# *An Daras* Multi-Academy Trust

## Windmill Hill Academy Improvement Plan 2017 (Jan 2017- Jan 2018)

| Status: **Approved** | |
|---|---|
| Prepared by: | A. Terry/SLT/LGAB |
| Version: | V1 |
| Statutory: | Yes |
| Approved by LGAB: | **Jan 2017** |
| Final Review by LGAB: | **Jan 2018** |
| Advisory Committee: | Local Governing Advisory Board<br>ADMAT Teaching Learning and Achievement Committee |
| Linked Documents and Policies: | PPG Provision Map 2017, Budget Allocation 2016/17, PE Funding Map 2017, SEF 2017, LA Desktop Monitoring Reports, CSIT Consultant Reports 2016/17, OFSTED Data Dashboard 2016, RAISE Reports 2016 |

## Contents

**Sections of essential reading for local governors are marked**
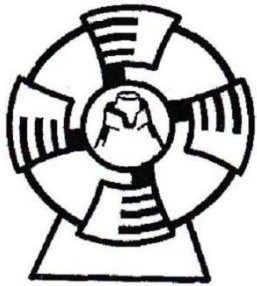
**Section A**

Academy Improvement Plan 2017 – Structure, Aims and Responsibilities

## Academy Improvement Plan Process

This Academy Improvement Plan is a short term annual plan which links with the school Self Evaluation process and the MAT budget. The SEF links to the current OFSTED Framework for Inspection criteria.

The Academy Improvement Plan 2017 has been created using triangulated whole school efficiency evidence, achievement data and feedback stakeholders.

The Academy Trust Improvement Plan (AIP) purpose is to review and evaluate the impact of previous developments, identify key areas for improvement over the coming year and to outline the action to be taken in key areas. The annual budget is matched to the priorities for the Academy Improvement Plan. Related documents to this plan include the separate PPG and PE Funding Provision Maps and impact reports for 2015/16/17 published on the school website.

## ADMAT Improvement Planning

| Task | Start Date | Person responsible | Consultation Process | Finish Date |
|------|-----------|--------------------|--------------------|-------------|
| *Steering overall process* | Sept 16 | Executive Head Teacher | Senior Leadership Meetings, Staff Meetings, Local Governing Body Meetings | Jan 17 |
| *Collating Information for planning of AIP* | Sept 16 | Executive Head Teacher AIO, Head of School, Senior Leaders, LGAB Chairs | Academy Self Evaluation/Self Review Senior Leadership meetings RAISE Review with LGAB Chairs CSIT Consultant – Autumn 15 meetings | Jan 17 |
| *Deciding Key priorities and aims* | Oct 16 | Executive Head Teacher Head of School | Conferencing with Senior Staff and other Stakeholders | Jan 17 |
| *Completion Yearly Action Plans* | Nov 16 | Head of School | Senior Leadership Meetings, Staff Meetings | Jan 17 |
| *Budget matched to Yearly Action Plans* | Dec 16 | Executive Head Teacher and Board of Directors, Head of School | Local Governor Meetings | Jan 17 |
| *Completed Academy Trust Improvement Plan circulated to staff and Local Governing Body* | Jan 17 | Head of School | Staff Meetings Local Governing Body Meetings | Jan 17 |
| *Academy Improvement Plan published for stakeholders* | Jan 17 | Head of School | Academy websites | Feb 17 |

## Leadership Structure and Key Responsibilities

| Position: SALT in green | Key Responsibilities within AIP: | Directly responsible to: | Local Governing Body | Board of Directors |
|---|---|---|---|---|
| *ADMAT Chief Executive Officer/Executive Head Teacher* | Leading strategic direction<br>Benchmarking and targets<br>Budget alignment<br>Monitoring of impact on standards and provision | ADMAT Board of Directors | Mrs Ali Parsons – chair<br>Mr Paul Smith - community<br>Mrs E Gilbert – parent<br>Mr John Harris – community<br>Mrs R Borden – community<br>Mrs K Clark - staff | P. O Brien – Chair<br>B. Couch – Diocese<br>L. Rash – Launceston College<br>C. Paul – Staff<br>P. Smith – LGAB WHA<br>A. Jefferies – Community<br>G. Barriball – Community<br>S. Cooksey – LGAB NP+W |
| *Head of School* | Termly implementation and delivery of short term actions<br>Leading staff<br>Monitoring of short term priority actions<br>Self-evaluation of short term action impact<br>Updating of AIP evaluation schedule | Executive Head Teacher<br>Local Governing Body | | |
| *ADMAT Business Manager* | Funding delegations | Executive Head Teacher | | |
| *ADMAT Improvement Officer* | Academy Improvement QA | Executive Head Teacher<br>ADMAT Board of Directors | | |
| *School Senior Lead* | Delivery of short term actions<br>Implementation of learning and teaching strategies<br>Assessment review data – monitoring of Key Stage standards<br>Team dynamics | Head of School | | |
| *Key Stage Leaders* | | | | |
| *Curriculum Leaders* | Planning and delivery of Domain specific improvements<br>Monitoring of Domain Standards<br>Monitoring of Domain | Head of School<br>KS Leaders | | |

| | curriculum and its impact | | | |
|---|---|---|---|---|
| *Class Teachers* | Implementation of short term learning and teaching improvements<br>Monitoring of class pupil standards | KS Leaders | | |

## Abbreviations used within the AIP

| Abbreviation: | Means: | Abbreviation: | Means: |
|---|---|---|---|
| **ADMAT** | An Daras Multi Academy Trust | **KPI** | Key Performance Indicator |
| **APP** | Assessing Pupil Progress | **KS** | Key Stage |
| **AWL** | Assessment Without Levels | **NP** | North Petherwin Primary |
| **BoD** | Board of Directors | **PM** | Performance Management |
| **CT** | Class Teacher | **PPG** | Pupil Premium Grant |
| **CPD** | Continuous Professional Development | **SALT** | Senior Academy Leadership Team |
| **EXP** | Expected age related standard of attainment | **SEND** | Special Educational Needs and Disabilities |
| **EXC** | Exceeding age related standard of attainment | **SC** | St Catherines Primary |
| **ELG** | Early Learning Goals | **SLT** | School Senior Leadership Team |
| **EYFS** | Early Years Foundation Stage | **SMSC** | Spiritual, Moral. Social, Cultural |
| **FS** | Foundation Stage | **SoL** | Scheme of Learning |
| **FFT** | Fischer Family Trust | **SSCA** | St Stephens Community Academy |
| **GLD** | Good Level of Development (end of FS) | **SEF** | Self-Evaluation Form |
| **GPS** | Grammar Punctuation and Spelling | **VL** | Visible Learning |
| **GDS** | Greater Depth Standard | **WHA** | Windmill Hill Academy |
| **HoS** | Head of School | **W** | Werrington Primary |
| **INSET** | In Service Training | | |

**Academy Improvement Aims**

**ADMAT Aims:**

**Vision Statement**

To be the primary gateway for life-long learning ensuring every child in the Multi Academy Trust is equipped for present and future success.

**Core Aim**

We are committed to improving the life chances of children by delivering high quality academic, social, economic and experiential learning to raise aspirations and contribute effectively to positive personal development.

**We will achieve this by;**

- Accelerating and sustaining children's progress towards higher achievement.
- Ensuring achievement gaps for disadvantaged children are addressed.
- Ensuring children are equipped for the next phase of learning.
- Creating an enjoyable and creative curriculum that meets the learning needs of children.
- Providing for children a safe, stimulating, caring but challenging learning environment.
- Encouraging children's active participation in outdoor and sporting learning opportunities.
- Working positively with stakeholders and partners to provide an integrated educational experience for children and families

**School Vision Statement:**

Windmill Hill Academy is committed to delivering an excellent educational experience for all pupils. We will celebrate diversity, encourage participation and provide learning opportunities which ensure children become highly motivated independent learners. Children who attend Windmill Hill Academy will grow within a caring and supporting community: a community that will enable them to be fully equipped to be successful in their next stage of learning. We will deliver our mission statement by ensuring our aims are met:

**Aims:**

*Create challenge:*

- Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed.
- Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.
- Ensure children see failure as not a negative but an opportunity to grow and learn.
- Develop a resilience and tenacity within children so they are motivated to succeed.
- Develop skills and knowledge effectively so children are prepared for the digital world of the future.

*Develop citizenship:*

- Ensure children recognise cultural diversity and have respect of all faiths, beliefs and religions.
- Actively promote children's voice, value and listen to their thoughts, ideas and opinions so our school environment reflects their ideas
- Foster children's respect for all aspects of school life, underpinning these values through the following of R Time rules.
- Promote children's emotional, social and healthy well-being and give them the skills to build a positive lifestyle in the future.

*Support community:*

- Ensure children have a full awareness and understanding of their community so they develop respect for other people, customs and beliefs in the wider world.
- Involve children in school improvement so that they can become responsible, proud and independent citizens within their community.

*Encourage creativity:*

- Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.
- Allow all children the opportunity to flourish and thrive through successful learning experiences.

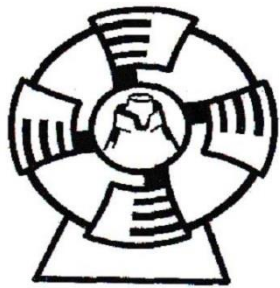**Aims of the Academy Improvement Plan 2017**

- Set challenging targets in the curriculum to raise achievement for all pupils.
- Raise expectations and standards of learning and teaching for identified priority groups.
- Provide high quality resources across the Academy Trust ensuring quality provision at all stages of children's development.
- Provide staff with training to enable them to improve and teach more effectively.
- Provide inclusive curricular provision to enable children to fulfil their potential.
- Provide a safe, secure learning environment which enables children to continue to treat others with understanding and respect.

**Leadership and Academy Organisation**

- Provide strong, cohesive and effective leadership with a clear direction on improving achievement across all settings.
- Enable staff with leadership responsibilities to be accountable for high achievement.
- Increase involvement of parent and carers in children's learning.

**Staff Development**

- Develop the role of Domain/subject leaders in monitoring, evaluating and leading children's learning.
- Ensure performance management is effective in supporting professional development for all staff.
- Ensure that all staff have opportunities for the professional review of their impact.

## Section B

Academy Improvement Plan 2017 – Impact Review of 2016 Plan

**Review of Academy Improvement Plan 2016 – Standards Impact Statement**

| ADMAT School Achievement Targets 2016 | End of Summer Term 2016 Targets | |
|---|---|---|
| All target % are de-aggregated (ARB/Cognitive statement pupils removed from data, in year mobility removed from data) | **End of KS1** | **End of KS2** |
| | **Attainment:** | **Attainment:** |
| | *Reading:* | *Reading:* |
| | Y2 = 85% achieve ARE (2015 = 93%) | Y6 = 85% achieve ARE (2015= 93%) |
| | Y2 = 30% achieve ARE+ (2015 = 33%) | Y6 = 45% achieve ARE+ (2015 = 59%) |
| | *Writing:* | *Writing:* |
| | Y2 = 85% achieve ARE (2015 =80%) | Y6 = 85% achieve ARE (2015 =85%) |
| | Y2 = 25% achieve ARE+ (2015 = 20%) | Y6 = 32% achieve ARE+ (2015 52%) |
| | *Maths:* | *Maths:* |
| | Y2 = 85% achieve ARE (2015 = 97%) | Y6 = 85% achieve ARE (2015 =96%) |
| | Y2 = 25% achieve ARE+ (2015 = 30%) | Y6 = 41% achieve ARE+ (2015 =52%) |
| | **Progress:** | **Progress:** |
| | | Y6 = 100% achieve 2 full levels progress (2015 = M 96% W 96% R 100%) |
| | | Y6 = 50%+ achieve more than expected progress (2015 = M 44% W 64% R 44%) |
| **Age Related Expectation 2016 (Based on old NC Levels for this year)** | ARE = **L2b+** or AWL equivalent | ARE = **L4b+** or AWL equivalent |
| | ARE+ = **L3+** or AWL equivalent | ARE+ = **L5+** or AWL equivalent |
| | | Writing ARE = **L4+** or AWL equivalent |

| An Daras Multi Academy Trust<br>**Windmill Hill Academy** | **Achievement Key**<br>In line/above national 16 = Green<br>Just below national 16 = Orange<br>Below national 16 = Red | | | |
|---|---|---|---|---|
| **Key Stage Results - 2016** | | | | |
| **EYFS Results – Attainment (End of FS)**<br>GLD+ = Good Level of Development + | **WHA Academy %<br>- Whole Cohort** | **National Average<br>% - Whole cohort** | **WHA Academy %<br>- PPG** | **National Average<br>% - Non-PPG** |
| GLD+ | **73%** | **69%** | **78%** | **72%** |
| **Phonic Results – Attainment at standard (Year 1)**<br>EXP = National age related attainment standard achieved | **WHA Academy %<br>- Whole Cohort** | **National Average<br>% - Whole cohort** | **Academy % - PPG** | **National Average<br>% - Non-PPG** |
| EXP+ | **79%** | **81%** | **75%** | **83%** |
| **KS1 Results – Attainment (End of KS1/Year 2)**<br>EXP = National age related attainment standard achieved<br>GDS = Above national age related attainment standard achieved | **Academy % -<br>Whole Cohort** | **National Average<br>% - Whole cohort** | **Academy % - PPG** | **National Average<br>% - Non-PPG** |
| EXP+ Reading | **75%** | **74%** | **60%** | **78%** |
| GDS+ Reading | **21%** | **23%** | **40%** | **27%** |
| EXP+ Writing | **75%** | **66%** | **60%** | **70%** |
| GDS+ Writing | **11%** | **13%** | **40%** | **16%** |
| EXP+ Maths | **79%** | **73%** | **60%** | **77%** |
| GDS+ Maths | **0%** | **18%** | **0%** | **20%** |
| EXP+ Grammar, Punctuation and Spelling | **n/a** | **n/a** | **n/a** | **n/a** |
| GDS+ Grammar Punctuation and Spelling | **n/a** | **n/a** | **n/a** | **n/a** |
| **Commentary on KS1 results:** | | | | |
| • Cohort was made up of 28 pupils of whom 3 had significant SEND needs.<br>• PPG was made up of 4 pupils of which 2 had significant SEND needs<br>• 2 pupils arrived in the cohort at the end of Year 1/within Year 2<br>• Overall mobility from FS for this cohort was 3 pupils in and ? pupils out | | | | |
| **KS2 Results – Attainment (End of KS2/Year 6)**<br>EXP = National age related attainment standard achieved<br>GDS = Above national age related attainment standard achieved | **Academy % -<br>Whole Cohort** | **National Average<br>% - Whole cohort** | **WHA Academy %<br>- PPG** | **National Average<br>% - Non-PPG** |
| EXP+ Combined (Read/Write/Maths) | **53%** | **53%** | **33%** | **60%** |
| EXP+ Reading | **67%** | **66%** | **50%** | **71%** |
| GDS+ Reading | **10%** | **19%** | **17%** | **23%** |

| | | | | |
|---|---|---|---|---|
| EXP+ Writing | **77%** | **74%** | **67%** | **79%** |
| GDS+ Writing | **0%** | **15%** | **0%** | **18%** |
| EXP+ Grammar Punctuation and Spelling | **77%** | **72%** | **50%** | **78%** |
| GDS+ Grammar Punctuation and Spelling | **23%** | **22%** | **17%** | **27%** |
| EXP+ Maths | **67%** | **70%** | **67%** | **75%** |
| GDS+ Maths | **13%** | **17%** | **0%** | **20%** |
| **Results – Progress (End Year 2 to end Year 6)** <br> Expected progress | | | | |
| Reading | **-0.71** | | **-2.96** | |
| Writing | **-1.33** | | **-2.77** | |
| Grammar, Punctuation and Spelling | **n/a** | | **n/a** | |
| Maths | **-0.37** | | **-2.38** | |
| Reading - More than expected progress | | | | |
| Writing – More than expected progress | | | | |
| Maths – More than expected progress | | | | |

**Commentary on results:**

- Cohort was made up of 29 pupils of which 3 pupils had significant SEND/EAL needs
- PPG was made up of 6pupils of which 1 had significant SEND/EAL needs
- 1 pupil arrived in the cohort at the end of Year 5/within Year 6
- Overall mobility from KS1 for this cohort was 5 pupils left and 6 pupils arrived.

| **Strengths from OFSTED Data Dashboard 16:** | **Commentary:** |
|---|---|
| <ul><li>KS2 progress was not significantly below average* overall for any prior attainment group in any subject. * and not below -3.</li><li>For KS2 pupils who have special educational needs, progress was not significantly below average* overall for any prior attainment group in any subject. * and not below -3.</li><li>KS1 attainment of at least expected standard in all subjects for all EYFS development groups was above national figures.</li><li>For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils. * within one pupil below.</li></ul> | |
| **Weakness from OFSTED Data Dashboard 16:** | **Commentary:** |
| <ul><li>KS1 mathematics was well below the national for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD)</li></ul> | |

| Key improvement steps for 17-18: | Commentary: |
|---|---|
| 1. To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations<br>2. PPG pupils to be performing at or above national expectations by the end of July 17<br>3. Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above   national standards.<br>4. Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).<br>5. To adopt visible learning strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps. | • These areas of development will form the next AIP plan in 17-18 |

## Review of Academy Improvement Plan – 2015/16 Key Performance Indicator Impact

| ATIP Ref. | Priority 1: Improve EYFS outcomes to be in line with or above national expectations for 15-16 | Key Performance Indicators met (Success Criteria) by end of 2016 |
|---|---|---|
| **1.1:** | • Experienced HLTA full time in YF alongside other TA support | • *At least 66% of pupils to achieve GLD at the end of July 2016*<br>• *Half termly assessments and on-going observations to inform class teacher and HLTA of next steps and identified pupils established*<br>• *Stabilised* |
| Dec 16 | **Current evidence:**<br>LO (March 16) - Learning was good because support staff involved in the learning. HR fully involved in the lesson.<br>LO Phonics: SS (LSA) (7.6.16) – Learning was good because there was a good element of challenge.<br>LO Phonics: HR (HLTA) (8.6.16) – Learning was good because it is clear that HR has a good awareness of the children's strengths and weaknesses and was able to use this to monitor and quickly pick up and correct misconceptions during the lesson, particularly with EAL learners.<br>LO Phonics: AM (LSA) (9.6.16) – Learning was good because all children were beginning to demonstrate skills of being able to work independently and high level learning skills<br>End of year data confirms that 73% of class achieved a GLD overall.<br>End of year reading showed that 80% achieved GLD<br>End of year writing showed that 74% achieved GLD<br>End of year maths (number) showed that 80% achieved GLD.<br>**Action to complete:**<br>a) All actions successfully completed for this priority. | |
| **1.2:** | Early phonics teaching from Aut1 as a whole class and streamed into 2/3 groups from Aut 2 - <u>end Summer Term 16</u> | • *At least 66% of pupils to achieve GLD at the end of July 2016*<br>• *Vast majority of pupils to reach GLD in writing at the end of July 16* |
| Dec 16 | **Current evidence:**<br>Whole class streamed into 3 groups from Aut 2 (adjusted each half term where necessary)<br>LO of phonics session (Feb 16): Good evidence of effective learning observed.<br>LO of Phonics: SS (LSA) (7.6.16) – Learning was good because there was a good element of challenge.<br>LO Phonics: HR (HLTA) (8.6.16) – Learning was good because it is clear that HR has a good awareness of the children's strengths and weaknesses and was able to use this to monitor and quickly pick up and correct misconceptions during the lesson, particularly with EAL learners.<br>LO Phonics: AM (LSA) (9.6.16) – Learning was good because all children were beginning to demonstrate skills of being able to work independently and high level learning skills<br>End of year writing showed that 74% achieved GLD<br>**Actions to complete:**<br>a) All actions successfully completed in this priority | |
| **1.3:** | Data is being tracked to ensure that progress is being made and to react to need (e.g. identified needs and opportunities) - <u>ongoing</u> | • *At least 66% of pupils to achieve GLD at the end of July 2016*<br>• *Baseline assessments and half termly assessments scrutinised by EYFS team/SALT and areas of weakness quickly addressed* |
| Dec 16 | **Current evidence:**<br>Data tracked half termly<br>Pupil progress meetings held with AT half termly produce class provision map which identifies areas of weakness and has clear actions. | |

| | | |
|---|---|---|
| | Review of pupil progress by SLT shows that actions are impacting on classroom provision and planning. End of year data confirms that 73% of class achieved a GLD overall. End of year reading showed that 80% achieved GLD Endo of year writing showed that 74% achieved GLD End of year maths (number) showed that 80% achieved GLD. **Actions to complete:** <br>• All actions successfully completed in this priority. | |
| **1.4:** | Regular in school and external moderation across the MAT - <u>ongoing</u> | • *At least 66% of pupils to achieve GLD at the end of July 2016* <br>• *Assessments are consistent and accurate when compared with other schools* |
| Dec 16 | **Current evidence:** <br>KS1 team review and moderate at weekly PPA meetings <br>EYFS Book scrutiny of learning journey 8.2.16 (Spring 1): a wealth of evidence sources, consistently marked and annotated, breadth and depth of learning evident. <br>EYFS Writing Moderation 16.3.16 (Spring 2): moderated child who had achieved ELG. SJ provided a range of evidence and great progress was evident. <br>Programme of termly ADMAT review meetings in place focused on consistency and accuracy of judgements across all schools <br>End of year data confirms that 73% of class achieved a GLD overall. <br>End of year reading showed that 80% achieved GLD <br>Endo of year writing showed that 74% achieved GLD <br>End of year maths (number) showed that 80% achieved GLD. <br>**Actions to complete:** <br>• All actions successfully completed in this priority although continued moderation will take place. | |
| ATIP Ref. | **Priority 2: Adopt and fully implement an SMSC programme throughout the school, alongside British Values, in order to give the pupils' a thorough understanding of and a preparation for living in modern Britain** | **Key Performance Indicators met (Success Criteria) by end of 2016** <br>i. *Curriculum subjects fully embedded in all classes throughout the school* <br>ii. *System of monitoring embedded for all subjects* <br>iii. *Schemes of Learning followed by all classes* <br>iv. *Schemes of Learning are completed, on the website and in operation in all classes* |
| **2.1:** | Implement policy, practice and learning provision which develops pupil's knowledge and understanding of the SMSC curriculum - <u>ongoing</u> | • *Clear evidence of positive pupil and staff behaviour throughout the school* <br>• *R Time rules known and followed* |
| Dec 16 | **Current evidence:** <br>Behaviour policy reviewed and shared with all staff emphasises positive role models. <br>LO Spring Term: Behaviour in all classes noted as positive impact on learning. <br>Election week held to vote in school council members. <br>**Actions to complete:** <br>• Provide Visitors Comment book available in foyer to comment on positive behaviours observed. | |
| **2.2:** | Continue to develop systems that boost independent learning behaviour- <u>ongoing</u> | • *Pupils clear about what good behaviour looks like. Positive behaviour evident in lesson observations* <br>• *Clear evidence of positive pupil and staff behaviour throughout the school* <br>• *Resilience and tenacity awards in evidence* |
| Dec | **Current evidence:** <br>Signs throughout the school show examples of resilience, tenacity and good role models. | |

| 16 | Class rules and values are displayed throughout the school. Pupil conferencing with prefects shows positive impact. Learning environment walk evidences values, aims, R time rules, class rules and values are displayed throughout schools **Actions to complete:** <br> • Pupil conferencing Summer term to focus on SMSC | |
|---|---|---|
| **2.3:** | Ensure that pupils have a very good understanding of safety - <u>ongoing</u> | • *Displays to show SMSC learning contributions and relevance* |
| Dec 16 | **Current evidence:** <br> Whole school assemblies cover safety aspects – road safety, online safety etc. <br> Online safety week highlights importance of care when online <br> Anti-bullying week – whole school assembly and class sessions. <br> Police safety team came in to talk to Y 5/6 and also separate sessions for parents. <br> Parent questionnaire (January 16) shows positive response from parents. <br> Safety assemblies – road safety. <br> Online bullying week <br> Anti-bullying week <br> **Actions to complete:** <br> • Pupil conferencing Summer term to focus on SMSC <br> • Review of Display policy (Autumn 16) to include this aspect. | |
| **2.4:** | SMSC to be incorporated into all displays. | • *Displays to show SMSC learning contributions and relevance* |
| Dec 16 | **Current evidence:** <br> Learning environment walk evidences values, aims, R time rules, class rules and values are displayed throughout schools <br> EAL display regularly updated <br> British Values display in KS1 and one now developing in KS2 <br> **Actions to complete:** <br> • Review of Display policy (Autumn 16) to include this aspect. | |
| **2.5:** | Assemblies to have a regular focus on SMSC and British values – <u>end Spring Term 16</u> | • *Assemblies contributing fully to SMSC, British Values and Cultural awareness* |
| | **Current evidence:** <br> Termly assembly timetable includes safety, UNICEF values, British values etc. <br> **Actions to complete:** <br> • More involvement with pupils in assemblies – class performances | |
| **2.6:** | Elements of SMSC to feature on planning, book scrutiny to look for SMSC evidence, lesson observations to feature SMSC – evidence ongoing | • *Planning to show evidence of SMSC being used within lessons* <br> • *Evidence in marking and feedback comments of SMSC* |
| | **Current evidence:** <br> Look at visual learning questions to focus on pupil conferencing <br> **Actions to complete:** <br> • Continue with book scrutiny to include SMSC focus. <br> • Consistent use of SMSC used in lessons | |

| ATIP Ref. | **Priority 3: To improve percentage of pupils within all KS1 classes on track to achieve expected standard in writing at the end of the academic year.** | **Key Performance Indicators met (Success Criteria) by end of 2016**<br>i. *Yr F: Attainment - 61% to at least national average (67%)*<br>ii. *Yr 1: Attainment 63% to 73% ARE*<br>iii. *Yr 2: Attainment 74% to 84% ARE*<br>iv. *Pupils to be making expected progress throughout the year* |
|---|---|---|
| **3.1:** | Planning and delivery of writing lessons continues to follow the 'Talk for Writing' approach - end Autumn Term 15 | • *Yr F: Attainment - 61% to at least national average (67%)*<br>• *Yr 1: Attainment 63% to 73% ARE*<br>• *Yr 2: Attainment 74% to 84% ARE*<br>• *Pupils to be making expected progress throughout the year* |
| Dec 16 | **Current evidence:**<br>EYFS and KS1 staff have attended CPD on 'Talk for Writing'<br>Evidence trail of planning (SoL, medium term and weekly planning demonstrates that the 'Talk for Writing' approach is being followed.<br>Lesson observation in Yr 1 (24.5.16) demonstrating evidence of 'good' learning taking place.<br>End of year data shows:<br>YF writing – 74% achieved GLD.<br>Y1 – 72% achieved end of year expected standard.<br>Y2 – 75% achieved end of year expected standard – above national average<br>**Actions to complete:**<br>• No actions to complete in this section. | |
| **3.2:** | Lessons are correctly pitched to cover the aspects of the NC, non-negotiable and Schemes of Learning but also address the needs of all the children in the class - end Spring Term 16 | • *Yr F: Attainment 61% to at least national average (67%)*<br>• *Yr 1: Attainment 63% to 73% ARE*<br>• *Yr 2: Attainment 74% to 84% ARE*<br>• *Pupils to be making expected progress throughout the year* |
| Dec 16 | **Current evidence:**<br>Y1 Pupil Conferencing for writing Spring 1 (2.2.16): generally positive feedback but need more guidance in relation to marking.<br>Y1 LO focus on phonics Spring 2 (MB) showed good evidence of effective learning.<br>Y1 LO focus on phonics Spring 2 (LH) showed good evidence of effective learning.<br>Y1 Writing moderation Spring 2 (16.3.16): moderated child as being TI. There was a range of evidence and it was clear that the child had made good progress.<br>LO focus on phonics Summer 1 (CL) showed some evidence of effective learning.<br>Feedback conversation established priorities to ensure at least 65% of pupils achieve expected Y1 phonics level<br>Y2 English Book Scrutiny Spring 1 (25.1.16): good evidence of learning.<br>Y2 Pupil Conferencing for Writing: positive feedback (e.g. pupils demonstrating independent learning skills).<br>Y2 Writing moderation Spring 2 (16.3.16): moderated child as TI with strong elements of EXP. There was a range of evidence and it was clear that the majority of assessment statements were achieved.<br>Lesson observation in Yr 1 (24.5.16) demonstrating evidence of 'good' learning taking place.<br>End of year data shows:<br>YF writing – 74% achieved GLD.<br>Y1 – 72% achieved end of year expected standard.<br>Y2 – 75% achieved end of year expected standard – above national average<br>**Actions to complete:** | |

| | | |
|---|---|---|
| | • Action: Writing and phonics to continue to be moderation focus. | |
| ATIP Ref. | **Priority 4: Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).** | **Key Performance Indicators met (Success Criteria) by end of 2016**<br>v. *Curriculum subjects fully embedded in all classes throughout the school*<br>vi. *System of monitoring embedded for all subjects*<br>vii. *Schemes of Learning followed by all classes*<br>viii. *Schemes of Learning are completed, on the website and in operation in all classes* |
| **4.1:** | Ensure all Schemes of Learning (SoL) are completed, and once reviewed, are being used in all classes - <u>end Spring Term 16</u><br>Continually monitor and refine (where needed) the SoL in order to fulfil the requirements of the Nat Curr and the needs of learners - <u>end Autumn Term 16</u> | • *Curriculum subjects fully embedded in all classes throughout the school*<br>• *System of monitoring embedded for all subjects*<br>• *Schemes of Learning followed by all classes*<br>• *Schemes of Learning are completed, on the website and in operation in all classes* |
| Dec 16 | **Current evidence:**<br>Curriculum statements on website include overview of provision for all learners.<br>Planning and LO Spring term show that curriculum subjects are embedded in all classes.<br>Vast majority of S of L are on website (including core subjects) and will be completed by July 16.<br>**Actions to complete:**<br>• System of monitoring in place for foundation subjects.<br>• All schemes of learning to be on the website. | |
| **4.2:** | Monitor curriculum subject in order to ensure it meets the requirement for all learners- <u>end Summer Term 16</u> | • *Curriculum subjects fully embedded in all classes throughout the school*<br>• *System of monitoring embedded for all subjects*<br>• *Schemes of Learning followed by all classes*<br>• *Observations to ensure that pupils are receiving high quality provision based on Schemes of Learning* |
| Dec 16 | **Current evidence:**<br>• Curriculum statements on website include overview of provision for all learners<br>• Timetable established of monitoring by curriculum leads and this linked to staff meeting focus. This will include development of future actions.<br>**Actions to complete:**<br>• Timetable of monitoring needs to be fully embedded. | |
| **4.3:** | Demonstrate excellent self-evaluation of leader's subject area and use knowledge to impact on curriculum subject provision and standards - <u>end Autumn Term 16</u> | • *Curriculum subjects fully embedded in all classes throughout the school*<br>• *System of monitoring embedded for all subjects*<br>• *Schemes of Learning followed by all classes*<br>• *Monitoring and reviews show high quality provision for subject area.* |
| Dec 16 | **Current evidence:**<br>• Review of CPD needs for curriculum leads completed and CPD arranged based on this (e.g. MFL CPD in place for curriculum lead)<br>• Termly programme of ADMAT curriculum leads established.<br>• Core subject curriculum leads attend termly moderation and review meetings (which now includes Science).<br>• Action: Science assessment tests are area for development and will be in place for September 16. *Summer 1: Science assessment tests have been purchased and are now being carried out (elicitation, mid unit and end of unit assessments). CC to ensure that analysis grids are completed in order to track progress. | |

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| | **Actions to complete:**<br>• System of monitoring to be fully embedded for foundation subjects. | |
| 5<br>ATIP<br>Ref. | **Priority 5: Ensure that pupils make expected progress across Y1 to ensure end of KS1 targets will be met.** | **Key Performance Indicators met (Success Criteria) by end of 2016**<br>i.   *85% of children on track for end of year expectations in maths and reading*<br>*Pupils are making expected progress and are on track for end of year expectations* |
| **5.1** | Experienced HLTA in place to work alongside class teacher and supporting LSA - *end Autumn Term 15* | • *85% of children on track for end of year expectations in maths and reading*<br>• *Pupils are making expected progress and are on track for end of year expectations* |
| Dec 16 | **Current evidence:**<br>Y1 LO focus on phonics Spring 2 (MB) showed good evidence of effective learning.<br>Y1 LO focus on phonics Spring 2 (LH) showed good evidence of effective learning.<br>Lesson observation in Yr 1 (24.5.16) demonstrating evidence of 'good' learning taking place<br>End of Year data shows:<br>Reading 75% at expected standard<br>Writing 72% at expected standard<br>Maths 72% at expected standard<br>**Actions to complete:**<br>• No actions for this section to complete. | |
| **5.2:** | Continued support for new class teacher from KS1 leader, Head of School and School Improvement Officer - *ongoing* | • *85% of children on track for end of year expectations in maths and reading*<br>• *Pupils are making expected progress and are on track for end of year expectations.*<br>• *Regular half termly pupil progress meetings identifying strengths and weaknesses and addressing issues quickly* |
| Dec 16 | **Current evidence:**<br>Weekly focused PPA meetings and KS focusing on practice and assessment including moderation.<br>Additional meetings, where necessary, e.g. phonics, provision in Yr 1, with Ass HoS/KS1 Leader and HoS.<br>CPD: 'Talk for Writing', visit to Torpoint Infants and visit to F/1 class within the ADMAT.<br>End of Year data shows:<br>Reading 75% at expected standard<br>Writing 72% at expected standard<br>Y1 phonics outcome was 79% achieved the pass.<br>Maths 72% at expected standard<br>**Actions to complete:**<br>• No actions to complete for this section. | |
| **5.3:** | Class teacher and HLTA to be released to discuss children who did not make a good level of development at the end of YF – look at all vulnerable groups and barriers to learning - *ongoing* | • *85% of children on track for end of year expectations in maths and reading*<br>• *Class teacher and HLTA released to discuss children who did not make a good level of development at the end of YF – look at all vulnerable groups and barriers to learning* |
| Dec 16 | **Current evidence:**<br>HLTA included in Pupil progress discussions<br>End of Year data shows:<br>Reading 75% at expected standard<br>Writing 72% at expected standard | |

| | Maths 72% at expected standard<br>Y1 phonics outcome was 79% achieved the pass | |
|---|---|---|
| | **Actions to complete:**<br>• No actions to complete in this section. | |
| **5.4:** | Interventions to be carefully planned for and then reviewed on a half termly basis by class teacher - *ongoing* | • *85% of children on track for end of year expectations in maths and reading*<br>• *Interventions have impact and children are making expected progress* |
| Dec 16 | **Current evidence:**<br>HLTA included in Pupil progress discussions and clear actions and impact agreed for interventions.<br>Interventions timetable and planning established | |
| | Y1 phonics outcome was 79% achieved the pass.<br>End of Year data shows:<br>Reading 75% at expected standard<br>Writing 72% at expected standard<br>Maths 72% at expected standard | |
| | **Actions to complete:**<br>• Interventions to be a continual focus in order to reach ARE targets. | |
| ATIP Ref. | **Priority 6: Good provision for EAL pupils throughout the school to ensure they achieve just as well as other pupil groups.** | **Key Performance Indicators met (Success Criteria) by end of 2016**<br>i. *Gaps for EAL children closing over time compared to national outcomes at the end of Y2 and Y6 in the core areas*<br>ii. *EAL pupils integrated into community. Monitor half termly and end of year data to ensure EAL children are making positive progress* |
| **6.1:** | • | • |
| Dec 16 | **Current evidence:**<br>Lead for EAL established and CPD attended<br>Data analysed to show progress and achievement of EAL pupils. | |
| | End of year outcomes for Y6:<br>Reading – 67% (2/3) met ARE.<br>Writing – 67% (2/3) met ARE.<br>Maths – 67% (2/3) met ARE. | |
| | **Actions to complete:**<br>a) Continue to provide good provision | |
| **6.2:** | *6b* - Develop partnerships with parents to engage them in their child's learning | • *Gaps for EAL children closing over time compared to national outcomes at the end of Y2 and Y6 in the core areas*<br>• *Improved partnerships with outside bodies* |
| Dec 16 | **Current evidence:**<br>Programme in place of regular coffee mornings and parent consultations (with interpreter if required).<br>Positive feedback from EAL parents at parent consultation meetings (Spring 16) | |
| | End of year outcomes for Y6:<br>Reading – 67% (2/3) met ARE.<br>Writing – 67% (2/3) met ARE.<br>Maths – 67% (2/3) met ARE. | |

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| | **Actions to complete:**<br>• Continue to invite EAL parents in to school to develop partnerships. | |
| **6.3:** | EAL leaders from Launceston College (LC) to visit WHA to offer advice and ideas - end Summer Term 16 | • *Gaps for EAL children closing over time compared to national outcomes at the end of Y2 and Y6 in the core areas*<br>• *Improved partnerships with outside bodies.* |
| Dec 16 | **Current evidence:**<br>LC has met with Y6<br>LC has met with lead teacher to look at ways of developing EAL support.<br>End of year outcomes for Y6:<br>Reading – 67% (2/3) met ARE.<br>Writing – 67% (2/3) met ARE.<br>Maths – 67% (2/3) met ARE.<br>**Actions to complete:**<br>• Continue to work with outside agencies in order to support development of EAL pupils within the school. | |
| **6.4:** | All EAL children to be baseline tested<br>- ongoing | • *Gaps for EAL children closing over time compared to national outcomes at the end of Y2 and Y6 in the core areas*<br>• *Improved partnerships with outside bodies.* |
| Dec 16 | **Current evidence:**<br>EAL baseline test in place (including a literacy and maths task) and results used by CT and EAL lead to establish individual action plans<br>End of year outcomes for Y6:<br>Reading – 67% (2/3) met ARE.<br>Writing – 67% (2/3) met ARE.<br>Maths – 67% (2/3) met ARE.<br>**Actions to complete:**<br>• Continue to baseline test new pupils to the school. | |
| **6.5:** | EAL provision map to be drawn up after visit from LC and from end of term Aut data analysis - end Summer Term | • *Gaps for EAL children closing over time compared to national outcomes at the end of Y2 and Y6 in the core areas*<br>• *Improved partnerships with outside bodies.* |
| Dec 16 | **Current evidence:**<br>EAL provision map being developed by July 16 and will impact on provision from September 16<br>End of year outcomes for Y6:<br>Reading – 67% (2/3) met ARE.<br>Writing – 67% (2/3) met ARE.<br>Maths – 67% (2/3) met ARE.<br>**Actions to complete:**<br>• EAL provision map to be review and updated termly | |
| ATIP Ref. | **Priority 7: Improve the quality, breadth and depth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance level they are capable of.** | **Key Performance Indicators met (Success Criteria) by end of 2016**<br>iii.   *More pupils taking part in school sporting activities*<br>iiii.   *More pupils are taking part in after school activities from the beginning of the year to the end of the year*<br>iiiii.   *Pupils have had opportunities to extend their skills within their area of strength*<br>ivii.   *Explain impact of extended PE provision on learning skills and pupil's health?*<br>vii.   *What do pupils think of the impact of extra PE facilities has had on their learning enjoyment and progress?*<br>viii.   *What has been the impact of increased sporting opportunities for the most able pupils? How do you know?* |

| 7:1 | To develop staff skills in gymnastics through practical CPD opportunities - end Summer Term 16 | • *Quality of gymnastics provision has been evidenced as improved* |
|---|---|---|
| Dec 1 16 | **Current evidence:**<br>• Programme of CPD in place focusing on highlighted weakness in gymnastics.<br>• Rising Stars Champions PE bought for KS1 and 2<br>**Actions to complete:**<br>• Continue with monitoring of lessons and relevant CPD. | |
| 7.2: | To promote children's interest in physical activity by providing opportunities for inter school sports<br>- end Spring Term 16 | • *More pupils taking part in school sporting activities*<br>• *Pupils have had opportunities to extend their skills within their area of strength* |
| Dec 16 | **Current evidence:**<br>Programme of inter-school sports established including netball, football, athletics and cross-country.<br>Celebration Assemblies held to encourage participation in inter-school sports.<br>Sports reports in school newsletter raises profile of school teams.<br>Pupils and parents 'signposted' to sporting opportunities within the Launceston area.<br>Health and Well-being week showcased sports clubs in Launceston area.<br>School taken part in cross country, football, cricket, rugby, netball competitions<br>Data shows an increasing number of pupils taking part in sporting activities.<br>**Actions to complete:**<br>• Actions successfully completed in this section. | |
| 7.3: | Increase participation in after school sports clubs -- end Summer Term 16 | • *More pupils taking part in school sporting activities*<br>• *More pupils are taking part in after school activities from the beginning of the year to the end of the year* |
| Dec 16 | **Current evidence:**<br>New scheme of learning has been purchased and given to all classes. This will be monitored in new academic year to assess impact and that it is being used effectively.<br>Registers for after school clubs shows a high uptake – this was supported by outside clubs (badminton and cricket) children have been able to take part in Football, Cross-country, Netball, Cricket, Rounders, Bowling and Badminton<br>Health and Wellbeing week – children took part in inter-school competition (cricket and cross country). Alternative sports such as Fencing, Dodgeball, Smite and Ultimate Frisbee.<br>The school have taken part in level 2 competitions coming second in two cricket tournaments. Other competitions we have taken part in football, netball, dodgeball, cross-country, athletics, tennis and multi-sports<br>Swimming is now being monitored – 5 children were taken from Year 4 for intensive swimming (3 out of 5 now swimming more confident – 1 (one of the 2/5 ) is now swimming every day and is now a confident swimmer)<br>Registers kept for after school activities shows increased participation in vast majority of areas.<br>Olympian athlete visited school to take part in exercise challenges.<br>Olympian athlete assembly<br>**Actions to complete:**<br>• Actions successfully completed in this section. | |
| 7.4: | Identify talented in PE and signpost them to further development opportunities- ongoing | • *More pupils taking part in school sporting activities*<br>• *More pupils are taking part in after school activities from the beginning of the year to the end of the year*<br>• *Pupils have had opportunities to extend their skills within their area of strength* |
| Dec | **Current evidence:** | |

| 16 | Pupils and parents 'signposted' to sporting opportunities within the Launceston area. |
| --- | --- |
| | Sporting talents highlighted on GAT register by members of staff. |
| | Excellence recognised as part of end of year rewards ceremony. |
| | MV (Y6) trampolining. |
| | LH, OM, OS (Y5) Plymouth Argyle. FS (Y5) Southampton |
| | GT ((Y6) Werrington cricket. |
| | LS Kensey bowls club |
| | **Actions to complete:** |
| | • Actions successfully completed in this section. |
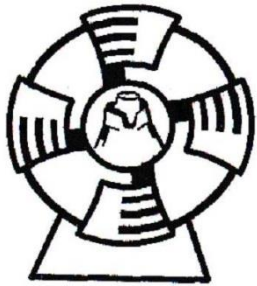
**Section C**

Academy Improvement Plan 2017 – Self Evaluation Summary

| OFSTED Data Dashboard – External Summary |
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**Strengths:**
- KS2 progress was not significantly below average* overall for any prior attainment group in any subject. * and not below -3.
- For KS2 pupils who have special educational needs, progress was not significantly below average* overall for any prior attainment group in any subject. * and not below -3.
- KS1 attainment of at least expected standard in all subjects for all EYFS development groups was above national figures.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils. * within one pupil below.

**Weaknesses:**
- KS1 mathematics was well below the national for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD)

| RAISE 15 – Internal Summary |
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**Pupil Premium Grant:**

**Disadvantages v non-disadvantaged:**

**KS1 phonics outcomes:**
- 67% (4/6) of FSM pupils passed the phonic screening compared to national FSM of 67%.
- 100% of FSM passed the phonic screening at the end of KS1 compared to national FSM of 87%
- In Y1 phonics, the difference between school FSM 67% and National non-FSM (80%) is 14%, due to 3 pupils being FSM and SEN).
- At the end of Y2 phonics, the difference between school FSM 100% and National non-FSM (92%) is +8 %.

**End of KS1 outcomes:**
- Average points score for FSM was 16.1 (sch non-FSM 16.4) in all subjects compared to national FSM of 14.8 and national non-FSM of16.6.
- Average points score for FSM was 17.3 (sch non-FSM 17.0) in reading compared to national FSM of 15.2 and national non FSM of17.1.
- Average points score for FSM was 14.7 (sch non-FSM 15.3) in writing compared to national FSM of 14.0 and national non-FSM of 15.8.
- Average points score for FSM was 16.3 (sch non-FSM 16.9) in maths compared to national FSM of 15.2 and national non-FSM of16.8.
- PPG attainment shows a significant improvement on last year.  PPG Attainment data is above national PPG data in reading and maths and well in line for writing.
- PPG attainment is broadly in line with national non-PPG groups for reading and maths but still a little below in writing.
- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in reading
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading & writing.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

**End of KS2 outcomes:**
- Average points score for FSM was 30.3 (sch non-FSM 29.4) in all subjects compared to national FSM of 27.2 and national non-FSM of 29.5.
- Average points score for FSM was 30.6 (sch non-FSM 29.7) in reading compared to national FSM of 27.6 and national non-FSM of 29.6.
- Average points score for FSM was 27.0 (sch non-FSM 29.5) in writing compared to national FSM of 26.6 and national non-FSM of 28.8.
- Average points score for FSM was 31.8 (sch non-FSM 29.2) in maths compared to national FSM of 27.3 and national non-FSM of 29.8.
- Average points score for FSM was 31.8 (sch non-FSM 30.5) in maths compared to national FSM of 27.5 and national non-FSM of 29.8.
- School FSM pupils are well above national FSM pupils in all subjects combined, reading, maths, and EGPS, and in line in writing.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading &mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading &mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupil's mathematics.

**Foundation Stage:**
- 2014-15: 55% of pupils achieved GLD compared to national of 66%  (This was an increase of 15% on 2014)
- 68% achieved GLD in reading compared to national of 74%.
- 61% achieved a GLD in writing compared to national of 67%.
- 77% achieved a GLD in number compared to national of 74%.
- 77% achieved a GLD in SSM compared to national of 79%
- YF data has risen from 43% in 13-13 to 55% for this year (14/15).
- The target for 15-16 is to reach the national average.

**Year 1/Key Stage 1:**
- 83% of Y1 children passed the Y1 phonics screening compared to national of 77%
- 100% of children at the end of KS1 passed the phonics screening compared to national of  90%.

**End of KS1 level 2+:**
- 93.3% achieved level 2+ in reading compared to national of 90%.
- 80% achieved level 2+ in writing compared to national 86%.
- 96.7% achieved level 2+ in maths compared to national of 93%.
- 100% achieved level 2+ in science compared to national of 91%.
- KS1 data shows an improvement on 13-14 outcomes.  Attainment data shows an improvement on last year's data and the outcomes for reading and maths are just above national expectations.  Science outcomes are above the national expectations.
- Writing attainment data is broadly in line but will be a focus for KS1 this year

**End of KS1 Level 3+:**
- 33.3% achieved level 3+ in reading compared to national of 31%.

- 20% achieved level 3+ in writing compared to national 15%.
- 30% achieved level 3+ in maths compared to national of 25%.
- 30% achieved level 3+ in science compared to national of 22%.
- KS1 Level 3 data reflected that children are working above National Attainment level is in line in all core subjects.
- This is also a significant improvement on last year's data which puts the school back on track.

**Key Stage2:**
- **KS2 level 4+:**
- 85%of pupils achieved a level 4+ in all subjects combined compared to national of 80%.
- 93% of pupils achieved level 4+ in reading compared to national of 89%.
- 85% of pupils achieved level 4+ in writing compared to national of 87%.
- 96% of pupils achieved level 4+ in maths compared to national of 87%.
- 96% of pupils achieved level 4+ in EGPS compared to national of 80%.
- **Level 5+:**
- 30% of pupils achieved level 5+ in all subject combined compared to national of 24%.
- 59% of pupils achieved level 5+ in reading compared to national of 48%.
- 52% of pupils achieved level 5+ in writing compared to national of 36%.
- 52% of pupils achieved level 5+ in maths compared to national of 41%.
- 70% of pupils achieved level 5+ in EGPS compared to national of 55%.
- **Level 4+** KS2 attainment shows good attainment data at Level 4+ in all areas with reading and writing well in line.
- Maths is above national average. EGPS was significantly above average.
  **Level 5+** KS2 attainment show very good attainment data at level 5+ in all areas.
-  Maths, reading, writing and EGPS is well above national average attainment.

## Academy Pupil Achievement – End of Key Stage Targets - 2017 Summary

| ADMAT School Achievement Targets 2017 | End of Spring 17 | | End of Summer 17 | |
|---|---|---|---|---|
| | **End of KS1** | **End of KS2** | **End of KS1** | **End of KS2** |
| **All target % are de-aggregated** (Cognitive statement pupils removed from data, in year mobility removed from data) | **Attainment:** *Reading:* Y2 = 75% on track to ARE Y2 = 25% on track to ARE+ *Writing:* Y2 = 75% on track to ARE Y2 = 19% on track to ARE+ *Maths:* Y2 = 85% on track to ARE Y2 = 25% on track to ARE+ | **Attainment:** *Reading:* Y6 = 80% on track to ARE Y6 = 40% on track to ARE+ *Writing:* Y6 = 80% on track to ARE Y6 = 25% on track to ARE+ *Maths:* Y6 = 80% on track to ARE Y6 = 40% on track to ARE+ | **Attainment:** *Reading:* Y2 = 85% achieve ARE Y2 = 30% achieve ARE+ *Writing:* Y2 = 85% achieve ARE Y2 = 25% achieve ARE+ *Maths:* Y2 = 85% achieve ARE Y2 = 30% achieve ARE+ | **Attainment:** *Reading:* Y6 = 85% achieve ARE Y6 = 45% achieve ARE+ *Writing:* Y6 = 85% achieve ARE Y6 = 30% achieve ARE+ *Maths:* Y6 = 85% achieve ARE Y6 = 45% achieve ARE+ |
| | **Progress:** Y2 = 90% on track to achieve good progress from starting point | **Progress:** Y6 = 90% on track to achieve good progress from starting point Y6 = 40% on track to achieve better than expected progress from starting point | **Progress:** Y2 = 100% achieved good progress from starting point | **Progress:** Y6 = 95% achieved good progress from starting point Y6 = 45% achieved better than expected progress from starting point |

| Reading Targets 2017 | | Class size | Baseline and Targets (ARE) | | | | Term 1 | | | | Term 2 | | | | Term 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016 | 2017 Target ARE+ | 2017 Target GDS | Nat KS 2016 ARE+ | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % |
| YEAR 6 | Target 75% to achieve EXS by July 17 | | | 75%+ | 25% | 66% | 62% | 34% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 18/29 | 10/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 5 | Target | | | 75%+ | 25% | 66% | 59% | 34% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 17/29 | 10/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| AR | Target | | | 75%+ | 25% | 66% | 44% | 37% | 0% | 0% | | | | | | | | |
| | Number of pupils | 27 | | 20/27 | 7/27 | | 44% | 37% | 0% | 0% | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 3 | Target | | | 75%+ | 25% | 66% | 32% | 43% | 0% | 0% | | | | | | | | |
| | Number of pupils | 28 | | 21/28 | 7/28 | | 9/28 | 12/28 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 2 | Target | | | 75%+ | 25% | 74% | 38% | 34% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 11/29 | 10/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 1 | Target | | | 75%+ | 25% | 74% | 38% | 41% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 11/29 | 12/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| RECEPTION | Target | | | | | 68% (2015) | | | | | | | | | | | | |
| | Number of pupils | 30 | | | | | | | | | | | | | | | | |

| | Gap | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| GPS Targets 2017 | | Class size | Baseline and Targets (ARE) | | | | Term 1 | | | | Term 2 | | | | Term 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016 | 2017 Target ARE+ | 2017 Target GDS | Nat KS 2016 ARE+ | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % |
| YEAR 6 | Target | | | 75%+ | 25% | **72%** | 59% | 38% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 17/29 | 11/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 5 | Target | | | 75%+ | 25% | | 52% | 38% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 15/29 | 11/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 4 | Target | | | 75%+ | 25% | | 56% | 26% | 0% | 0% | | | | | | | | |
| | Number of pupils | 27 | | 20/27 | 7/27 | | 15/27 | 7/227 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 3 | Target | | | 75%+ | 25% | | 68% | 7% | 0% | 0% | | | | | | | | |
| | Number of pupils | 28 | | 21/28 | 7/28 | | 19/28 | 7/28 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 2 | Target | | | 75%+ | 25% | | 59% | 22% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 16/29 | 6/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 1 | Target | | | 75%+ | 25% | | 57% | 21% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 16/29 | 6/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| RECEPTION | Target | | | | | | | | | | | | | | | | | |
| | Number of pupils | 30 | | | | | | | | | | | | | | | | |

| | | | Gap | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Writing Targets 2017 | | Class size | Baseline and Targets (ARE) | | | | Term 1 | | | | Term 2 | | | | Term 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016 | 2017 Target ARE+ | 2017 Target GDS | Nat KS 2016 ARE+ | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % |
| YEAR 6 | Target | | | 75%+ | 25% | **74%** | 62% | 34% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 18/29 | 10/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 5 | Target | | | 75%+ | 25% | | 41% | 34% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 12/29 | 10/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 4 | Target | | | 75%+ | 25% | | 52% | 30% | 0% | 0% | | | | | | | | |
| | Number of pupils | 27 | | 20/27 | 7/27 | | 14/27 | 8/27 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 3 | Target | | | 75%+ | 25% | | 54% | 29% | 0% | 0% | | | | | | | | |
| | Number of pupils | 28 | | 21/28 | 7/28 | | 15/28 | 8/28 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 2 | Target | | | 75%+ | 25% | 65% | 41% | 38% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 12/29 | 11/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 1 | Target | | | 75%+ | 25% | | 41% | 38% | 0% | 0% | | | | | | | | |
| | Number of pupils | 29 | | 22/29 | 8/29 | | 12/29 | 11/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| RECEPTION | Target | | | | | | | | | | | | | | | | | |
| | Number of pupils | | | | | | | | | | | | | | | | | |

| | | | Baseline and Targets (ARE) | | | Term 1 | | | | Term 2 | | | | Term 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | |
| | | | | | | Gap | | | | | | | | | | | |
| | | | | | | Gap | | | | | | | | | | | |

| Maths Targets 2017 | | Class size | 2016 | 2017 Target ARE+ | 2017 Target GDS | Nat KS 2016 ARE+ | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % | Emer % | TI % | Exp % | Exc % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| YEAR 6 | Target | | | 75%+ | 25% | 70% | 62% | 34% | 0% | 0% | | | | | | | | |
| | Number of pupils | | | 22/29 | 8/29 | | 18/29 | 10/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 5 | Target | | | 75%+ | 25% | | 52% | 31% | 0% | 0% | | | | | | | | |
| | Number of pupils | | | 22/29 | 8/29 | | 15/29 | 39/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 4 | Target | | | 75%+ | 25% | | 56% | 26% | 0% | 0% | | | | | | | | |
| | Number of pupils | | | 20/27 | 7/27 | | 15/27 | 7/27 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 3 | Target | | | 75%+ | 25% | | 75% | 4% | 0% | 0% | | | | | | | | |
| | Number of pupils | | | 21/28 | 7/29 | | 21/28 | 1/28 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 2 | Target | | | 75%+ | 25% | 73% | 48% | 31% | 0% | 0% | | | | | | | | |
| | Number of pupils | | | 22/29 | 8/29 | | 14/29 | 9/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| YEAR 1 | Target | | | 75%+ | 25% | | 90% | 0% | 0% | 0% | | | | | | | | |
| | Number of pupils | | | 22/29 | 8/29 | | 26/29 | 0/29 | | | | | | | | | | |
| | Gap | | | | | | | | | | | | | | | | | |
| CE DTL | Target | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of pupils | | | | | | | | | | | | | | | | | |
| Gap | | | | | | | | | | | | | | | | | |
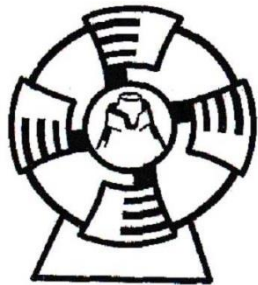
## Section D

## Academy Improvement Plan 2017 – Identified Improvement Priorities

## Key Issues identified from current SEF Action Plan – Dec 2016

| Issues for action plan | Practical actions to address the issue | Who is responsible / by when | | Impact |
|---|---|---|---|---|
| **Priority 1:** To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations | All classes to have a target of 25% to achieve GDS+, at least in line with national average.<br>Monitoring and scrutiny focus<br>PM focus<br>Whole staff cpd. | HoS | July 17 | 25% of pupils in classes with achieved GDS at the end of July 17 |
| **Priority 2:** PPG pupils to be performing at or above national expectations by the end of July 17 | All classes to target PPG pupils to have made significant progress by the end of July 17<br>Half termly assessment scrutiny and next steps<br>PPG provision map<br>Increase SEND involvement | PPG Lead | July 17 | PPG Pupils achieving as well as non-PPG nationally |
| **Priority 3:** Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above national standards. | Target of 75% of pupils to achieve EXS in reading, writing and maths.<br>Half termly data assessments with next steps<br>Pupil progress meetings<br>Moderation – school and trust | HoS<br>Y6 Teacher | July 17 | Standards as good as or better than national average standards |
| **Priority 4:** Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact). | PM objective<br>SI schedule for middle leaders<br>Termly staff meeting focus<br>Reports to SLT and LAGB | HoS | On-going | Curriculum leaders contributing to high expectations and standards across the curriculum |
| **Priority 5** To adopt visible learning strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps. | Develop teacher pedagogy by developing skills and expertise using visible learning CPD programme<br>Pupils conferencing | EX HT HoS, | Ongoing CPD for the next 18 months. | Consistent end of term scores to be in line or above national averages. |

**Key Priorities, Milestones and Key Performance Indicators - AIP 2017**

To achieve our aims for children's learning and based on the latest self-evaluation of available evidence all our improvement work will focus on the following identified priorities for the next 12 months:

**Priority 1: To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations for English and maths.**
- ✓ 90%+ of monitored teaching and learning to evidence effective provision for GDS pupils - end Summer Term 17
- ✓ Assessment evidences that at least 20% – 25% of pupils are in line for GDS at the end of July 17 – end of summer term 17
- ✓ Assessment data to show an improving picture throughout the year – particular focus on end of term assessment points – on-going 16-17.
- ✓ Displays, where appropriate, to show evidence of GDS input – on-going 16-17

**Priority 2: PPG pupils to be performing at or above national expectations by the end of July 17.**
- ✓ 90%+ of monitored teaching and learning to evidence effective provision for PPG pupils - end Summer Term 17
- ✓ PPG attainment to be in line with or above national average at the end of July 17 – end of summer term 17
- ✓ Half termly class provision maps to identify next steps for PPG pupils who are not on/on/above track – half termly 16-17
- ✓ Displays, where appropriate, to show evidence of PPG input – on-going 16-17
- ✓ Assessment data to show an improving picture throughout the year – particular focus on end of term assessment points – on-going 16-17

**Priority 3: Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above national standards.**
- ✓ Y6 SATs data to show and increased percentage (target 70%-75%) of pupils who are attaining EXS standard in the combined subjects of reading, writing and maths at the end of July 17.
- ✓ Half termly class provision maps to identify next steps for  pupils who are not on/on/above track in any area of reading, writing, maths – on-going 16-17
- ✓ Assessment data to show an improving picture throughout the year – particular focus on end of term assessment points – on-going 16-17

**Priority 4: Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).**
- ✓ Curriculum leaders contributing to high expectations and standards across the curriculum – on-going 16-17
- ✓ Learning observations and scrutinies demonstrate that all staff are delivering high expectations and standards in their subject.
- ✓ 90%+ of monitored teaching and learning to evidence effective provision for pupils - end Summer Term 16

**Priority 5: To adopt visible learning (VL) strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps**.
- ✓ Pupils' attitude to learning improves, leading to progress/attainment in line or above national average benchmarks.
- ✓ Staff more aware of what good and effective learning is.

- ✓ Class attainment/progress to be in line or above national average benchmarks.
- ✓ Pupils make at least 0.40 effect size progress throughout the year when looking at start/finish data.
- ✓ Class attainment/progress to be in line or above national average benchmarks.

**Evidence base for the setting of Key Priorities:**

- RAISE 2016/OFSTED Data Dashboard 16 data outcomes – November 2016
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- WHA SEF analysis – Autumn Term 2016
- SEC Reports External Monitoring Reports – November 2016/January 2016
- Internal analysis of latest assessment data (Systems for Schools, Pupil Progress analysis, SEC Reports) – Ongoing
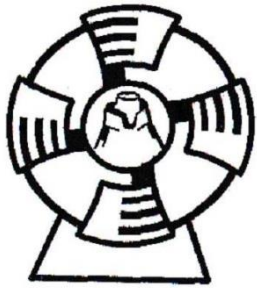
**Section E**

Academy Improvement Plan 2017 – Priority Action Planning

## Academy Improvement Plan 2017 – Key Priority Action Plans

### "Tell Me…, Show Me…., So What…." Model

| | | | |
|---|---|---|---|
| **Priority 1: To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations for English and maths.** | | | **Self-Evaluation**<br>**LGAB Lead:** AP<br>**Key Questions:** |
| **Key Outcomes and Milestones:**<br>✓ 90%+ of monitored teaching and learning to evidence effective provision for GDS pupils - end Summer Term 16<br>✓ Assessment evidences that at least 20% – 25% of pupils are in line for GDS at the end of July 17.<br>✓ Assessment data to show an improving picture throughout the year – particular focus on end of term assessment points. | | | How are we ensuring that GDS outcomes will improve throughout the school? What evidence shows that there is an improving picture throughout the school? How is GDS being taught within the classroom? |

| | | | |
|---|---|---|---|
| **Pupil Information Baseline**<br>**(Tell me…)**<br>**SEF Ref:** See SEF – Dec 16<br>**Data Dashboard Ref:** See review | • End of Y2 data showed the school below national expectations for maths at GDS: 0% - 20%<br>• End of Y6 data showed the school below national expectations for writing at GDS: 0% - 18%<br>• Ofsted (2016) highlighted GDS as a development point. | | **School Lead:** AT: Head of School<br>**LGAB Link:** Alison Parsons |

| Ref | Task<br>(Show Me…) | Actions to Complete: Who and When | Resources | Monitoring | Key Performance Indicators<br>(So What…) |
|---|---|---|---|---|---|
| **1a** | **All classes to have a target of 25% to achieve GDS+, at least in line with national average.** | Classes to identify potential GDS pupils from previous year group data and their own assessments. | I Track, provision maps, | AT/AB to monitor as part of monitoring timetables. SLT- KS Leaders to monitor linked to their timetables. | At least 20% - 25% of class to be attaining GDS by July 17 |
| **1b** | **Monitoring and scrutiny to focus on GDS progress and attainment** | Spring term monitoring to have a focus on GDS within each class – lesson observations, book and planning scrutiny. AT/AB/NO<br>Pupil conferencing to get pupil voice – AT/AB/NO | Time out of class for AB/No – possible cover needed.<br>£300 | SLT to carry out monitoring programme throughout spring term | At least 20% - 25% of class to be attaining GDS by July 17 |
| **1c** | **GDS will be a part of all teacher** | Performance management reviews (Mar) to show | Prep time for perf | AT/AB/NO | At least 20% - 25% of class to |

| | | | | | |
|---|---|---|---|---|---|
| | **performance management.** | how GDS pupils are progressing. | man meetings. | | be attaining GDS by July 17 |
| 1d | **Half termly pupil progress meetings to include a discussion on GDS.** | Half termly pupil progress meeting will include actions for GDS pupils<br>Class provision maps to show progress of identified GDS pupils. | Provision maps, I track data. | AT/AB/NO/class teachers | At least 20% - 25% of class to be attaining GDS by July 17 |
| 1e | **Whole staff CPD to develop understanding of what GDS looks like.** | Staff meetings CPD – WHA staff<br>Whole school moderation meetings – WHA staff<br>Key Stage moderation meetings – AB/NO/ class staff.<br>ADMAT trust moderation meetings – class teachers | Staff meeting times. | I Track data AT/AB<br>Pupil progress meetings – AT/AB/NO<br>Pupil conferencing – AT/AB/NO | At least 20% - 25% of class to be attaining GDS by July 17 |
| 1f | **Effective and accurate assessments to track progress and attainment throughput the year.** | Pupils effectively assessed using the AWL grids in order to identify pupils who could achieve GDS.<br>*Monitored and tracked half-termly using I track and Provision maps* | On-going and at half termly intervals. | AT/AB | At least 20% - 25% of class to be attaining GDS by July 17 |
| 1g | **Displays to include (where possible) evidence of GDS work.** | All new displays to include evidence of GD work (where applicable)<br>Learning walks to show evidence of GDS. | Display resources – laminating, paper and backing.<br>£200 | AT/AB | At least 20% - 25% of class to be attaining GDS by July 17 |
| 1h | **Y2/6 Interventions to ensure targeted pupils reach GDS at end of year.** | Extra interventions for any pupils who need support reaching end of year target of GDS. | Intervention time.<br>£500 | AT/AB | At least 20% - 25% of class to be attaining GDS by July 17.<br>Ensure Y2/6 reach national benchmarks for GDS. |
| 1i | **To provide opportunities to raise writing attainment towards GDS standard in Y6.**<br><br>**Extend writing GDS to national expectations** | Booster classes, to broaden knowledge, for pupils who could be at greater depth by July 17.<br><br>Provide small group, 1:1 opportunities for children to extended and develop writing skills towards GDS standard.<br>To be reviewed after end of Autumn data collection. | | AT/AB | At least 20% - 25% of class to be attaining GDS by July 17.<br>Ensure Y2/6 reach national benchmarks for GDS.<br>Children engagement and confidence levels increase. |
| | | **Total Planned Cost:** | **£1000** | | |

| | Priority 2: PPG pupils to be performing at or above national expectations by the end of July 2017 | | | | Self-Evaluation Questions: |
|---|---|---|---|---|---|
| | **Key Outcomes and Milestones:**<br>✓ 90%+ of monitored teaching and learning to evidence effective provision for PPG pupils - <u>end Summer Term 16</u><br>✓ PPG attainment to be in line with or above national average at the end of July 17<br>✓ Half termly class provision maps to identify next steps for PPG pupils who are not on/on/above track.<br>✓ Displays, where appropriate, to show evidence of PPG input.<br>✓ Assessment data to show an improving picture throughout the year – particular focus on end of term assessment points | | | | **LGAB Lead:** EG<br>**Key Questions:**<br>How are we ensuring that PPG outcomes will improve throughout the school?<br>What evidence shows that there is an improving picture throughout the school for PPG?<br>How are PPG pupil needs being addressed within the classroom? |
| | **Pupil Information Baseline<br>(Tell me…)**<br>**SEF Ref:** See SEF – Dec 16<br>**Data Dashboard Ref:** See review | • Ofsted 2016 identified PPG as an action point.<br>• End of Y2/6 SATs data highlighted inconsistencies in performance. | | | **School Lead:** AT<br><br>**LGAB Link:** Emma Gilbert |
| **Ref** | **Task<br>(Show Me…)** | **Actions to Complete: Who and When** | **Resources** | **Monitoring** | **Key Performance Indicators<br>(So What…)** |
| 2a | **Monitoring and scrutiny to focus on PPG progress and attainment** | Spring term monitoring to have a focus on PPG within each class – lesson observations, book and planning scrutiny. AT/AB/NO<br>Pupil conferencing to get pupil voice – AT/AB/NO | Possible cover for AB/NO for time out of class | SLT to carry out monitoring programme throughout spring term | PPG pupil attainment to be at least in line or above national average by the end of July 17 |
| 2b | **To ensure attainment levels are maintained from Foundation into Year One<br>Experienced HLTA in place to work alongside class teacher and supporting LSA to raise expected progress for PPG pupils.** | HLTA to work alongside class teacher and with a PPG focus. Work and support in areas of need based on thorough assessments. | HLTA costs (PPG provision) | Lesson observations and half termly assessments. | Pupils in the year group are making expected progress and are on track for end of year expectations. |
| 2c | **PPG 1:1/small group teacher to work with PPG pupils in Y1/2/4/5. JCD** | Focused provision for PPG pupils to enable them to close differences. | Use of JCD and SENDICO. | End of half term assessment sheets to review progress. | PPG pupils to be performing in line with non PPG peers. |

| | | | | AT/JCD/AB | |
|---|---|---|---|---|---|
| **2d** | **Half termly pupil progress meetings to include a discussion on PPG.** | Half termly pupil progress meeting will include actions for PPG pupils<br>Class provision maps to show progress of identified PPG pupils. | | AT/AB/NO/class teachers | Identify pupils who are on/not on track for end of year expectations and look at what provision is being put in place. |
| **2e** | **Displays to include (where possible) evidence of PPG work.** | All new displays to include evidence of GD work (where applicable)<br>Learning walks to show evidence of GDS. | Display resources – laminating, paper, and backing.<br>£200 | AT/AB | |
| **2f** | **Top up hours for TA assigned to Y1 to support PPG pupils.**<br>**SMSC support and interventions.** | TA assigned to Y1 to be given top up hours to support child with potential extra needs and to carry out interventions with PPG pupils. | Some PPG money to be used. | AT/AB | Pupils in the year group are making expected progress and are on track for end of year expectations. |
| **2g** | **To provide children in need with access to breakfast club for a half term**<br>**To support children's access to learning experiences**<br>**Lead AT/SJ.**<br><br>**Explore grant funding provision to provide wider access to breakfast club.** | Reviewed half termly based on need.<br>Access to breakfast club for a half term period.<br><br>To enhance PPG children's self-esteem to have access to Breakfast club in order to have a healthy start to the school day, which will lead to good progress in the classroom? | Breakfast club (PPG money to be used).<br><br>PPG children. Identification. Referral from school staff/ parents/ wider agencies | AT | PPG pupil attainment to be at least in line or above national average by the end of July 17. |
| **2h** | **To provide children with learning experience and offer aspirational exposure in the form of visitors and visits to places beyond their own community.**<br><br>**Lead Adult: Outdoor Learning Leader/ SENDICO** | Raise aspiration and attainment – upper KS2.<br>Raise aspiration for all, including PPG pupils, through careers visitors, university visits and business visits. | Cost of visits - visitors to school. | AT/AB<br>Lead Adult: Outdoor Learning Leader/ SENDICO | Attainment and progress levels reflect an increase as a result of aspirational visits/visitors.<br><br>Children's' engagement and confidence levels increase as a result of exposure to aspirational experiences. |
| | | **Total Planned Cost:** | **£2500** | | |

| | | **Priority 3**: Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above national standards. | | | | **Self-Evaluation** **LGAB Lead:** JH **Key Questions:** How many are on track to reach age related expectations in the combined subjects? What provision is in place to ensure all are on track? What is being done to support those who are not on track in the combined areas? |
|---|---|---|---|---|---|---|
| | | **Key Outcomes and Milestones:**<br>✓ Y6 SATs data to show and increased percentage (target 70%-75%) of pupils who are attaining EXS standard in the combined subjects of reading, writing and maths at the end of July 17.<br>✓ Half termly class provision maps to identify next steps for pupils who are not on/on/above track in any area of reading, writing, maths.<br>✓ Assessment data to show an improving picture throughout the year – particular focus on end of term assessment points | | | | |
| | **Pupil Information Baseline (Tell me…):** **SEF Ref:** See SEF – Dec 16 **Data Dashboard Ref:** See review | • Pupils achieving EXS in all three areas was 53% in 2016 SATs – in line with national average | | | | **School Lead:** AT/JY **LGAB Link:** John Harris |
| **Ref** | **Task (Show Me…)** | **Actions to Complete: Who and When** | **Resources** | **Monitoring** | **Key Performance Indicators (So What…)** | |
| 3a | **Half termly assessments to identify pupils who are at/not at EXS in combined areas.** | Pupil progress meetings/assessments and provision maps to identify pupils who are at/no at EXS each half term. | I track, provision maps | AT/AB/NO/JY | Target of 75% of cohort to be at EXS in the combined areas of reading, writing and maths. | |
| 3b | **Interventions to take place for pupils who are not on track for EXS in any area of reading, writing, maths.** | Focused interventions for pupils not on track for EXS.<br>LM, AT, NO, KC to carry out interventions during the spring term. | Intervention resources £200 | AT/AB/JY | Target of 75% of cohort to be at EXS in the combined areas of reading, writing and maths | |
| 3c | **Half termly pupil progress meetings to identify pupils who are not at EXS in combined subjects.** | Half termly pupil progress meeting will include actions for pupils not at EXS in combined areas<br>Class provision maps to show progress of pupils identified who are not at EXS in combined areas. | Staff cover £200 | AT/AB/NO/class teachers | Target of 75% of cohort to be at EXS in the combined areas of reading, writing and maths | |
| 3d | **Assessment and moderation (school and trust) to identify areas of weakness and next steps for pupils below in any of the combined areas.** | AWL grids, standardised testing to inform progress and for next steps.<br>School and trust moderation to quality assure judgements.<br>Identify priorities for interventions based on assessments. | Cover for staff £500 | AT/AB/NO | Target of 75% of cohort to be at EXS in the combined areas of reading, writing and maths | |
| | | **Total Planned Cost:** | **£900** | | | |

| | | | | |
|---|---|---|---|---|
| | **Priority 4: Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).**<br><br>**Key Outcomes and Milestones:**<br>✓ Curriculum leaders contributing to high expectations and standards across the curriculum – on-going 16-17<br>✓ Learning observations and scrutinies demonstrate that all staff are delivering high expectations and standards in their subject.<br>✓ 90%+ of monitored teaching and learning to evidence effective provision for pupils - <u>end Summer Term 16</u> | | | **Self-Evaluation**<br>**LGAB Lead:** PS<br>**Key Questions**<br>How are curriculum leaders developing their subject?<br>How is their subject impacting on standards? |
| | **Pupil Information Baseline**<br>**(Tell me…)**<br>**SEF Ref:** See SEF – Dec 16<br>**Data Dashboard Ref:** See review | • Performance management reviews to be part of monitoring<br>• Curriculum leaders to monitor lessons | | | **School Lead:** AT<br><br>**LGAB Link**: **Paul Smith** |

| Ref | Task<br>(Show Me…) | Actions to Complete: Who and When | Resources | Monitoring | Key Performance Indicators<br>(So What…) |
|---|---|---|---|---|---|
| 4a | **Leading curriculum areas will be a part of all teacher performance management.** | Performance management reviews (Mar) to show how leaders are embedding their subject into the whole school curriculum. | Designated time for staff to prepare for meetings £500 | AT/AB/NO | Curriculum leaders contributing to high expectations and standards across the curriculum |
| 4b | **SI schedule to be drawn up for middle leaders to support them in the effective delivery of their subject.** | SI schedule drawn up to identify actions throughout the year. | Time out of class for staff to work on area of lead. £500 | AT/AB | Curriculum leaders contributing to high expectations and standards across the curriculum |
| 4c | **Subject leaders to present their subject in termly staff meetings.** | Leaders to present their subject to the staff in a short presentation: strengths/weaknesses/areas for development. | | AT/AB | All staff aware of the high expectations and standards across the curriculum, both in their own area and of others. Curriculum leaders contributing to high expectations and standards across the curriculum |
| 4d | **Monitoring of subject to take place half termly.** | Lesson observations, book and planning scrutiny to take place.<br>Pupil conferencing to be part of leaders monitoring. | Time out of class for staff to work on area of lead. £500 | AT/AB | Observations to ensure that pupils are receiving high quality provision based on schemes of learning. |

| | | | | | Curriculum leaders contributing to high expectations and standards across the curriculum |
|---|---|---|---|---|---|
| 4e | **Subject leaders to meet with HoS to discuss subject area.** | Termly meeting with subject leader and HoS to discuss current position of subject within the school. | Time out of class for staff. | AT | |
| 4f | **All subject action plans to highlight areas of development in their subject.** | Staff will, through monitoring scrutinies and conferencing, identify areas of development within their subject. | Time out of class for staff | AT/AB | |
| | | **Total Planned Cost:** | **£1500** | | |

| | **Priority 5: To adopt visible learning (VL) strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps**. | | | | **Self-Evaluation** <br> **LGAB Lead:** RB |
|---|---|---|---|---|---|
| | **Key Outcomes and Milestones:** <br> ✓ Pupils' attitude to learning improves, leading to progress/attainment in line or above national average benchmarks. <br> ✓ Staff more aware of what good and effective learning is. <br> ✓ Class attainment/progress to be in line or above national average benchmarks. <br> ✓ Pupils make at least 0.40 effect size progress throughout the year when looking at start/finish data. <br> ✓ Class attainment/progress to be in line or above national average benchmarks. | | | | **Key Questions:** <br> How have pupil's attitudes to learning improved as a result of VL training? |
| | **Pupil Information Baseline** <br> **(Tell me…):** <br> **SEF Ref:** See SEF – Dec 16 <br> **Data Dashboard Ref:** See review | • Identified from MAT QA monitoring as a priority <br> • Supporting teachers manage workload through prioritising effective learning strategies | | | | **School Lead:** AT <br><br> **LGAB Link:** Ruth Borden |
| **Ref** | **Task** <br> **(Show Me…)** | **Actions to Complete: Who and When** | **Resources** | **Monitoring** | **Key Performance Indicators** <br> **(So What…)** |
| **5a** | Visible learning CPD for staff to begin Mar 2017. | Visible learning CPD will develop staff understanding of what visible learning is | Resource files. | AT/AB/JC | Staff more aware of what good and effective learning is. Class attainment/progress to be in line or above national average benchmarks. |
| **5b** | Pupil questionnaires to baseline their understanding of what good learning is. | Carry out pupil surveys and gauge pupil's perspectives on what they think good learning is. | Survey Monkey subscription £300 | AT/AB/JC | Pupils' attitude to learning improves leading to progress/attainment in line or above national average benchmarks. |
| **5c** | Learning coaches to be appointed within the school to enhance staff CPD | Two learning coaches will be chosen to receive CPD. <br> Learning coaches to work with other staff on (VL). | CPD <br> Learning <br> Coaching folders | AT/AB/JC | Staff more aware of what good and effective learning is. Class attainment/progress to be in line or above national average benchmarks. |
| **5d** | Use effect sizes to look at rates of progress throughout the year. | Compare data through effect sizes and work out how much progress pupils have made throughout the year. | Data from assessments (start and finish data). | AT/AB/JC | Pupils make at least 0.40 effect size progress throughout the year when looking at start/finish data. Class attainment/progress to |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | be in line or above national average benchmarks. |
| | | **Total Planned Cost:** | **£500 + overall cost of programme** | | |
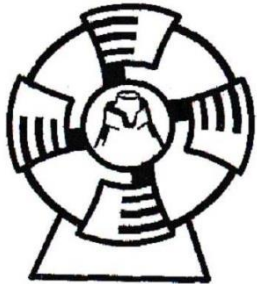
**Section F**

Academy Improvement Plan 2017 - Monitoring Schedule

**Monitoring of Academy Improvement Plan 2017 Impact**

| Local Governor Monitoring | Responsible Local Governor | Local Governor Monitoring Format (Weekly. Half Termly or Termly) |
|---|---|---|
| Key Priority 1 | Ali Parsons | • Discussion with school leaders |
| Key Priority 2 | Emma Gilbert | • HoS Reports |
| Key Priority 3 | John Harris | • Learning triangulation monitoring evidence |
| Key Priority 4 | Paul Smith | • Website monitoring |
| Key Priority 5 | Ruth Borden | • Learning walk evidence |
| | | • Data analysis/self-evaluation evidence |
| | | • Key question – impact |
| | | • Curriculum structure |
| | | • Pupil/parent voice reports |

| Priority 1: To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations for English and maths. | |
|---|---|
| **Self-Evaluation Questions** | **Success Evidence Sources** |
| • Have percentages of pupils achieving GDS in Reading, Writing and maths increased towards national average?<br>• Does I-TRACK show pupils are making at GDS progress?<br>• Are standardised scores demonstrating progress throughout the year in Reading and maths towards GDS standard?<br>• Do lesson observations show that teachers are facilitating learning so pupils can achieve GDS?<br>• Do pupil progress meetings identify pupils who are working towards end of year GDS? | • Half termly attainment and progress data for cohorts and groups – measured using I-track and standardised scores<br>• Learning monitoring judgements/planning scrutiny judgements<br>• Learning walk/learning environment judgements<br>• Termly attendance/absence data<br>• Pupil conferencing/pupil voice responses<br>• Termly assessment data scrutiny – Head of School Reports<br>• School websites<br>• Data from external assessments<br>• AWL Grids/Evidence in pupils' work<br>• Half termly pupil progress meetings |

| Priority 2: PPG pupils to be performing at or above national expectations by the end of July 17 | |
|---|---|
| **Self-Evaluation Questions** | **Success Evidence Sources** |

| Self-Evaluation Questions | Success Evidence Sources |
|---|---|
| <ul><li>Have percentages of PPG pupils achieving ARE in reading, writing and maths increased towards national average?</li><li>I-TRACK shows PPG pupils are making progress towards expected standard?</li><li>Are standardised scores demonstrating progress for PPG pupils throughout the year in reading and maths towards Expected standard?</li><li>Do lesson observations show that teachers are facilitating learning so PPG pupils can achieve at least the Expected standard?</li><li>Are teachers planning effectively for interventions and for PPG teacher (JCD)?</li><li>Do pupil progress meetings identify PPG pupils who are in need of support in order to meet end of year ARE</li></ul> | <ul><li>Half termly attainment and progress data for cohorts and groups – measured using I-track and standardised scores</li><li>Learning monitoring judgements/planning scrutiny judgements</li><li>Learning walk/learning environment judgements</li><li>Termly attendance/absence data</li><li>Pupil conferencing/pupil voice responses</li><li>Termly assessment data scrutiny – Head of School Reports</li><li>Data from external assessments</li><li>AWL Grids/ Evidence in pupils' work</li><li>Half termly pupil progress meetings with staff</li></ul> |

**Priority 3: Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above national standards.**

| Self-Evaluation Questions | Success Evidence Sources |
|---|---|
| <ul><li>Have percentages of pupils achieving ARE in reading, writing and maths combined increased towards national average?</li><li>Does I-TRACK show pupils are making progress towards Expected standard in the combined areas of reading, writing and maths?</li><li>Are standardised scores demonstrating progress for pupils throughout the year in reading and maths towards Expected standard?</li><li>Do lesson observations show that teachers are facilitating learning so pupils can achieve the Expected standard in reading, writing and maths combined?</li><li>Are teachers planning effectively for interventions and for pupils who are not on track in any of the combined areas?</li><li>Do pupil progress meetings identify pupils who are in need of support in order to meet end of year ARE in the combined areas?</li></ul> | <ul><li>Half termly attainment and progress data for cohorts and groups – measured using I-track and standardised scores</li><li>Learning monitoring judgements</li><li>Planning scrutiny judgements</li><li>Learning walk/learning environment judgements</li><li>Termly attendance/absence data</li><li>Pupil conferencing/pupil voice responses</li><li>Termly assessment data scrutiny – Head of School Reports</li><li>Data from external assessments</li><li>AWL Grids</li><li>Evidence in pupils' work</li><li>Half termly pupil progress meetings with staff</li></ul> |

**Priority 4: Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).**

| Self-Evaluation Questions | Success Evidence Sources |
|---|---|
|  |  |

| | |
|---|---|
| • How are curriculum leaders monitoring their own subject?<br>• Have percentages of pupils achieving ARE in reading, writing and maths increased towards national average as a result of cross curricular working?<br>• Does pupil conferencing confirm pupils have positive attitudes towards foundation subjects? | • Subject leader lesson monitoring<br>• Half termly attainment and progress data for cohorts and groups – measured using I-track and standardised scores<br>• Pupil conferencing/pupil voice responses<br>• Subject leader book and planning scrutiny<br>• Evidence in pupil's books/folders |

| Priority 5: Priority 5: To adopt visible learning (VL) strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps | |
|---|---|
| **Self-Evaluation Questions** | **Success Evidence Sources** |
| • Do learning walks document concrete evidence of Visible Learning in learning environments?<br>• Are there consistent learning dispositions across the federation<br>• Are pupils able to positively identify how they are a good learner?<br>• Are pupils across both Key Stages challenged with their independent learning opportunities? | • Learning monitoring judgements<br>• Planning scrutiny judgements<br>• Learning walk/learning environment judgements<br>• Termly attendance/absence data<br>• Pupil conferencing/pupil voice responses<br>• School websites |

**Termly Monitoring Schedule**

**Term 1 (Spring)**

| Date | Time | Event | Agenda/ Resources Needed | Where | Who |
|---|---|---|---|---|---|
| **Tuesday 3rd January 2017** | am | Pupil progress meetings – review of Autumn term data.<br>How are PPG and GDS pupils doing? | Assessment point 2 discussion – the story so far.<br>What is next? | AT office | KS1 staff.<br>CL<br>SJ<br>AB |
| **Wednesday 4th January 2017** | am | Pupil progress meetings – review of Autumn term data.<br>How are PPG and GDS pupils doing? | Assessment point 2 discussion – the story so far.<br>What is next? | AT Office | KS2 staff –<br>NO<br>CC<br>DB<br>JY |
| **Monday 16th January** | am | Learning walk. | CG/JC/NO/AB to do a learning walk | Whole school | All classes and |

| | | | throughout the school | | corridors |
|---|---|---|---|---|---|
| **Tuesday 17th January** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | YF classroom CG/AT | SJ |
| **Thursday 19th January** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y3 classroom/AT/AB | NO |
| **Tuesday 24th January** | am | Maths Mastery CPD (shared planning/teaching) | Lesson focus: mastery | Y6 classroom/NO | JY |
| **Wednesday 25th January** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y1 classroom/AT | CL |
| **Monday 30th January** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y4 classroom/AT | CC |
| **Tuesday 31st January** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y5 classroom/AT | DB |
| **Wednesday 1st February** | am | Maths Mastery CPD (shared planning/teaching) | Lesson focus: mastery | Y1 classroom/NO | CL |
| **Monday 6th February** | am | Maths Mastery CPD (shared planning/teaching) | Lesson focus: mastery | Y2 classroom/NO | AB |
| **Friday 10th February** | pm | Assessment point 3 - I track data due in. | All data to be inputted onto I track system | All staff | All teaching staff. |
| **Monday 20th February** | am | Assessment point 3 | Class provision maps due. | AT | All teaching staff. |
| **Monday 20th February** | am | Pupil progress initial meetings – the way forward. | Assessment point 3 discussion – the story so far | AT/NO office | NO CC DB JY |
| **Tuesday 21st February** | am | Pupil progress initial meetings – the way forward. | Assessment point 3 discussion – the story so far | AT/AB/office | SJ CL AB |
| **Wednesday 22nd February** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y6 classroom/AT | JY |
| **Wednesday 22nd** | pm | Triangular monitoring visit. | Lesson observation/book scrutiny/planning | Y2classroom | HF |

| February | | Focus for this observation is: PPG and GDS. | scrutiny | AB/AT | |
|---|---|---|---|---|---|
| **Thursday 23rd February** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y2 classroom AT | AB |
| **Monday 27th February** | am | Foundation subjects folder scrutiny | Collections of foundation subject folders to look at | AT office | Y3 NO |
| **Wednesday 1st March** | am | Foundation subjects folder scrutiny | Collections of foundation subject folders to look at | AT Office | Y4 CC |
| **Monday 6th March** | am | Foundation subjects folder scrutiny | Collections of foundation subject folders to look at | AT Office | Y5 DB |
| **Wednesday 8th March** | am | Foundation subjects folder scrutiny | Collections of foundation subject folders to look at | AT Office | Y6 JY |
| **Friday 10th March** | pm | KS1 maths book scrutiny. | Collect in and look at maths books. PPG/GDS pupils | NO/AT | SJ CL AB |
| **Monday 13th March** | am | Project books scrutiny | Collection of project books for review. | AT/AB Office | Y2 AB |
| **Tuesday 14th March** | am | Project books scrutiny | Collection of project books for review. | AT/AB Office | Y1 CL |
| **Friday 17th March** | pm | KS2 maths book scrutiny. | Collect in and look at maths books. PPG/GDS pupils Looking for evidence of use of mastery | NO/AT | NO CC DB JY |
| **Monday 20th March** | am | Foundation Stage profiles scrutiny | Foundation Stage profiles scrutiny and planning file scrutiny with guided reading focus. | AT/AB Office | YF SJ |
| **Monday 20th March** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | CL Y1 |
| **Monday 20th March** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | AB Y2 |
| **Tuesday 21st March** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | NO Y3 |
| **Tuesday 21st March** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | CC Y4 |
| **Wednesday 22nd March** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | DB Y5 |
| **Wednesday 22nd March.** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading | AT office | JY Y6 |

| Date | Time | Event | Agenda/ Resources Needed | Where | Who |
|------|------|-------|--------------------------|-------|-----|
| | | focus | | | |
| **Thursday 30<sup>th</sup> March** | pm | Assessment point 4 - I track data due in. | All data to be inputted onto I track system | | All teaching staff. |

## Term 2 (Summer)

| Date | Time | Event | Agenda/ Resources Needed | Where | Who |
|------|------|-------|--------------------------|-------|-----|
| **Easter Holiday – Monday 3<sup>rd</sup> April –  Friday 14<sup>th</sup> April** | | | | | |
| **Monday 17<sup>th</sup> April** | am | Assessment point 4 | Class provision maps due. | AT | All teaching staff. |
| **Tuesday 18<sup>th</sup> April** | am | Pupil progress initial meetings – the way forward. | Assessment point 4 discussion – what next? | AT office | Y3 Y4 Y5 Y6 |
| **Wednesday 19<sup>th</sup> April** | am | Pupil progress initial meetings – the way forward. | Assessment point 4 discussion – what next? | AT office | YF Y1 Y2 |
| **Tuesday 25<sup>th</sup> April** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | YF classroom AB/AT | YF |
| **Thursday 27<sup>th</sup> April** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y1 classroom/AT/AB | Y1 |
| **Tuesday 2<sup>nd</sup> May** | am | Learning walk. | CG/JC/NO/AB to do a learning walk throughout the school | Whole school | All classes and corridors |
| **Wednesday 3<sup>rd</sup> May** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y2 classroom/AT | Y2 |
| **Monday 8<sup>th</sup> May** | 9.00am | SATS Week | Administration and overseeing of SATS | WHA Hall | AT and JY |
| **Monday 15<sup>th</sup> May** | am | Triangular monitoring visit. Focus for this observation is: PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y3 classroom/AT | Y3 |
| **Tuesday 16<sup>th</sup> May** | am | Triangular monitoring visit. | Lesson observation/book scrutiny/planning | Y4 classroom/AT | Y4 |

| | | Focus for this observation is:<br>PPG and GDS. | scrutiny | | |
|---|---|---|---|---|---|
| **Wednesday 17th May** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | Y1/Y2 |
| **Thursday 18th May** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | Y3/ Y4 |
| **Monday 22nd May** | am | Guided reading planning and evidence | Planning files scrutiny with guided reading focus | AT office | Y5/ Y6 |
| **Wednesday 24th May** | pm | Assessment point 5 - I track data due in. | All data to be inputted onto I track system | All staff | All teaching staff. |
| **Half term – Monday 29th May – Friday 2nd June** | | | | | |
| **Monday 5th June** | am | Assessment point 5 | Class provision maps due. | AT | All teaching staff. |
| **Tuesday 6th June** | am | Pupil progress initial meetings – the way forward. | Assessment point 5 discussion – the story so far | AT/NO office | Y3<br>Y4<br>Y5<br>Y6 |
| **Wednesday 7th June** | am | Pupil progress initial meetings – the way forward. | Assessment point 5 discussion – the story so far | AT/AB/office | YF<br>Y1<br>Y2 |
| **Wednesday 7th June** | am | Foundation Stage profiles scrutiny | Foundation Stage profiles scrutiny and planning file scrutiny with guided reading focus. | AT/AB Office | YF |
| **Monday 12th June** | am | Triangular monitoring visit.<br>Focus for this observation is:<br>PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y5 classroom/AT | Y5 |
| **Wednesday 14th June** | am | Triangular monitoring visit.<br>Focus for this observation is:<br>PPG and GDS. | Lesson observation/book scrutiny/planning scrutiny | Y6 classroom AB/AT | Y6 |
| **Monday 19th June** | pm | Triangular monitoring visit.<br>Focus for this observation is:<br>PPG and GDS. | Short Lesson observation/book scrutiny/planning scrutiny | Y2 classroom AT/AB | Y2 pm cover |
| **Monday 26th June** | am | Foundation subjects folder scrutiny | Collections of foundation subject folders to look at | AT office | Y3/Y4 |
| **Wednesday 28th June** | am | Foundation subjects folder scrutiny | Collections of foundation subject folders to | AT Office | Y5/Y6 |

| | | | look at | | |
|---|---|---|---|---|---|
| **Friday 30<sup>th</sup> June** | pm | KS1 maths book scrutiny. | Collect in and look at maths books. PPG/GDS pupils | NO/AT | YF Y1 Y2 |
| **Monday 10<sup>th</sup> July** | am | Project books scrutiny | Collection of project books for review. | AT/AB Office | Y1/Y2 |
| **Monday 10<sup>th</sup> July** | pm | End of year data - I track data due in. | All data to be inputted onto I track system | | All teaching staff. |
| **Wednesday 12<sup>th</sup> July** | am | End of year data | Final class provision maps to be completed | AT | All teaching staff. |
| **Friday 14<sup>th</sup> July** | pm | KS2 maths book scrutiny. | Collect in and look at maths books. PPG/GDS pupils Looking for evidence of use of mastery | NO/AT | Y3 Y4 Y5 Y6 |