



School Development Plan OFSTED Action Plan Dec 13 – To Jul 2014

Introduction

As a result of the Ofsted Inspection (28-29th November 2013) we have reviewed our current School Development Plan 2013/14 to ensure that the feedback from our most recent Ofsted is addressed as a matter of urgency to help Featherstone Primary School to **Getting to Good.**

The Post Ofsted Action Plan is in two parts.

Part 1 addresses the Key Priorities with actions, initiatives and the impact expected.

Part 2 show the milestones that we intend to complete on a daily basis.

OFSTED Report 29.11.13 notes that in order to improve we need to:

Key Priority 1: Improve the quality of teaching so that it is at least good in all classes to improve achievement and raise standards by:

Outcome Ensuring that all tasks are matched accurately to pupils' abilities and build only on secure previous learning, especially in mathematics.	Outcome Allowing enough time for pupils to practise new learning and consolidate new skills.	Outcome Improving the marking of pupils' work so that the feedback they receive is always effective in helping them move on in their learning.	Outcome Making sure that questions are pitched at the right level and explanations are clear so pupils understand new learning better.
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Key Priority 2: Increase the impact of senior leadership on the work of the school by:

Outcome Strengthening senior leaders' contributions to checking and improving teaching.	Outcome Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.
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Key Objective 1: Improve the quality of teaching so that it is at least good in all classes to improve achievement and raise standards by:

1.1 ensuring that all tasks are matched accurately to pupils' abilities and build only on secure previous learning, especially in mathematics.

1.2 allowing enough time for pupils to practise new learning and consolidate new skills

1.3 improving the marking of pupils' work so that the feedback they receive is always effective in helping them move on in their learning

1.4 making sure that questions are pitched at the right level and explanations are clear so pupils understand new learning better.

OFSTED FOCUS / ISSUE : Ensuring that all tasks are matched accurately to pupils' abilities and build only on secure previous learning, especially in mathematics.

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates. Who will monitor.	Evaluation By
<p>1.1.1 Develop Teaching and Learning policy with appropriately high expectations so that accountability for teaching, learning and pupil progress is shared by all staff directly working with children.</p>	<p>Together with staff develop a Teaching and Learning Policy which will include high expectations in planning, quality of teaching and differentiation of work.</p> <p>Develop the use of a self-assessment in the literacy and numeracy planning so that teachers and teaching assistants are regularly reviewing their own practice and how they can improve further.</p> <p>Self-assessing a lesson. <i>Did I ask challenging questions? Was my questioning targeted at different groups (Strategically / Data led / High Focus?) Did I target the correct group? Did my lesson meet the LO?</i></p>	<p>All staff to know the expectation bar set to raise standards in the teaching and planning of literacy and numeracy.</p> <p>This will be demonstrated in lesson observations and scrutinies of teachers' planning and pupils' work.</p> <p><u>At the time of the inspection the proportion of lessons to be good or better was 50%.</u></p> <p>Success These will show that 60% are judged to be at least good by Easter 2014 and 90% by July 2014.</p> <p>Teacher's self-assessment will ensure that there is clear focus on</p>	<p>None.</p> <p>Copies of Teachers standards</p> <p>Copies of performance management</p>	<p>6th Jan 2014 - INSET <i>What is good practice / poor practice</i> training by HT AHT (RH). Whole school development.</p> <p>Review T&L policy– end of Spring 2 / Summer 2 and Summer 3 (Continue to build on Policy to end of 2014. HT /AHT (RH/HB)</p> <p>Monitor the use of this policy in class through. HT AHT (/RH/HB)</p> <p>Formal Lesson observation Learning walk/drop in sessions with AHT and Curriculum Task Force. W/B: 3rd Feb 2014.</p> <p>End of week – T&L briefing sheet to all staff as a recap of</p>	<p>Curriculum Task Force (CTF) to approve in early Feb 14. Spring 2 Evaluation by CTF - Kay Stait</p> <p>Governors to judge whether the quality of teaching at the end of the Summer term has risen from the end of the Spring term, based on monitoring judgements presented on and at each termly full Governors meeting during 2014 and beyond. Feedback & discussion with staff.</p>

	<p><i>Did children make progress in class?</i></p> <p><i>Did I use the plenary to close the gap?</i></p> <p><i>Did all of the children complete the task in a given time?</i></p> <p><i>Was time used so that learning was maximised?</i></p> <p><i>Does my marking include explicit guidance on how to improve/close the gap?</i></p>	<p>questions, targeting the right pupil and ensuring that gaps are closed during the plenary.</p> <p>A rapid rise in the level of accountability for taking responsibility for own performance of teaching and pupils' progress.</p> <p>Self – evaluation to be in place from 27th Jan 2014.</p> <p>Self-assessment in literacy and numeracy.</p> <p>Spring . 1 per week Summer 2 per week</p> <p>From Autumn2014, TWO self-assessments per week in both core subjects.</p> <p>The impact of this self-assessment will be demonstrated by the outcomes given above as well as an evaluation of the teachers' self-assessments to ensure that they are of appropriate quality and any issues are addressed and outcomes noted.</p> <p><u>Success of SELF - EVALUATION</u></p> <p>These <u>self-evaluations</u> will indicate</p>		<p>expectation from HT.</p> <p>MONITOR by: CTF</p>	<p>CTF to report to the full governing body on trends in the quality of teaching over time.</p> <p>Evaluation by: Full Governing Body</p>
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		that at least 60% of lessons are judged to be at least good by Easter and 70% by July 2014 by the teachers themselves with a brief evidence base provided that supports this.			
1.1.2 Review existing maths and literacy subject leader action plans and immediately develop new actions to raise standards in the planning and teaching of English maths. (The action plan will form part of this Post Ofsted Action Plan).	<p>Look at all areas of English and especially mathematics to increase subject knowledge and audit the skills of all staff.</p> <p>Key focus should be:</p> <p>Developing all staff subject knowledge.</p> <p>Maths Written Calculations Policy</p> <p>Differentiation and Challenge for all pupils</p> <p>Visual learning in mathematics in Upper stage 2 as a priority.</p>	<p>A consistent approach to the teaching of English and Maths. A shared understanding of progression across school from EYFS to end of Key Stage 2.</p> <p>Success: LESSON OBSERVATION</p> <p>This will be demonstrated in lesson observations and scrutinies of teachers' planning and pupils' work. These will show that 60% are judged to be at least good by Easter 2014 and 90% by July 2014. A major part of these evaluations will be undertaken by the Curriculum Task Force (CTF).</p>	<p>Bright Pi (Solihull) £550. Cover cost (5 days)</p> <p>Wilmore: £5600 (Jan 17th to 4th April) to include: 12 teaching sessions. 2 T days. 3 TA training sessions.</p>	<p>EG – Jan 2014 / RH – Jan 2014</p> <p>16th Dec - Contact – Tril More (Visual Maths).</p> <p>17th Dec - Contact Collins rep re: maths scheme. HT</p> <p>13th Dec - contact School pupil tracker on line HT</p> <p>Dec 18/19th – Resources base for maths. HT /AHT (RH)</p> <p>Collins Maths Scheme linked to the new maths Curriculum by HT.</p> <p>Phased as:</p> <p>Feb 2014 Yr 3 and 4</p> <p>June 2014 – Y5 and 6</p> <p>Sept 2014 – Y1 and 2</p> <p>MONITOR by: CTF</p>	<p>Curriculum Task Force to evaluate the impact of CPD linked to quality of teaching from spring 2014 to Summer 2014.</p> <p>CTF: Sylvia MacFarlane Paul smith Jane Nizamis</p>

Quality of Teaching – Teachers				
Term	Lesson Observation by	Inadequate %	R.I %	Good + %
Ofsted – 28 th Nov 2013	Ofsted /HT			50%
Spr 1 POAP Target		0%	40%	60%
Actual 14 th to 22 nd Jan 2014 Literacy lessons	HT / AHTs	0%	40%	60%
Sp 2 POAP Target		0%	30%	70%
Actual -- 31 st March to 4 th April 2014 Maths lessons	School to School support Headteacher / Headteacher	0%	18%	82%
Summer POAP Target		0%	10%	90%
Actual- 20 th May- 4 th June 2014 Literacy lessons	HT/ DHT/ AHT	0%	20%	80%

<p>1.1.3 Develop the confidence and subject knowledge of teachers through quality CPD, coaching and mentoring so that outcomes for pupils learning is realised through lesson observation, and checking progress.</p>	<p>Arrange visual mathematics training to Key Stage teachers and teaching assistants.</p> <p>Implement the principles and practices of visual mathematics training to Key Stage 2 staff (Teachers and TA).</p> <p>Staff training on New Mathematics Training 2014 – Bright Pi (Solihull).</p> <p>Wilmore – visual maths training and</p>	<p>A rise in pupils’ achievement in maths across Year 3, 4, 5 and 6 as a result of good maths teaching and a resources base.</p>		<p>Lesson observations and learning walk by SLT / CTF show all groups including more able make good progress in lessons.</p> <p>Jan 2014 – any actions from lesson observation to be revisited within two weeks to see rapid improvement.</p> <p>70% of lessons graded good or</p>	<p>Maths leader to arrange for CURRICULUM TASK FORCE to visit classroom to talk to pupils and for pupils to observe pupils applying their maths skills.</p> <p>CTF: Sylvia</p>
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team teaching with KS2 teachers ,
TAs and intervention support for Yrs
6 and 5.

Review currant maths scheme –
contact Collins. Review teaching
resources base (Practical and
teaching tools).

better increased in March
Lesson Observation.

AHT to take lead in checking
learning in their phases on a
weekly basis.

Starting 22nd Jan 2014

MONITOR by: HT

MacFarlane

Milestones Key Stage 2 Level 4

KS2	Actual 2013 L4	Predicted targets set for 2014 L4	Target APS for 2014	Target Dec 2013	Target Feb 2014	Target April 2014	Target May 2014
R+W+M	69%	74%	29	40%	51%	62%	74%
E	79%	85%	29.3	65%	72%	80%	85%
R	72%	89%	30.0	70%	77%	84%	89%
W	76%	81%	27.5	60%	67%	75%	81%
M	72%	80%	28.2	55%	65%	75%	80%
SPAG	66%	70%		55%	60%	65%	70%
2L R	83%	88%		75%	80%	85%	88%
2LW	79%	81%		65%	70%	75%	81%
2LM	72%	80%		65%	70%	74%	80%

Milestones Key Stage 2 L4B+

KS2	Actual 2013 L4B+	Predicted targets set for 2014 L4B+	Target Dec 2013	Target Feb 2014	Target April 2014	Target May 2014
R	66%	83%	63%	70%	78%	83%
W		70%	49%	60%	65%	70%
M	45%	73%	46%	58%	65%	73%

Milestones Key Stage 2 L5+

KS2	Actual 2013 L5+	Predicted targets set for 2014 L5+	Target Dec 2013	Target Feb 2014	Target April 2014	Target May 2014
R+W+M	17%	21%	3%	9%	15%	21%
E	34%	35%	7%	16%	26%	35%
R	45%	49%	17%	28%	39%	49%
W	17%	22%	6%	11%	16%	22%
M	24%	30%	13%	19%	25%	30%
SPAG	38%	40%	10%	20%	30%	40%

Milestone Year 3 (National Average 3c)						
KS2	Actual 2013	targets set for June 2014	Actual Dec 2013	Target Feb 2014	Target April 2014	Target May 2014
R	59%	80%	50%	55%	62%	71%
W	57%	60%	26.6%	36%	44%	52%
M	47%	77%	36.6%	50%	59%	68%

Milestone Year 4 (National Average 3b)						
KS2	Actual 2013	targets set for June 2014	Actual Dec 2013	Target Feb 2014	Target April 2014	Target May 2014
R	78%	72.4%	51%	60%	64%	68%
W	80%	68.9%	42%	48%	54%	60%
M	84%	68.9%	37%	39%	49%	59%

Milestone Year 5 (National Average 3a)						
KS2	Actual 2013	targets set for June 2014	Actual Dec 2013	Target Feb 2014	Target April 2014	Target May 2014
R	75%	80%	69%	74%	79%	83%
W	50%	75%	52%	58%	64%	70%
M	46%	77%	54%	60%	65%	71%

From KS1 to end of Year 4 – Children between Y2 and Y4 to make one level progress (taking into account SEN and Mobility)

Progress 2013	Target 2014
Reading 100 Writing 96% Maths 96%	Reading: 100% Writing 96.6% Maths 93.1%

<p>1.1.4 To ensure that learning activities in maths and literacy are pitched at the correct level for all groups so children make good progress in every lesson.</p>	<p>Increased monitoring by SLT leading to greater accuracy and impact on the teaching of maths and literacy across school.</p> <p>Evidence books shows teachers are using a range of resources to build children’s abilities to secure previous learning and setting new challenging task.</p>	<p>Focus monitoring activities led by SLT ensure all staff implement agreed procedures consistently in the teaching of numeracy and literacy in EYFS/KS1 and KS2.</p> <p>Weekly monitoring of planning and fortnightly monitoring of maths / literacy books to ensure that tasks clearly match pupils’ ability. Use Teacher’s Standards objectives to raise accountability in math (including pupil progress and subject accountability).</p> <p>What is going to change? The measure of success will be the progress figures from above.</p>		<p>Weekly Book scrutiny to monitor progress by SLT. Start Jan 13th 2014 then every two weeks (alternate weeks Maths and English)</p> <p>Maths and Literacy RH (Year 3,4,5) EG: (EYFS / 6) HB: Year 1 and 2</p> <p>MONITOR by: HT</p>	<p>Report to Curriculum Task Force (CTF) on outcomes of books scrutiny and learning walks.</p> <p>Report on lessons that are being revisited and improvement made as a result.</p> <p>CTF: Sylvia MacFarlane Paul Smith</p>
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		<p>Success: MONITORING</p> <p>100% of the monitoring will show the quality of teachers planning and pupils work will be judged as at least good by July 2014.</p>			
<p>1.1.5 Maths</p> <p>Planning needs to demonstrate that tasks are matched for different ability groups with built in challenges for each of the Units.</p>	<p>INSET training so that staff can effectively plan next steps in learning by adapting planning/lessons.</p> <p>Use maths framework so that staff Planning to include maths challenges at the end of each maths unit.</p>	<p>A wide range of resources available to support and challenge all ability pupils across the curriculum.</p> <p>The pitch and expectation of mathematical and literacy activities will meet the learning needs of the pupils so that all groups make good progress</p> <p>Success: MONITORING</p> <p>Planning scrutinies will show that 100% of plans meet agreed criteria for differentiation by April, 2014. Impact will be measured through progress in each cohort – refer above.</p>	<p>Bright Pi (Solihull) INSET £170 x 4 = £680</p> <p>Mentalmathstarter s.co.uk £290</p>	<p>Lesson observation and weekly learning walks (with and without notice) by SLT / CTF.</p> <p>Pupil progress analysis by AHTs/HT every half term with mid point reviews and checks every three weeks of all groups to ensure sufficient progress.</p>	<p>Curriculum TASK FORCE to look at progress in books end of each month. Jan 2014 to July 2014.</p> <p>CTF: Kay Stait</p>
<p>1.1.6 Teachers plan and deliver activities that are matched carefully to the needs of individual pupils, and making sure that pupils know what it is they</p>	<p>Ensure that the recently introduced planning framework for literacy and numeracy is consistently applied throughout the school by:</p> <p>CPD on the teaching of maths is used to raise standards for both core subjects.</p>	<p>Pupils make accelerated progress as a result of carefully differentiated learning activities matched to individual being implemented by teachers and other staff.</p>		<p>Summary reports each half term to Curriculum TASK FORCE from key subject leaders.</p> <p>Maths each half term from Jan 2014 - EG</p>	<p>Curriculum TASK FORCE to have a Curriculum Health Check summary report from key subject leaders at each meeting on the development of</p>

<p>need to do to make progress in their learning:</p>	<p>the on-going monitoring of planning documentation by subject leaders the provision of feedback on the effectiveness of planning pinpoints exactly what needs to improve immediately. developing the skills of staff to self-evaluate the effectiveness of planning on lesson delivery (links to 1.1.1)</p>	<p>Success: PROGRESS Data shows pupils making at four APS progress per year, where appropriate in terms of any SEN.</p>		<p>Literacy from Jan 2014 and ongoing each half term – AHT (RH) EYFS from Jan 2014 and ongoing each half term – AHT (HB) MONITOR by: AHT EYFS (HB)</p>	<p>teacher planning and monitoring outcomes and action. CTF: Kay Stait</p>
<p>1.1.7 Creating more opportunities for pupils to develop and apply their mathematical skills in a variety of subjects and real life situations (Applying the process of maths skills). Developing more opportunities for pupils to increase their knowledge and understanding of mathematical processes</p>	<p>Teachers plan for mathematical skills to be consolidated and enhanced across the curriculum. Pupils to have opportunities to develop skills and apply mathematical skills across the curriculum. Planning shows maths skills being planned for in cross-curricular opportunities. Teachers create a positive and attractive environment which celebrates Numeracy (seen in learning walk). Develop practical and logical workshops for pupils to raise confidence in maths challenges www.theproblemsolvingcompany.co.uk</p>	<p>Using the new Written Methods Calculation Policy, Visual Maths training and INSET training staff confidence to plan is evident in planning, books and through learning walks. Success: LESSON OBSERVATION The success measure for this will show that 60% of lesson observation and planning scrutinies are judged to be at least good by Easter 2014 and 90% by July 2014. Children’s understanding and applying their skills is demonstrated in their ability to think logically apply their skills in maths and other curricular subjects.</p>	<p>Summer 1 Workshop £450</p>	<p>Subject leaders to monitor mathematics across the curriculum. Finance and Personnel Committee to ensure adequate monies are available to enhance mathematics resources for use across the curriculum when needed. MONITOR by: HT/AHT (RH)</p>	<p>Maths leader to send to Curriculum Health Check summary to CTF each term how their subject is developing. Maths link Governor to spend time in lessons other than maths, checking to see that children are consolidating and enhancing maths skills across the curriculum. Summary report to Maths governors on workshops. CTF: Sylvia Macfarlane</p>

	www.stemworks.co.uk www.thepuzzlecompany www.architectureworkshops.org	Success: MONITORING Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Spring 60% Summer 90%			
1.1.8 Improve the maths and literacy book scrutiny feedback so that teachers know exactly what needs improving in the shortest time possible.	Fortnightly book scrutiny feedback to be succinct so that teachers are clear in knowing what to do to make a difference quickly. SLT to monitor the follow up of this.	<u>Highest Impact statements (See Maths fortnightly book scrutiny document):</u> Marking makes explicit what the pupils have done well / identifies strengths e.g. highlights success. Marking provides explicit guidance on HOW to improve A closing the gap prompt has been used and the child has responded positively by making a small improvement Evidence of pupils having a role in marking their own work Level of challenge for the able and more able (G&T) is clear Evidence of steady progress (i.e within units over time). Success: MONITORING Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Spring 60% Summer 90%		13 th Jan – First book monitoring. 22 nd Jan – Monitoring sheet with staff. 27 th Jan – Monitoring sheets in place HT to devise maths proforma AHT - RH to devise literacy proforma MONITOR by: HT	Curriculum Health Check summary report to committee each term how their subject is developing. Evaluation by:CTF CTF: Sylvia Marfarlane
OFSTED FOCUS / ISSUE: Allowing enough time for pupils to practise new learning and consolidate new skills					

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates. Who will monitor.	Evaluation by
<p>1.2 Teachers plan tasks which have clearly defined outcomes for groups of pupils to achieve in the given time.</p> <p>Raise pupils independence to lead and take control on learning.</p> <p>Staff ensure time in lessons is maximised so that pupils are able to consolidate new learning and skills</p> <p>Arrange good quality CPD for all staff to provide them with strategies (pedagogy) to ensure that pace, pitch and productivity are the</p>	<p>Teachers set high expectations for quantity and quality of work produced in lessons by all learners.</p> <p>Learning objectives and Success Criteria shared with pupils and referred to throughout lesson as appropriate.</p> <p>Lesson introductions last no longer than necessary and pupils start independent activities as quickly as possible.</p> <p>In-house sharing of effective practice.</p> <p>Modelling of good and outstanding teaching by FPS staff.</p> <p>HT to work with teachers on plan, teach, review cycle to improve pace,</p>	<p>A clear outcome is defined for each group of pupils to achieve in the given time. Pupils know the journey of success.</p> <p>Success: MONITORING monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Spring 60% Summer 90%</p> <p>Pupils are consistently engaged with their own learning and respond quickly and independently to a wide range of learning opportunities.</p> <p>Independence and pupils confidence rises overtime as a result of action.</p> <p>Success: 90% of monitoring grids (lesson observation, learning walks, planning and book scrutinies) against this criterion.</p>		<p>Regular monitoring of books need to demonstrate that pupils are completing tasks in each lesson.</p> <p>SLT/CTF learning walks to monitor that groups are at tasks.</p> <p>MONITOR by: HT/ CoG</p> <p>Leadership team to monitor teaching weekly to ensure that teachers' whole focus is on their self-evaluation in class (Accountability).</p> <p>MONITOR by: COG</p>	<p>Maths / Literacy leaders to report Curriculum Health Check to CTF. Evaluation by: CTF</p> <p>CTF: Kay Stait</p> <p>Governors to judge whether the quality of teaching at the end of the summer term has risen from the end of the Spring term, based on monitoring Judgements presented to Governors. CTF: Lynda Holland Jane Nizamis</p>

tools for active learning.	pitch and productivity. Observation of teaching in other schools in the local consortia and through LA school to school support (Minworth Primary School).				
	<p>Improve the opportunities for active learning in lessons through revisiting Teaching and Learning policy with staff and set out what is good practice and poor practice. To develop the practical ideas developed in the Teaching and Learning Policy so that more time is spent on learning new skills.</p> <p>Training for staff on the following Assessment for Learning Learning styles Speaking and Listening activities Practical activities and Investigations Rapid recall (mental maths).</p>	<p>Teachers to plan a wide range of 'active learning' experiences to engage pupils to ensure good teaching and learning.</p> <p>Success: 90% of monitoring grids (lesson observation, learning walks, planning and book scrutinies) against this criterion.</p>		<p>Teacher PM appraisal targets linked to quality of teaching and learning / Learning Walks by HT, AHT and SIP. Planned CPD through Bright Pi. 5th March – Effective Understanding & Applying 13th March – Effective questioning in maths 26th March – Feedback and marking - Maths 1st April - Word problems (maths) 1st May 2014 – Training on Applying maths and planning for progress in the last term.</p> <p>MONITOR by: COG</p>	<p>Evaluation by:CTF CTF: Lynda Holland Jane Nizamis</p>

OFSTED FOCUS / ISSUE: Improving the marking of pupils' work so that the feedback they receive is always effective in helping them move on in their learning

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates. Who will monitor	Evaluation by
<p>1.3 Review marking policy so that: Ensuring teachers' feedback and marking help pupils</p>	<p>Revisiting the school's previous focus on 'closing the gap' marking and feedback. Review marking policy so that feedback received is helping pupils</p>	<p>SLT monitoring of maths and literacy books fortnightly. Success: Marking and Feedback Policy implemented 100% by the</p>	<p>£75</p>	<p>Review marking policy against literacy/math books (Jan 2014) HB to re-write and send out 22nd Jan Lancashire Mathematics Team</p>	<p>Evaluation by:CTF CTF: Kay Stait Jane Nizamis</p>

<p>to improve their work and that they are given opportunities to respond to marking more regularly</p>	<p>with extended their learning. Staff meeting to revisit marking policy (Jan 2014– during curriculum meeting)</p>	<p>end of Spring term (2014).</p>		<p>(LGFL). Course: Feedback and next step marking in mathematics (21st Jan 2014) E Gaibee – to disseminate to staff 5th / 12th Feb 2014 MONITOR by: HT</p>	
<p>Develop staff knowledge and understanding on the use of Marking, Feed and AFL across all subjects and especially in maths</p>	<p>In literacy and numeracy all pupils to have a ‘moving on’ or ‘closing the gap’ prompt on their work to which they are expected to respond during the next lesson. Create a portfolio of evidence of effective assessment strategies and feedback (EG / RH) across all curriculum subjects. Teaching and Learning Portfolio: Good examples of marking, planning, questioning.</p>	<p>Marking will be against Success Criteria and will indicate an area for improvement. Marking shows pupils what they have achieved and provides improvement prompts to which they respond to in the follow up lesson. Make sure all pupils know precisely what is expected of them by the end of the lesson to help them and the teacher assess progress accurately. Pupils understand: 1.where they are with their learning (in terms of standards); 2.recognise and celebrate their success and achievement; recognised their mistakes and errors and how to correct them; recognise what they</p>	<p>£75 £75 x 2 £75 £72</p>	<p>Lancashire mathematics team – Peer and Self evaluation (25th June 2014) Corley (RH) Voting Day training: 1st May – Applying maths / What does progress look like in maths (Bright Pi) MONITOR by: HT R Hill – Disseminate details to staff. MONITOR by: HT</p>	<p>Evidence for the TASK Force. Marking has an impact on pupils improving their work ensure that teachers provide time for pupils to correct their work and act upon developmental comments Curriculum committee to share and discuss teacher self-assessment of lessons each term and to share and discuss evidence of marking & feedback in the portfolio each term – from April 2014 CTF: Jane Nizamis</p>

		<p>need to do next to improve.</p> <p>Success: Subject Leader</p> <p>Monitoring</p> <p>Ongoing book reviews by subject leaders will show teaching is 100% good by the end of the Summer term 2014 for their subject.</p> <p>Success: Monitoring</p> <p>Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Spring 60% Summer 90%</p>			
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OFSTED FOCUS /ISSUE: Making sure that questions are pitched at the right level and explanations are clear so pupils understand new learning better

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates Who will monitor	Evaluation by
<p>1.4 Making sure that questions are pitched at the right level and explanations are clear so pupils understand new learning better.</p> <p>Making sure</p>	<p>Teachers and Teaching Assistants use questions and assessment activities during lessons to clarify what pupils have learnt, to address misconceptions, to adapt lessons or activities and to provide feedback on learning.</p> <p>Development of questioning in focus</p>	<p>Planning includes assessment questions or key focus for assessment based on the LO/SC .</p> <p>Teachers to refer back to LO to close any gaps in learning.</p> <p>Success: Monitoring</p>	<p>£75</p> <p>Free – no internal cover</p> <p>£75</p>	<p>Providing challenge in Key Stage 1 mathematics.</p> <p>Stevenage, Hertfordshire Development Centre</p> <p>Wed 12 Feb 2014</p> <p>09:00 - 16:00</p> <p>13MAT/073P</p> <p>Questioning skills in the</p>	<p>CTF: Jane Nizamis</p>

<p>teachers ask questions that help pupils to understand their work & develop the necessary skills to take more responsibility for their own learning.</p>	<p>groups and whole class sessions. INSET on higher order questions – EG / CB / Bright Pi.</p> <p>Liked to the Teaching and Learning Policy (self-evaluation grid). developing the skills of staff to self-evaluate.</p> <p>Assessment for Learning & Questioning within lessons is used effectively by teachers so that progress made by pupils and next stage of learning continue. Making sure that questions are pitched at the right level (challenge) and explanations are clear so pupils understand new learning better.</p>	<p>Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Spring 60% Summer 90%</p> <p>Teachers ask a wider range of open-ended probing questions which empower pupils to recognise their own progress in skill development and understanding.</p> <p>Staff to identify key questions to incorporate into their planning.</p>	<p>classrooms (Prospects Improve course). Year 3 teacher and Year 1 NQT. 7th Feb / 26th Feb staff INSET by EG</p> <p>13th Feb – Effective questioning. EG / CB - to disseminate training to all staff. 26th Mar – feedback and marking (Bright Pi). MONITOR by: COG</p> <p>SLT to monitor the use of questioning during weekly learning walks of lesson in Jan to July 2014 and into the new school year. EG – Effective Questioning and AFL: INSET by EG on 5th / 12th Feb 2014 Developing effective questioning (25th June 2014) - RH / Maths Leader.</p>	
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Priority 2 - Increase the impact of senior leadership on the work of the school by:

Strengthening senior leaders' contributions to checking and improving teaching.
 Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.

Strengthening senior leaders' contributions to checking and improving teaching.

OFSTED FOCUS	Action	Impact (SC)	Time/ Resources	Monitoring	Evaluation
2.1.1 Appoint two Assistant Headteachers to take responsibility for the following phases. EYFS 1 and 2 (KS1) EYFS 3, 4, 5, 6 (KS2)	To draw up an advert to have approved by the Finance and Personnel Committee (13 th Jan 2014)	Success: Two AHT appointed in Jan 2014.	15 th Jan 2014	HR Working Party	HR working party and Task Force curriculum team to evaluate the effectiveness and impact of AHTs CTF: Jessica Harvey
2.1.2 Developing the skills and increasing the effectiveness of senior leaders so that they successfully support the Headteacher in improving standards in teaching and Learning	Middle leaders supported to analyse the impact of their actions, using information from book scrutiny, lesson observations and pupil data. Senior leaders will carry out their designated duties as outlined in their job description and specific actions identified in this plan. Responsible staff will lead and evaluate a 'Raising Attainment Plan' (RAP) for their areas of responsibility each term. AHT and HT to analyse data for children each half term and provide a report to HT.	Tasks will be carried out as described and on time and reported back to relevant person / committee. RAP plans produced before the end of the term ready to implement the following term. RAPs will be on agreed format. Planning, lessons and book reviews will show features of consistently good and outstanding teaching. <u>Success:</u> AHT All senior leaders are fulfilling their roles and responsibilities. Together with the HT quality	Use PPA teachers to release teachers to observe others.	HT and Governors to monitor whether duties are carried out and the impact this has on raising attainment across the school. Half termly 'Big Picture' planner to hold staff to account. HT to hold weekly meetings with relevant staff to monitor progress on RAPs and other duties. Strategic Monitoring Group will report back to full Governors each term.	Through a termly report from the Strategic Monitoring Group. Full Governors to consider the impact these have had on standards and to make recommendations for future initiatives. CTF: Sylvia MacFarlane

	<p>Tracking Key Stage 1 SATS to end of Year 6 SATs:</p> <p>Senior leaders will consistently be judged as good and outstanding during lesson observations and use this to support colleagues in raising the quality of their own teaching through coaching.</p> <p>Relevant staff working with Assistant Heads at Minworth Primary School.</p>	<p>information and support enables them to make quality strategic decisions.</p> <p>Senior leaders need to be providing clear success in their phases. This information to be reported back to the HT every three weeks.</p> <p>Impact: Rise in standards / Monitoring of pupil groups not making progress from pupil premium / revisits from lesson observation.</p> <p><u>Success:</u> Monitoring Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Spring 60% Summer 90%</p>			
<p>2.1.3 Strengthening senior leaders' contributions to checking and improving teaching.</p>	<p>Leaders analyse data and identify actions required (part of rap)</p> <p>From Jan 2014 monitor (AHT and HT) Maths long term and short planning What is currently happening and how to improve. Book reviews to evaluate current outcomes for pupils and plan ways forward.</p>	<p>Senior leaders take part in half termly learning walks alongside SLT to identify and share best practice across the school and consistency and equality of opportunity</p> <p>AHT modelling of good teaching (Spring 1 onwards) leads to NQT and other to teachers to follow this example.</p> <p><u>Success:</u> All senior leaders are</p>		<p>Middle leaders to support staff with planning and teaching in their specialist area and provide whole school CPD based on identified needs</p> <p>MONITOR by: COG</p>	<p>CTF: Kay Stait</p>

	<p>Literacy book reviews each fortnightly from Jan 2014</p>	<p>fulfilling their roles and responsibilities. Evaluation groups are provided with quality information enabling them to make quality strategic decisions.</p> <p>Senior leaders need to be providing clear success in their phases.</p>																																																			
<p>2.1.4 The quality of teaching is regularly monitored by all Senior Leaders through lesson observation and book scrutiny to ensure pupils are making good progress</p>	<p>Formal lesson observations at least once per half term, weekly for those who do not improve quickly enough as part of R.I</p> <p>Where there is grade R.I. appropriate support plan with rigorous monitoring needs to be place to see rapid improvement with immediate effect.</p> <p>Monitoring feedback sheets provided for staff with areas for development and key actions give clear and precise feedback on what it that needs improving.</p>	<table border="1"> <thead> <tr> <th colspan="4">Quality of Teaching - Teachers</th> </tr> <tr> <th></th> <th>Inadequate %</th> <th>R.I %</th> <th>Good + %</th> </tr> </thead> <tbody> <tr> <td>Spr 1</td> <td>0%</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>Sp 2</td> <td>0%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>Sm 1</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> <tr> <td>Sm2</td> <td>0%</td> <td>10%</td> <td>90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Quality of Teaching - TA</th> </tr> <tr> <th></th> <th>Inadequate %</th> <th>R.I %</th> <th>Good + %</th> </tr> </thead> <tbody> <tr> <td>Spr 1</td> <td>0%</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>Sp 2</td> <td>0%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>Sm 1</td> <td>0</td> <td>20%</td> <td>80%</td> </tr> <tr> <td>Sm2</td> <td>0%</td> <td>10%</td> <td>90%</td> </tr> </tbody> </table>	Quality of Teaching - Teachers					Inadequate %	R.I %	Good + %	Spr 1	0%	40%	60%	Sp 2	0%	30%	70%	Sm 1	0%	20%	80%	Sm2	0%	10%	90%	Quality of Teaching - TA					Inadequate %	R.I %	Good + %	Spr 1	0%	40%	60%	Sp 2	0%	30%	70%	Sm 1	0	20%	80%	Sm2	0%	10%	90%		<p>After a round of lesson observation for teachers on R.I the follow up will be through weekly observations for teachers who do not improve quickly enough (From 13th Jan 2014).</p> <p>Teachers judged as R.I will need to:</p> <p>2nd week – follow up lesson obs.</p> <p>3rd week – re visit to confirm practice.</p> <p>4th week by invite from teacher.</p> <p>Teachers / TAs need to be made clear on this rapid action.</p> <p>MONITOR by: S LT</p> <p>Proforma needs to be show precisely what it is that is expected and dates of agreed revisits within a short span of time. MONITOR by: CoG</p>	<p>Curriculum Task Force Committee to report back to full Governors each term</p> <p>No teaching to be less than good by the end of the autumn term 2014.</p> <p>Steps taken where appropriate to eradicate all R.I teaching.</p> <p>CTF: Jane Nizamis / Kay Stait</p>
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<p>2.1.5 Subject Leaders</p> <p>Developing the skills of new subject leaders so that they are able to support teachers in improving the rate of pupils' progress</p>	<p>Subject leaders take part in training and development as part of their subject leaders role.</p> <p>Relevant staff to each provide a Report for their area of responsibility at the start of each term (Spring 2) and (Summer 2) which sets out the priorities and actions for the term ahead as well as evaluating the impact of the previous term's actions.</p>	<p>Subject leaders will be effective in their monitoring and support of other staff in ensuring children make good progress in their area and support staff appropriately in terms of curriculum development and lesson delivery.</p> <p>Subject leaders will identify areas of success and areas for improvement, planning specific focussed actions in order to ensure rapid pupil progress for those pupils.</p> <p>Success: High quality monitoring and evaluation documents produced that result in teaching being improved in line with at least figures above.</p>		<p>Subject leaders to report back to committees each term on the impact and outcomes of training (22nd Jan 2014 onward)</p> <p>Subject leaders to be coached by HT with clear actions and tasks.</p> <p>Subject leaders to monitor the quality of learning in books for their subject area.</p> <p>CB/SM – how to be a subject leader (Jan 2014)</p> <p>LW: Eco council course</p> <p>MONITOR by: CoG</p>	<p>Curriculum Task Force to monitor effectiveness of subject leaders actions.</p> <p>Reports to be presented to Governors committees each term and included in Headteachers report to Governors each term.</p> <p>CTF: Paul Smith</p>
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Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates Who will monitor	Evaluation by
2.2.1 Making sure teachers use tracking information more effectively so that pupils make consistently good	Review the current assessment tracking system so that pupils' progress data is fully understood by all teaching staff and that teachers use this knowledge to accelerate pupils' progress.	The assessment tracker is used so that all teachers are aware of their accountability in ensuring progress for all groups in their class. SLT / Middle leaders have	Dec 2014	Data half termly – evaluation of intervention groups MONITOR by: CoG	Evaluation by: CTF Kay Stait

<p>progress in all year groups.</p>	<p>Improving the use of assessment information. Discuss and review existing assessment and reporting programme and look at alternative data programmes (Classroom Monitor/School Pupil Tracker on Line) Teachers trained in use of tracking data in order to identify pupils in need of support and to analyse rates of progress. End of Jan 2014 training to secure realistic and challenging targets. Class teachers receive training on the analysis year group/subject data.</p>	<p>knowledge of data across the school and that is shared with Governors on a temly basis.</p> <p>Assistant Heads are using the information to drive improvement.</p> <p>Data on attainment and progress is accurately used and skilfully analysed to set measurable targets in writing and maths across the school by middle leaders and SLT.</p>			
<p>2.2.2 Ensuring the differing needs of learners are better accounted for in lessons through the better use of assessment and using this information in teaching and learning.</p>	<p>Teachers use triangulation of evidence from pupil progress data, work scrutiny and assessment for learning in lessons to accurately plan next steps for all groups (Feb 2014 onwards). HT to ensure Phase Leaders have knowledge of pupils progress and end of year targets. Use of data helps to identify pupils who are not on track and intervention to be in place through additional booster.</p>	<p>AHT have knowledge of data across the school.</p> <p>Data on attainment and progress is accurately used and skilfully analysed to set measurable targets in writing and maths across the school by SLT.</p> <p>AHTs are driving school improvement and this is reflected in the quality of teaching and monitoring.</p>	<p>February/ April/June /July 2014</p>	<p>Data half termly – evaluation of in class focus groups Staff able to prepare effectively for pupil progress meetings and aware of progress of all key groups</p> <p>Monitoring by HT</p>	<p>Evaluation by:CTF Kay Stait</p>

<p>2.2.3 Ensuring that pupils' progress data is fully understood by all teaching staff and that teachers use this knowledge to accelerate pupils' progress.</p>	<p>All teachers are aware of their accountability in ensuring progress for all groups in their class.</p> <p>Training in preparing pupil progress data and understanding how it supports effective target setting for all teachers– build on Feb training to secure realistic and challenging targets (End of Spring 1).</p>	<p>Teachers level writing accurately through moderation events for each year group though cluster schools. Termly moderation in school</p>		<p>Monitoring by HT</p>	
<p>2.2.4 Teachers use assessment information to identify pupil achievement and plan next steps in learning.</p>	<p>Planning and pupils books show which success criteria have been identified for individual pupils and evidence of what has been achieved.</p> <p>Staff use APP for writing to identify gaps in learning and to plan units of work to address those gaps. (INSET – Writing moderation in house)</p>	<p>Review current weekly planning for literacy and numeracy to include:</p> <ul style="list-style-type: none"> • Pupil data from tracker (<i>School Pupil Tracker on Line</i>) • Groups identified from pupil progress meeting not making progress and actions. <p>Success: Weekly monitoring of panning show that teachers are using data to identify and as part of planning next steps in learning.</p>		<p>Monitoring by EG / AHT</p>	<p>CTF – Kay Stait</p>
<p>2.2.5 Pupil targets are used to set high expectations and to support assessment of levels</p>	<p>Pupil targets revised regularly shared with TA, pupils and parents. Targets reviewed half-termly.</p> <p>So children know where they are and what they need to do next to move to the next level.</p> <p>Introduce weekly AFL sheet for pupils in</p>	<p>Success Criteria: To involve parents – explain the targets and how they can support their child at home. Implement targets from Feb 2014.</p> <p>Targets shared with children given every three weeks.</p> <p>Children will know where they are now</p>		<p><u>Lancashire mathematics team</u></p> <p>Developing effective questioning (25th June 2014) - RH / Maths Leader. Peer and Self Evaluation (25th June 2014) RH/EG Monitoring by EG</p>	<p>CTF – Kay Stait</p>

	KS2. This should be linked to lesson success and pupils targets.	and what they need to do to move to the next level. Through Learning walk and lesson observation pupils to be asked what target they are working towards.			
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