

PRIORITY 1:

Accelerating pupils' progress in Writing so that standards at the end of Key Stages 1 and 2 are at least in line with National averages

December Milestones				March Milestones				July Milestones			
Year group	Baseline Writing outcomes Dec 2017 % of children at end of year Age Related Expectations			Year group	% of children at end of year Age Related Expectations			Year group	% of children at end of year Age Related Expectations		
	Below ARE	At ARE	Above ARE		Below ARE	At ARE	Above ARE		Below ARE	At ARE	Above ARE
1	100	0	0	1	60	40	0	1	30	65	5
2	97	3	0	2	50	43	7	2	21	64	14
3	100	0	0	3	65	30	5	3	35	55	10
4	100	0	0	4	55	33	12	4	25	50	25
5	100	0	0	5	57	35	8	5	27	57	16
6	100	0	0	6	63	27 - 30	7-9	6	23	59-62	15-18

Key actions to improve progress in Writing	Responsibility	Monitoring and evaluation of impact	Resources	Timescale	Success Criteria
					New writing assessment system is embedded. Staff can clearly evidence pupil progress in Writing across a range of genres in English and cross curricular work.
Improving impact of assessment/marking by:-					Extended writing outcomes have increased in quantity so that there are at least 3 pieces each half term.
Writing assessment criteria is reviewed and re-written in line with new teacher assessment frameworks for end of KS1 and 2.	FM (English Lead) and NS (Assess. Lead)	AJ and English Governor (LN)	Release time for FM/NS	By 15/11/17	Pupil interviews/work scrutiny and lesson observation evidences that work across ages and abilities shows challenge.
Termly Writing assessments completed by all staff on Eazmag (for FS children) and Cornerstones for Year 1 to Year 6.	All staff	FM/AJ and NS within termly Pupil Progress meetings.		Dec 17 Mar 18 July 18	Teacher's feedback and marking shows that errors in key spellings and grammar/punctuation are addressed leading to clear improvement over time.
Embedding consistent marking expectations for aspects of Writing :- Composition, Punctuation/Grammar and Spelling to ensure key errors are addressed to accelerate learning and progress	FM	AJ and SLT through joint observations / work scrutiny and pupil interviews. AJ/LA advisor – termly work scrutiny	Release time for staff	Term 3 / 4 / 5 Dec 17 / March and June 18.	Handwriting and presentation for pupils has clearly improved in quality from the beginning of the year.

Improving quality of writing by					
Focused staff CPD carried out on embedding new Writing criteria to staff, ensuring appropriate level of challenge and on evidencing progress in Writing in books	FM	AJ and SLT through joint observations / work scrutiny and pupil interviews. AJ/LA advisor – termly work scrutiny	Release time for staff	Term 3 / 4 / 5 Dec 17 / March and June 18.	<p>Presentation and the quality of Writing shows consistency across English and theme/other subjects.</p> <p>Data analysis shows that progress is accelerated to ensure Year groups meet targets for age related expectations by the end of the year.</p> <p>Year 2 and Year 6 outcomes for 2018 are at least in line with National.</p>
Visit of children’s author aimed at strategies for editing and improving writing – focus on Y2 and Y6 pupils	FM to arrange	English Governor (LN) – observation/participation in the days AJ and LN – analysis of Term 4/6 data	£600 author costs for two days	Spring term 18	
School participation in Mobilise Choice project– research based Cognitive theory – school focus on Spelling aspect of Writing.	NS – School based Lead for Mobilise	AJ/FM through data analysis of Spelling scores progress from baseline. Work scrutiny to monitor impact/application within writing outcomes.	6 ½ days release for NS	Half termly for NS Within March / June 18 work scrutinies.	
Ensure clear expectations in place for the application of good quality writing skills across all subjects.	FM	AJ/ LA advisor- work scrutiny	-	Expectations for Jan 18 External work scrutiny – Mar 18	
Improve quantity of writing by:-					
Increasing the amount of planned extended writing opportunities for pupils within English and cross curricular/theme work.	Phase leaders	FM to monitor termly planning FM through work scrutiny	Release time for FM	Week 1 of each Half term Final week of each half term.	

PRIORITY 2:

- Increasing the proportion of pupils attaining at greater depth in Reading, Writing and Maths at the end of Key Stage 1 and at the High Standard in Key Stage 2 so that figures are at least in line with the National average.
- Making sure that teachers give pupils of all abilities work that challenges their thinking and allows them to make rapid progress, especially in Writing

December Milestones	March Milestones	July Milestones
Analysis of December assessments has identified target children capable of/expected to achieve Greater Depth at KS1 and the Higher Standard at KS2. Any barriers to learning have been highlighted and provision has been put in place to support accelerated progress for those who are not on track.	Observations of both whole class teaching and intervention groups show that provision is consistently providing effective engagement, support and challenge for all groups of pupils. Where progress is not accelerating (as evidenced through teacher assessments and work scrutiny) further support and intervention is in place.	<p>The % of children attaining GD in KS1 to be at least in line with National figures for Reading (School-14% Nat.25% in 2017 <i>Gap was -11%</i>) / Writing (Sch – 8% Nat. -16% <i>Gap was -8%</i>) and Maths (Sch- 14% Nat- 21% <i>Gap was -7%</i>)</p> <p>The % of children attaining the Higher Standard in KS2 to be at least in line with National figures for Reading (School-21% Nat.25% in 2017 <i>Gap was -4%</i>) / Writing (Sch – 3% Nat. -18% <i>Gap was -15%</i>) and Maths (Sch- 15% Nat- 23% <i>Gap was -8%</i>)</p> <p>The % of pupils achieving combined Reading/Writing/Maths to be at least in line with National (School -3% Nat. – 9% in 2017 <i>Gap was 6%</i>)</p>

Key actions	Responsibility	Monitoring and evaluation	Resources	Timescale	Success Criteria
					<ul style="list-style-type: none"> ○ Monitoring of learning in Reading/Writing and Maths shows that all staff are skilled in providing work which challenges all ability groups (evidence is based on data/lesson observations/pupils’ work and pupil interviews).
All staff use summative assessment data to analyse the progress of HA pupils and to put into place early additional provision for any not on track to achieve GD at Y2/ Higher standard at Y6	All teaching staff	AJ/Eng/Maths leaders within Pupil Progress meetings and termly analysis of internal data	£600 for release time	Dec 17/Mar/July 18	<ul style="list-style-type: none"> ○ All pupils are participating in use of Doodlemaths either at home or through club at school and have made measurable progress through the levels.
Teachers ensure that all English and Maths lessons have enough challenge to stretch the more able pupils. Internal CPD and external support is used to improve any development areas so that all teaching is consistently good or better across the school.	All teaching staff	Through half termly joint observations/work scrutiny/pupil interviews from Eng/Maths leaders with members of SLT	£600 release time	Jan 18 Mar 18 April 18 June 18	<ul style="list-style-type: none"> ○ School % of pupils combined Higher Standard for Read/Writ/Maths is at least 9% and in line with National

SATS Booster groups for more able pupils set up for Reading/Maths/SPaG	Set up by AJ/Year 6 staff	Chair of Gov (LN) through biweekly meetings with AJ		2 days a week from Jan 18	figures at KS2 and in line with Nat at KS1.
Gifted Writers Club for Y5/6 pupils	FM	Chair of Gov through half termly meetings with FM		From Dec 17 weekly	
Introduce Doodlemaths for KS1 andKS2 pupils – aimed at individual challenge	RM	AJ as Maths Lead – through monthly meeting with staff monitoring pupil participation and progress + half termly pupil interviews (Y2 and 6 pupils)	£1350	KS 2 in Term 2 FS/KS1 in Term 3	
Phase lesson study focused on levels of challenge in English	SLT phase leaders	AJ to monitor outcomes/evidence through reports in SLT meetings		Spring term Summer term 18	

PRIORITY 3:

Making sure that pupils in Key Stage 1 receive consistently good teaching in order to become fluent and confident readers.

December Milestones	March Milestones	July Milestones
<ul style="list-style-type: none"> ○ There is a clear system in place for reading record home school liaison which has been communicated to parents and children ○ Identified pupils in Y1 and 2 have additional daily 1:1 reading time set up with an identified adult ○ 1:1 Read/Write/Inc tuition is set up for focus 1:1 pupils 	<ul style="list-style-type: none"> ○ All identified Y1 and 2 pupils who have received additional 1:1 reading support can speak about the strategies they use if they cannot read a word/phonetically break it down 	<ul style="list-style-type: none"> ○ 76% of Y2 pupils can achieve fluency of 90 words per minute in their Reading teacher assessment

Key actions	Responsibility	Monitoring and evaluation	Resources	Timescale	Success Criteria
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Phonics assessments for end of Term 2 <ul style="list-style-type: none"> • Phonics leader has completed progress assessments for pupils across FS to Y2 who are still on Read/Write/Inc programme • Pupils for additional 1:1 intervention for Spring term have been identified and provision set up 	GM	AJ monitors phonics data progress half termly meetings with GM and GH Phase leaders to evaluate intervention provision map and adjust half termly	Release time for GM - £600	Half termly	<ul style="list-style-type: none"> • Pupils in Year 1 and 2 use their knowledge of phonics effectively to help them read accurately and fluently. • They can explain about what other strategies they can use to help them read if they cannot phonetically break the word down • Fluency scores for all identified Y1/2 pupils receiving additional support have improved by • All pupils in KS1 can read their reading book with at least 90% fluency • Reading records for all KS1 classes consistently contain comments from staff in line with school policy
Home/school reading record system reviewed. <ul style="list-style-type: none"> • Clear policy communicated to parents relating to frequency of staff comments in reading record 	HN	AJ/LN monitor reading records + through parent questionnaire		Half termly April 18	
Pupils in Year 1 and 2 identified who need additional 1:1 reading time at school to improve reading fluency due to barriers to support at home <ul style="list-style-type: none"> • Adults (staff or parent helpers or reading buddies) in place who will provide daily reading time with identified pupils. 	HN	LN through pupil interviews/ individual reading AJ monitors progress through half termly report from HN on identified pupils.		To begin Jan 18	
Updated CPD on R/W/Inc teaching delivered to relevant TA's	LE/GM	GM /AJ through termly joint obs in phonics groups	In school release time for GM/LE	Feb 18	
Read/Writ/Inc home reading book resources purchased for Y1 and 2 pupils <ul style="list-style-type: none"> • All pupils on R/W/Inc programme are taking home 	GM	AJ/LN to monitor	£2042	Purchased Jan 18 Introduced Feb 18	

books which align with the teaching structure <ul style="list-style-type: none"> Children to be 90% fluent with their assigned individual reading book 					
Reading strategy bookmarks introduced <ul style="list-style-type: none"> All KS1 pupils have bookmarks with reading searchlights on (strategies to use if they cannot phonetically break the word down) 	HN	LN – half termly pupil interviews/individual reading	£100	Jan 18	

PRIORITY 4:

Improve the effectiveness of leadership and management to bring about more rapid improvement by ensuring that:-

- **Leaders’ and governors’ evaluation of the school’s performance is accurate**
- **The targets for school improvement planning are challenging and precise**
- **Leaders’ analyses of the progress of disadvantaged pupils and pupils who have SEN and/or disabilities provide an accurate overview of the impact of their work**

December Milestones	March Milestones	July Milestones
<ul style="list-style-type: none"> ○ Leaders analysis of December data has compared teacher assessment with Cornerstones test data to validate accuracy of individual assessments. ○ Data analysis by leaders has included the comparison of the attainment and progress of both disadvantaged pupils and SEN pupils with non-disadvantaged and non-SEN pupils. ○ Pupil progress meetings have included moderating pupils work against teacher assessments ○ Data for disadvantaged readers has been analysed and extra provision or intervention for pupils of concern has been set up for start of Spring term. 	<ul style="list-style-type: none"> ○ Leaders analysis of March data has compared teacher assessment with Cornerstones test data to validate accuracy of individual assessments. ○ Data analysis by leaders has included the comparison of the attainment and progress of both disadvantaged pupils and SEN pupils with non-disadvantaged and non-SEN pupils. ○ Pupil progress meetings have included moderating pupils work against teacher assessments ○ Data for disadvantaged readers shows that any gaps between them and non-disadvantaged are being narrowed. 	<p>The attainment and progress of disadvantaged and SEN pupils has improved so that at the end of FS/KS1 and 2 that they are at least in line with National figures.</p> <p>The SEF is an accurate view of the school’s performance based on current available data – Leaders have worked jointly with Governors to evaluate the school against the Ofsted judgement criteria.</p>

Key actions	Responsibility	Monitoring and evaluation	Resources	Timescale	Success Criteria
<p>Leaders and Governors have analysed data on ASP</p> <ul style="list-style-type: none"> • Strengths and key areas for improvement relating to progress of groups have been identified 	AJ	Governors curriculum sub	•	Nov 17	<ul style="list-style-type: none"> • SEN / PP leaders early termly analysis of the impact of additional support has led to clear identification of the most successful intervention strategies. • SEN and disadvantaged pupils have made consistently good progress from starting points and any gaps in attainment and progress have been narrowed over the year. • The school has a range of evidence to show the accuracy of its SEF through
<p>Updating the PP Strategy 1718</p> <ul style="list-style-type: none"> • Strategy clearly includes identification of provision for PP pupils in EYFS and for more able disadvantaged 	RM	PP Governor (LN) to monitor through termly meetings with RM	Release time for RM	Term 2 18	
<p>Leaders have analysed the Autumn /Spring term attainment and progress of SEN and disadvantaged pupils</p> <ul style="list-style-type: none"> • Clear identification of where extra support is working well and where less effective 	RM/EL	SEN and PP governors to monitor through termly meetings with EL and RM	Release time for RM	Jan 18 and April 18	

<ul style="list-style-type: none"> Provision map for SEN/disadvantaged pupils completed for Spring Term 					<p>joint work between leaders / governors and external support.</p> <ul style="list-style-type: none"> The positive impact of leaders work is evident across all subjects and across all phases of the school.
<p>Leaders and Governors jointly review SEF sections</p> <ul style="list-style-type: none"> Leaders have worked jointly with Governors to review teaching/learning against the Ofsted criteria 	AJ/LN	<p>Evaluation of Teaching/Learning/assessment</p> <p>Personal Dev/ Beh/ Welfare</p> <p>Outcomes and L and M</p>		<p>March 18</p> <p>May 18</p> <p>November 18</p>	
<p>Leaders ensure that improvement strategies for teaching/learning in lessons and within pupils work are effectively put into place across their phases.</p>	SLT	<p>AJ/ Eng/Maths subject leaders through termly joint lesson obs and work scrutinies/pupil interviews</p>	<p>Release time for SLT</p> <p>FM release time</p>	<p>Half termly from Jan 18</p>	