement. • EYFS Lead from a local Outstanding school to support teachers across the EYFS to improve outcomes in English and Maths. (6 week programme) • Review the impact of QFT and identify potential areas for improvement – focusing on the aspects with the lowest % of children achieving ELG • Plan and implement improvements • Review current observation and assessment procedures • Identifying actions for further development, which will include: <ul style="list-style-type: none"> ○ Developing effective procedures to engage parent/carers in the observation and assessment cycle, in order to impact on home learning and attainment/progress ○ Strong focus on the moderation of writing ○ Ensuring a more rigorous schedule of in-house moderation (including cross phase moderation) ○ Rigorous moderation and QA of EYFS Profile data ○ External moderation of baseline assessment judgements (nursery & reception) 	<p>May 2016</p> <p>From June 16</p> <p>From June 2016.</p> <p>From June 16 and half-termly</p> <p>By Sept 16</p>	<p>1 day per week = £450 per day.</p> <p>£3,600 for 15/16</p> <p>£17,100 for 16/17</p> <p>Cost of support from Outstanding school EYFS lead</p> <p>EY2P consultant termly</p>	<p>See table F</p> <p>95% of good or better teaching and learning in EYFS leads to good progress in core subjects with 35% of progress and teaching being outstanding (By May 2017)</p> <p>See table K</p> <p>% of pupils achieving the Good Level of Development by the end of EYFS improves each year.</p> <p>At least 55% (2016)</p> <p>At least 66% (2017)</p> <p>At least 70% (2018)</p>	<p>Teaching and learning review June 16, Sept 16, Nov 16, Feb 17, May 17</p> <p>School's learning walks/pupil voice/work scrutiny.</p> <p>School's Appraisal records PPM records and PPAPs - termly</p> <p>Progress reviews – half termly.</p> <p>Narrowing The Gap plans are evaluated termly</p>	<p>IMB to regularly scrutinise Teaching and Learning analysis and appraisal information to ensure that appraisal targets are closely linked to pupil progress and robustly monitored by senior leadership.</p> <p>Progress reviews – half termly.</p> <p>QA termly reports to WCAT</p> <p>Chair of IMB reports to WCAT termly</p>
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	<ul style="list-style-type: none"> • Identify gaps in the consistency of provision • Ensure rigorous policies and procedures are known and agreed by all EYFS practitioners and regularly monitored • Implement coaching/mentoring systems to raise quality and consistency of teaching and learning throughout the EYFS • Review all current transition procedures and policies, with a focus on: Entry to Nursery and transition into KS1 • Further develop and implement agreed procedures 	<p>From June 2016</p> <p>From June 16</p> <p>From May 16</p>	<p>Appointment of AHT</p>			
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