



## Deanshanger Primary - School Improvement Plan 2016-17 (Updated January 2017)

Deanshanger Primary School	
The Green, Deanshanger, Milton Keynes, Buckinghamshire MK19 6HJ	Tel: 01908 268920
Number on Roll: 404 DfE number: 9282025	School website <a href="http://www.deanshangerprimary.co.uk">www.deanshangerprimary.co.uk</a>
Head teacher: Mrs Rachel Rice <a href="mailto:head@deanshanger.northants-ecl.gov.uk">head@deanshanger.northants-ecl.gov.uk</a>	Last Ofsted inspection: November 2016 Overall judgement: Requires Improvement
Chair of Governors: Mrs Stephanie Hibberd	<a href="mailto:deanshangergov@gmail.com">deanshangergov@gmail.com</a>

### Contents

School context	Page 2
Statement of intent	Page 2
Snapshot of recent improvements to impact on self-evaluation and school outcomes	Pages 3 - 5
Overview of School Improvement Priorities	Page 6
Deanshanger Primary School's Improvement Cycle	Page 7
Post Ofsted Action Plan	Page 8 - 20
Mile Post 1 Monitoring for SLT / staff and governors (with PAG involvement)	Pages 21 - 23
Mile Post 2 Monitoring for SLT / staff and governors (with PAG involvement)	Pages 24 - 26
Mile Post 3 Monitoring for SLT / staff and governors (with PAG involvement)	Pages 27 - 29
Subject Action Plans for maths, English and EYFS	Page 30 - 41
*Subject Action Plans for all 'other' subjects are held in an additional document	

## **Context**

Deanshanger Primary School is a vibrant community school in the south of Northamptonshire on the border with Milton Keynes. It is funded by Northamptonshire County Council (NCC) to serve the villages of Deanshanger, Wicken, Puxley and Passenham although pupils from further afield are sometimes admitted if there are places available. At present, 39 of our families live outside Deanshanger.

There has been a 4.5% growth in numbers with 388 on roll September 2014 and 404 on roll at present. We were oversubscribed for school places for September 2016 with 60 children allocated to foundation stage. Since there has been a lot of building development in Deanshanger, it is anticipated that growth will continue in the coming years. The school is two form entry from foundation stage to year 6. The breakdown of figures shows a close to equal number of boys and girls with 51% boys and 49% girls. 8.5% are eligible for free school meals and 8.5% receive pupil premium funding, 6.4% from minority ethnic groups, 0.6% children have English as an additional language and 1.3% are supported at school action level or with a statement. The cohort's stability is 89.3% which is above national school stability which is 85.7%.

Since extensive building work in the summer of 2015, there has been a large amount of change and improvement to the learning environment. Small scale projects will continue this school year to ensure that all areas of the school are well maintained, creative, and celebratory providing a stimulating learning environment well matched to student needs.

The Head teacher, Mrs Rachel Rice, took over the role in September 2014 having been a Head in British international schools for eight years before joining Deanshanger. Working strategically with a strong and existing leadership, a dedicated staff team, governing body and extended school community, the school is focused on all aspects of school improvement with greatest attention on strong attainment and progress in all subjects, but particularly reading and maths to ensure that all children are supported to make the progress that are capable of and that the school is in line with national expectations. This is alongside a breadth of creative learning opportunities that develop the whole child and link the school with the local community. From September 2015, Mrs Stephanie Hibberd took over the Chair of Governor role; she has helped shape a focused and committed team intent on supporting all aspects of school improvement, challenging SLT and matching high aspirations.

## **Statement of intent**

Deanshanger Primary is a reflective and continually improving school, striving for excellence. We are determined to provide the very best learning opportunities and outcomes possible for all children and work closely with the extended community to achieve this. With feedback from our latest Ofsted (Nov 2016) and an overall judgement of Requires Improvement, we are committed to rapidly acting upon all feedback received, including that from parents and children, to ensure we quickly move to solidly 'good' and above in all areas.

Over the last few years, we have worked towards creating a culture of optimism in the school – developing a “Yes I can” attitude in order to overcome the barriers we face. We have established a culture in which staff do not place artificial ceilings on what pupils can achieve or make excuses for pupil underachievement. We believe that every child should receive at least good teaching on a day to day basis and increasing percentages of outstanding teaching. With this in place, progress for all children should be in line or better, with national expectations and with attainment also in line or better.

It is to this end that we set out this School Improvement Plan, which has been formulated using information gathered from analysis of data (RaiseOnline and internal school teacher assessments) together with feedback from all stakeholders. The purpose of the school improvement plan is to review and evaluate the impact of previous developments, identify key areas for school improvement over the coming year and to outline the action to be taken in key areas. The school budget is matched to the priorities for the school improvement plan.

We are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other. The LA and various educational consultants regularly visit and conduct school reviews on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.

Following our last Ofsted, we built an extensive Post Ofsted Action Plan. This will be used in conjunction with individual subject action plans and this document to improve school performance in all areas whilst also ensuring that Deanshanger continues to be a happy and creative learning environment.

**Snapshot of recent improvements to impact on self-evaluation and school outcomes:**

- Introduction of Accelerated Reading for year 2-6 children to improve rates of progress, interest and comprehension;
- Recruitment of additional teacher to reduce class size in year 5 and year 2 (and most recently year 6 and year 2);
- 1:1 teacher to work with children in Year 6 for Spring term two mornings a week;
- Whole school review of marking and planning policy to provide core skill focus and progress within each lesson;
- Review of support for disadvantaged learners and Pupil Premium Audit. This includes a voucher for PP families, parent meetings and individualised support by LSA.
- Pupil meetings with 'most able' to better understand amount of challenge and how to impact on their progress;
- The new tracking system for EYFS which year 1 are also using to support their LAPS;
- Building strong links with the feeder settings to ensure a smooth transition for all children starting school - includes 1:1 parent meetings, visits to all child-minders/pre-school/nursery settings, introduction of 'All About me' and 'All About DPS' booklets produced and given to settings and parents;
- RWInc/reading training provided to FS and KSI parents;
- Change of 'coming in to school' procedure to improve Safeguarding;
- An artist-in-residence to help develop the profile of art in the school / subject enrichment;
- Investment in teachers with CPD in all stages of their professional careers e.g., NQT and RQT support programmes and assessment methods;
- Deputy Head supporting moderation across the county, cluster and within school to ensure accurate moderation;
- Investment in LSA training through working with cluster schools and creating bespoke sessions for improvement e.g., Jogo Behaviour and growth mindset;
- Introduction of International Primary Curriculum to provide rich cross curricula learning (and extensive writing opportunities);
- Training for SLT (and governors) on the use of iTrack, performance management and RaiseOnline;
- Launch of a new whole school reading challenge incorporating a variety of reading opportunities and a focus on presentation;
- Review of leadership monitoring schedule to ensure greater rigour;
- Introduction of full governor learning walks subject link governors;
- Establishment of PAG (Parent Action Group) to generate collaborative ideas and feedback to support school improvement in key post Ofsted actions ;

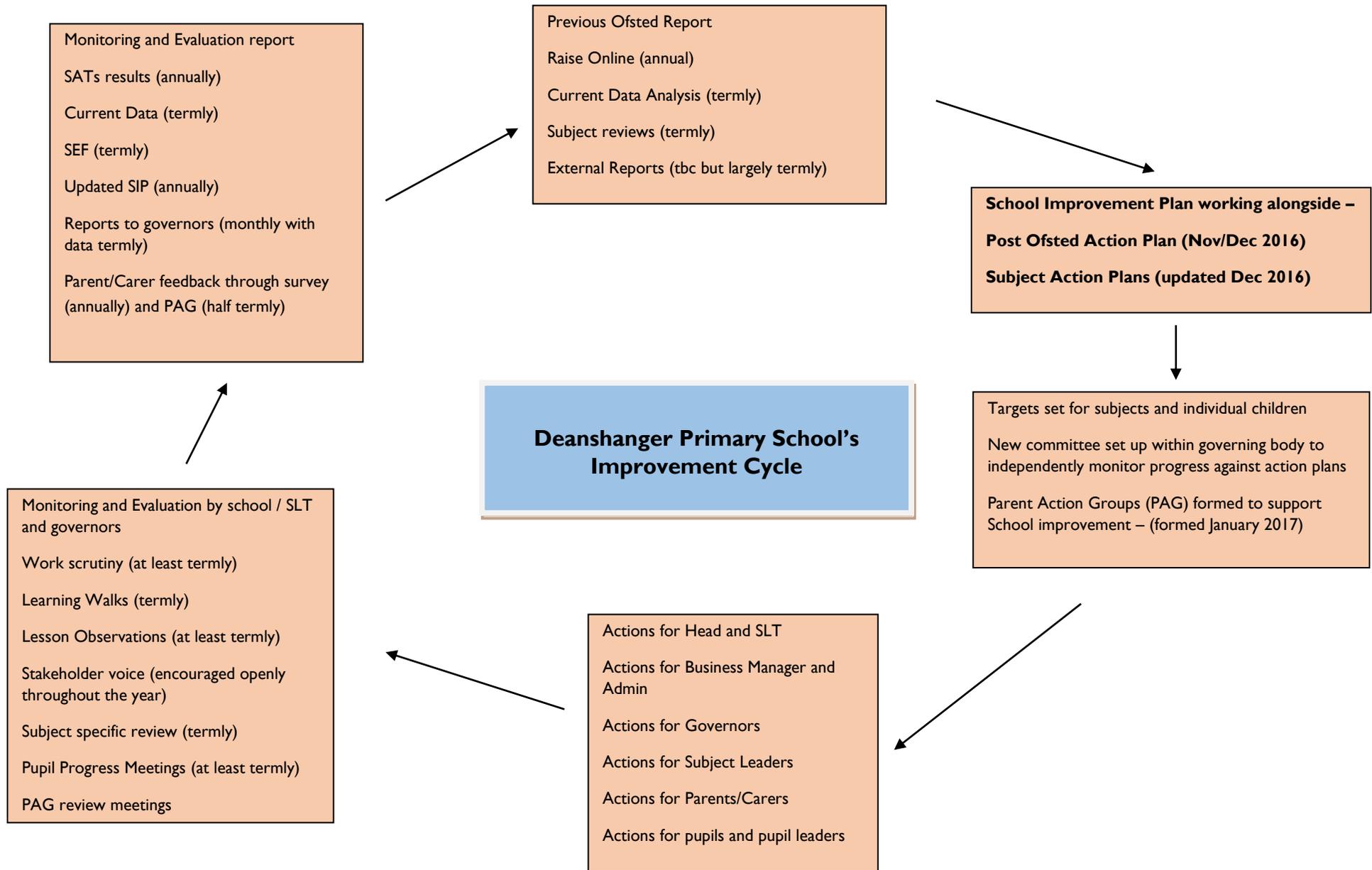
- Investigation and purchase of new maths resources to support problem solving and investigational skills across the school;
- Moderation of maths across the school and cluster;
- Moderation of English across the school and cluster;
- Maths subject leader meetings across the local cluster of schools;
- Maths week celebrating the value of maths – games, assemblies, investigations and problem solving;
- Question level analysis of KS2 SATS to ensure that in maths and reading we're focusing on key areas for development across the school;
- Maths CPD on problem solving;
- Paper level analysis to ensure that assessment is used to inform teaching across the school;
- Use of PAG groups to set targets (progress and attainment) for reading, writing and maths in Y4, Y5 and Y6;
- Training for Y2 and Y6 teachers to ensure they have a greater understanding of the end of year statutory assessments;
- Updates on deepening understanding of collaborative LA systems for children with profound need and the EHA process. Consideration of how this information can be used to support other families and children, within school, who face similar situations;
- Implementation of new interim tests to provide summative assessment information that is 'in line' with RAISE Online expectations;
- Revised subject action plans with time specific mileposts;
- A full time Learning Mentor to support children and families as required plus speech and language and dyslexia screening;
- Work on growth mind-set and developing a "yes I can" attitude;
- Increase in reading volunteers in school and improvements in the school library in terms of ambience and new reading materials;
- Creation of an Anti-bullying committee involving governors, parents, staff and children;
- Close monitoring of attendance including lateness and regular information to parents ( through individual meetings and the school newsletter) about the importance of regular attendance;
- Review of the school's use and pace of RWInc as the phonic scheme – target setting with working groups across year 1 and 2;
- Strong involvement and progress in Healthier Child Programme looking at all aspects of staff and pupils wellbeing;
- Upgrades in learning environments across the school particularly in foundation stage;

- A focus on quality first teaching and what it looks like at Deanshanger Primary School;
- Extended partnership working with local cluster schools to improve practice and develop subject/phase working groups;
- Strong links in community to support close working - village library, Parish Council and Heritage Society;
- Improved communication with parents/carers through bi-monthly newsletters, open door communication and use of ParentMail;
- Silver Sports Mark and regular participation in county sports and drama events;
- Review of Behaviour Policy and the subsequent introduction of new school values and house powerpoints and events linked to the IPC ( International Primary Curriculum);
- Increase in pupil voice through new roles and responsibilities e.g., Healthier Eating Heroes, Eco Council, School Council, Sports Leaders, Librarians, Reading Ambassadors;
- Consistent presentation of information for subject leaders in subject coordinator files;
- Increased profile of Safeguarding in the school and procedures to support this;
- Changes in the roles of SLT to impact on ownership of data and support for year groups.
- Extensive early screening for dyslexia within the school setting from speech and language specialist, and support from outside agencies as required.

## Overview of School Improvement Priorities    January 2017 – July 2017 review

See Post Ofsted Action Plan (Pages 7-17) and Subject Action Plans for maths and English (Pages 30 - 38) for full details and mileposts

<p style="text-align: center;"><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>• For school leaders to ensure that all subject action plans match school priorities and meet the time frames provided.</li> <li>• A review of governance to ensure that school governors have the information required to hold school leaders to account and provide the challenge required.</li> <li>• To lead training to ensure that progress data increases inline (or above) national average.</li> <li>• To continually update the school's website to meet statutory requirements and accurately portray the vibrancy of school life.</li> </ul>	<p style="text-align: center;"><b>Quality of teaching, learning and assessment</b></p> <ul style="list-style-type: none"> <li>• To ensure that RaiseOnline data is used seamlessly with teacher assessments to accurately track progress and attainment.</li> <li>• To ensure that the quality of teaching and learning is monitored and supported with effective CPD. All teaching should be consistently good or better.</li> <li>• To tie staff performance management targets tightly in to school improvement needs.</li> <li>• To extend use of iTrack to assess subject statements. To build prior attainment group data into tracking systems.</li> <li>• Teaching to support strong progress for all groups of learners in all subjects for all children, including disadvantaged.</li> </ul>	<p style="text-align: center;"><b>Personal development, behaviour and welfare</b></p> <ul style="list-style-type: none"> <li>• All stakeholders to have a thorough understanding of what bullying is and how this is dealt with in the school.</li> <li>• To develop the school's values closely in line with those of the IPC (International Primary Curriculum) and ensure these are prominent in all school activities and the environment.</li> <li>• To further develop bespoke support for every child to meet social and emotional needs (and academic).</li> <li>• To track and monitor extra opportunities for all children to provide an all rounded and rich educational experience.</li> <li>• For Forest School to slowly develop in order to support outside learning opportunities for all to impact on capacity for learning and improvements in behaviour.</li> </ul>
<p style="text-align: center;"><b>Outcomes for pupils</b></p> <ul style="list-style-type: none"> <li>• To improve the rate of progress for all children, particularly from end of KS1 to end of KS2 in all subjects with greatest priority in maths and reading.</li> <li>• To ensure that attainment in all subjects is in line or above national expectations in all subjects.</li> <li>• All groups of learners to make good levels of progress from their starting points.</li> <li>• To continue focus on the breadth of learning opportunities, including the IPC, in order to ensure high quality engagement.</li> <li>• To maintain a "Yes I can" attitude / growth mind set.</li> <li>• Presentation to be of the highest standard.</li> </ul>	<p style="text-align: center;"><b>The effectiveness of the early years provision: quality and standards</b></p> <ul style="list-style-type: none"> <li>• To use all feedback provided to extend and improve teaching and learning in all areas of the curriculum.</li> <li>• For FS provision to develop further in line with expectations for outstanding provision.</li> <li>• To visit outstanding provision to ensure that the EYFS Action Plan is well matched to ensure the very best, inspiring provision.</li> <li>• To ensure that regular moderation within the school setting and across the cluster is used to verify standards are robust and accurate.</li> </ul>	<p style="text-align: center;"><b>Core areas to continue as a major focus</b></p> <ul style="list-style-type: none"> <li>• Safeguarding to be of the highest standard.</li> <li>• Extensive coverage of British Values in class and in whole school events.</li> <li>• For school policies to be continually reviewed and updated to reflect needs of the school and DfE guidance.</li> <li>• For the school environment to provide safe, organised and inspiring learning opportunities.</li> <li>• To involve the extended school community in all aspects of school life and improvement.</li> <li>• Attendance to be closely monitored for all children with focus on attendance for 'persistently absent' group.</li> </ul>





## Deanshanger Primary School

### Post Ofsted Action Plan December 2016

#### **Statement of intent:**

This Action Plan forms part of our SIP and has been formulated and agreed by the staff and governing body of Deanshanger Primary School as a vehicle to demonstrate their commitment to addressing, with pace, passion and professionalism the issues raised following the inspection of the school in November 2016 where the overall judgement was Requires Improvement. Whilst there has been a significant improvement in attainment over the last 3 years, progress, although slightly improved in some areas, is not yet 'average or above' in reading and maths at KS2 and therefore continues to be the greatest priority area for the whole school. The draft inspection report identified key areas for action, but progress in these two areas was undoubtedly the largest factor and the key line of the inspection enquiry. This Action Plan will be followed alongside the school's regular SEF/SIP.

#### **What does the school need to do to improve further?**

##### **1. Improve the leadership and management by ensuring :**

- a) Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress.
- b) A full review of governance - the skills of governors need sharpening so that they are able to hold leaders fully to account.
- c) The schools chosen assessment system is well understood and effectively used.
- d) Pupils understand and can manage alleged incidents of bullying so that all concerned, including parents, feel that incidents are fairly and effectively dealt with.
- e) The information available to parents on the school's website is up to date and complete.

##### **2. 'Over recent years, the progress that pupils have been making across Years 3 to 6 has been below that seen nationally in reading, writing and mathematics', therefore - improve the rate of progress that pupils make across key stage two, particularly in reading and mathematics by ensuring -**

- a) The best practice observed in some classes is effectively shared throughout the school.
- b) Teachers make effective use of assessment to challenge pupils to do as well as they can regardless of their starting points and that they step in during lessons when pupils, especially the most able, are ready to move on to more difficult work.
- c) Teachers provide sufficient opportunities for pupils to develop their mathematical reasoning skills.
- d) Teachers insist on the highest standards of presentation in pupils' books.

### School Targets for improvement and Key Performance Indicators

Red = more than 3% lower than national result, Orange = within 3% of national result, Green = in line with or greater than national result

Key Stage 2	2014 Results (Levels)	2015 Results (Levels)	2016 Results (Standards)	2017 Targets (Standards)
Reading – At expected/ scaled score of 100+	95% L4 (National 89%)	87% L4 (National 89%)	72% (National 66%)	74%
Reading – Above expected/ High scaled score	42% L5 (National 33%)	43% L5 (National 48%)	19% (National 19%)	20%
Average (from 2016)	N/A	N/A	103.3 (National 102.6)	-
Writing – At expected / scaled score of 100	95% L4 (National 85%)	83% L4 (National 87%)	89% (National 74%)	89%
Writing – Above expected/ greater depth	37% L5 (National 33%)	37% L5 (National 36%)	23% (National 15%)	23%
SPaG – At expected/ scaled score 100+	91% L4 (National 76%)	78% L4 (National 80%)	78% (National 72%)	80%
SPaG– Above expected/ high scaled score	60% L5 (National 52%) 0% L6 (National 4%)	56% L5 (National 55%) 4% L6 (National 4%)	24% (National 22%)	25%
Average score ( from 2016)	N/A	N/A	104.7 National 104.0	-
Maths – At expected/ scaled score of 100+	91% L4 (National 86%)	81% L4 (National 87%)	72% (National 70%)	74%
Maths – Above expected	33% L5 (National 42%) 5% L6 (National 9%)	39% L5 (National 41%) 9% L6 (National 9%)	14% (National 17%)	17%
Average (from 2016)	N/A	N/A	103.2 (National 103.0)	-
<b>Combined (maths, reading, writing) L4 or above</b>	<b>84% (National 79%)</b>	<b>74% (National 80%)</b>	<b>60% (National 53%)</b>	<b>69%</b>
<b>Combined for L5 / high standard</b>	<b>16% (National 24%)</b>	<b>20% (National 24%)</b>	<b>7% (National 5%)</b>	<b>8%</b>
Key Stage 1	2014 Results (Levels)	2015 Results (Levels)	2016 Results (Standards)	2017 Targets (Standards)
Reading – At expected	70% 2B+ (National 81%)	82% 2B+ (National 82%)	78 % (National 74%)	78%
Reading – Above expected/ greater depth	33% L3 (National 31%)	32% L3 (National 32%)	51% (National 24%)	51%
Writing – At expected	67% 2B+ (National 70%)	77% 2B+ (National 72%)	68% (National 65%)	70%
Writing – Above expected/greater depth	45% L3 (National 39%)	27% L3 (National 18%)	34% (National 13%)	34%
SPaG – At expected	N/A	N/A	N/A	60%
SPaG – Above expected	N/A	N/A	N/A	20%
Maths – At expected	75% 2B+ (National 80%)	82% 2B+ (National 82%)	71% (National 73%)	75%
Maths – Above expected/ greater depth	30% L3 (National 24%)	25% L3 (National 26%)	36% (National 18%)	36%

Phonics Year 1	80% (National 74%)	87% (National 77%)	80% (National 81%)	90%
Phonic retakes Year 2	54% (National 66%)	97% (National 90%)	95% (National 91%)	100%
<b>EYFS</b>	<b>2014 Results</b>	<b>2015 Results Unvalidated</b>	<b>2016 Results Unvalidated</b>	<b>2017 Targets</b>
% pupils achieving a good level of development	55% (National 61%)	63% (National 66%)	83% (National 63%)	76%
Progress from baseline to now 1 step, 2 step, 3 step or 4				

### School Progress

Key Stage 2	2014 Results (Levels)	2015 Results (Levels)	2016 Results (Standards)	Additional notes on progress from Arbor Report (Dec 2016)	2017 Targets (Standards) 0 or above
<b>Reading – Value added/overall progress score</b>	98.9 (National 100)  88% expected National 91%	98.7 (National 100) sig-  81% expected progress (National 91%) Bottom 10%	99.4 overall progress score  -3.2 (National 0) <b>Well below national average</b>	Reading 0.5 increase over 3 years using the most similar measure from previous years	Average or better progress
<b>Reading – more than expected</b>	12% (National 35%)	11% (National 33%)	N/A		+0.8 or above
<b>Writing – Valued added/overall progress score</b>	99.3 (National 100)  95% expected progress (National 93%)	98.4 (National 100) sig –  91% expected progress (National 94%) Bottom 10%	99.9 overall progress score -0.48 (National 0) <b>Average progress</b>	Writing 0.6 increase over 3 years using the most similar measure from previous years	Average or better progress
<b>Writing – Above Expected / greater depth</b>	30% (National 33%)	19% (National 36%)	N/A		+0.8 or above
<b>Maths – Value added</b>	98.6 (National 100) sig – 93% epected (National 89%)	97.6 (National 100) sig- School Expected 77% (National 90%) Bottom 10%	99.4 overall progress score -2.82 (National 0) <b>Below national average</b>	Maths 0.8 increase over 3 years using the most similar measure from previous years	
<b>Maths – Above Expected</b>	14 (National 35%)	13% (National 34%)	N/A		-2.6 or above

**Teaching and learning targets, monitored by SLT and peers as part of full monitoring schedule.**

**1. Challenge and stepping in to facilitate this within each lesson, 2. Progress and 3. Presentation**

Spring 2017 Observations	Summer 2017 Observations	Autumn 2017 Observations
100% Good or better	100% Good or better	100% Good or better

**1. Improve the leadership and management by ensuring that:**

a) Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress.

Actions  What will be the specific actions taken to achieve the objective?	Planned Impact  What will be the impact of the objective being met?	Ownership	Monitoring - who, when and how?  Any financial implications of the actions?	Success criteria for milepost 1 - 10 <sup>th</sup> Feb 2017	Success criteria for milepost 2 – 28 <sup>th</sup> April 2017	Success criteria for milepost 3 – 7 <sup>th</sup> July 2017
<p>Update / revise SIP/SEF judgments. Use RAISE data and teacher assessment and ensure both are clearly recognised.</p> <p>Incorporate subject action plans in the same measurable format with clear milestones for accountability.</p> <p>New committee to be formed within governing body to monitor data and action plans separately in addition to HT reports to governor.</p>	<p>To ensure that the SEF/SIP is well matched to RAISE data and that it provides measurable actions with clearly defined timeframes for accountability.</p> <p>To ensure whole staff input in our school improvement journey and that steps forward are measured and reported.</p> <p>Governors are able to obtain data and teaching overview directly from subject coordinators to increase accountability and understanding.</p>	<p>HT and SLT initially but shared and revised by whole staff and governors.</p> <p>All staff</p> <p>Chair of Governors and an elected sub committee</p>	<p>Monitored by governing body in conjunction with mileposts.</p> <p>English and maths coordinators to present subject action plans to a new committee of the governing body and provide termly update reports along with data analysis.</p> <p>No financial implications expected.</p>	<p>SEF/SIP reviewed and updated with reviewed subject action plans.</p> <p>Format to be shared with LA and appointed support HT for advice.</p> <p>Maths and English coordinators to meet with a new committee of governors to share action plans.</p> <p>SLT/Subject leaders to meet with new committee to talk through action plans for phases.</p>	<p>SEF/SIP and this Action Plan to be used as main documents for school improvements. Updates to be made in monitoring section and reported to governors.</p> <p>Subject coordinators to be held accountable for implementing actions – summary updates to governors for all subjects. Meetings including data analysis for English and maths.</p> <p>SLT to meet with new committee to talk through action plans for phases.</p>	<p>SEF/SIP to be updated with reviews for next steps based on latest data capture and comparisons with targets. Presentation to governors and parents (including website) with supporting info.</p> <p>Summary reports from subject coordinators based on action plans.</p> <p>Maths and English coordinators plus SLT to meet with new committee to talk through action plans for phases.</p>

<p>Review teaching structure to impact on progress and attainment of current year 6 and consider the issues impacting on progress and attainment in lower year groups.</p>	<p>To provide the greatest opportunity for individual achievement and progress by –</p> <p>Moving the 3<sup>rd</sup> group from year 5 to year 6 for Term 2 and up until SATs.</p> <p>Appointing an additional teacher two mornings a week for 1:1 conferencing with target children in year 6.</p>	<p>HT, SLT and Year 6 team</p>	<p>Monitored by governing body and LA.</p> <p>£3000 for covering the 1:1 conferencing teacher for the duration of Term 2.</p>	<p>By January 2017, the new teaching structure and additional conferencing will start.</p> <p>DH to monitor impact and support planning to maximise achievement on a weekly basis.</p> <p>Assessment in Jan to identify gaps in learning for key groups of children, support future planning and grouping arrangements for quality first teaching and additional booster and catch up groups.</p> <p>Y6 (and Y5 from May 8<sup>th</sup>) timetable of events is analysed for balance to ensure that the needs of the whole child are balanced with the outcomes of the SAT tests and assessments.</p>	<p>HT to have regular meetings (Fortnightly) with Y2 and 6 team to focus on the following: Projected targets for attainment and progress for KS2 Summer 2017 SATS.</p>	<p>Results in Y6, Y5 and Y4 are analysed promptly so that areas for development are built in for the next academic year (training and inclusion). Teaching and learning support personnel are confirmed.</p>
<p>SLT training/guidance to get the most from teaching observations and book sampling - ensuring we are precise with feedback and judgements.</p> <p>All staff to be fully aware of Ofsted expectations for each judgement.</p>	<p>SLT are supported to make objective judgments in line with LA and Ofsted criteria.</p> <p>Staff to be better aware of expectations and how to match them.</p>	<p>SLT</p> <p>All staff and governors</p>	<p>Work with LA and supporting HT to find appropriate training. Costs unknown at this point.</p> <p>None</p>	<p>Training possibilities are considered and planned.</p> <p>Internal review of monitoring schedule by SLT.</p> <p>All staff to be fully conversant with Ofsted handbook.</p>	<p>To be considered after milepost 1 has been met.</p> <p>No further action required.</p>	<p>To be considered following progress/need from milepost 1.</p> <p>No further action required.</p>
<p>Rigorous monitoring of disadvantaged, lower, middle and high attaining pupils across the school after each data capture and amendments as required, as a result.</p>	<p>SLT, subject leaders and staff to use data to inform all planning, teaching and learning.</p>	<p>SLT, subject leaders and all staff</p>	<p>SLT/ Subject leader release time to be used to focus on teaching, learning, outcomes for all children and assessment of interventions.</p>	<p>Monitoring, teaching and learning to impact on progress and attainment particularly in maths and reading.</p> <p>Action plan to be created and implemented.</p>	<p>Monitoring and evaluation of action plan.</p> <p>Further refinement of teaching and learning strategies.</p> <p>Monitoring, teaching and learning to impact on progress and attainment particularly in maths and reading.</p>	<p>Attainment and progress of all groups of learners is 'in line' or exceeds national expectations. If not, an action plan is drawn up that tackles underperformance.</p>

					<p>Action plan to be created and implemented.</p> <p>Monitoring and evaluation of action plan.</p> <p>Further refinement of teaching and learning strategies. Following analysis of RAISE 2016 Report focus on KS2 LAP children to include the following as they were a significantly lower performing group (Attainment and Progress):</p> <p>From KSI PAG data – who are they?</p> <p>Where are they currently?</p> <p>Are their needs being met in QFT through effective differentiation?</p> <p>What are their gaps in learning?</p> <p>What additional sessions/support are in place to meet learning needs?</p> <p>Careful consideration of whether they should sit the KS2 tests and how their attainment is going to be recorded.</p> <p>Ensure appropriate access arrangements are put in place.</p>	
b) A full review of governance so that skills are sharpened and they are able to hold leaders fully to account.						
<b>Actions</b>  <b>What will be the specific actions taken to achieve the objective?</b>	<b>Planned Impact</b>  <b>What will be the impact of the objective being met?</b>	<b>Ownership</b>	<b>Monitoring - who, when and how?</b>  <b>Any financial implications of the actions?</b>	<b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b>	<b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b>	<b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b>
Full LA review of governance	To ensure that the makeup and skills of the governing body are well matched to support the school on its journey of rapid and sustained	HT and governing body led by Chair with guidance from LA (Carol Kirby)	To be monitored and supported by LA  Costs to be confirmed	LA review to be planned at the earliest opportunity.	Based on review and Action Plan.	Based on review and Action Plan.

	improvement.  The review will lead to a Governor's Action Plan to enhance governance and ensure roles and responsibilities and ability to support and monitor improvement, is further enhanced.		with Carole Kirby, LA.  Possible further training courses required.			
Review 'Improving Governance' - Ofsted document posted on Governor Hub 31 <sup>st</sup> Dec to consider how DPS governance can improve.	To use report to add to governance Action Plan and consider how this will impact on whole school improvement.	HT and Chair plus all governors	To be considered at FGM.  No cost implications known at this time.	To be considered following extensive discussion at FGM.	Based on initial discussion.	Based on initial discussion.
c) The schools chosen assessment system is well understood and effectively used.						
<b>Actions</b>  <b>What will be the specific actions taken to achieve the objective?</b>	<b>Planned Impact</b>  <b>What will be the impact of the objective being met?</b>	<b>Ownership</b>	<b>Monitoring - who, when and how?</b>  <b>Any financial implications of the actions?</b>	<b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b>	<b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b>	<b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b>
Dialogue with iTrack to back up the way data is presented and how progress statements are made.	Confidence that the chosen tracking system complies with statutory needs as set out by the DfE and meets the needs of the school.	HT and all SLT and subsequently cascaded down to all staff.	Information to be shared with governing body.  Possible cost for iTrack consultancy.  Costs of interim tests for Y1, Y3, Y4 and Y5. Rising Stars.	Each phase leader to present the data (attainment and progress) for their year group teams. This is to be shared with a variety of stakeholders including governors and subject leaders. If mid-year data projections are not 'in line' with national expectations (progress and attainment) for all groups of learners, action plans to be developed and implemented to ensure data is on track. Interim tests to be in place that reflect national standards. Ensure that tests used to inform data capture in Y1, Y3, Y4 and Y5 reflect the new national standards as outlined in RAISE Online. Liaise with partnership HT and other local schools to ascertain 'tried and tested' resources.	Phase leaders to present data (attainment and progress) for their year group teams. If data projections are not 'in line' with national expectations (progress and attainment) for all groups of learners, action plans to be developed and implemented to ensure data is on track. Interim tests to be in place that reflect national standards. Ensure that tests used to inform data capture in Y1, Y3, Y4 and Y5 reflect the new national standards as outlined in RAISE Online. Liaise with partnership HT and other local schools to ascertain 'tried and tested' resources.	Data (attainment and progress) is 'in line' or 'exceeds' national benchmarks. This will be across the school. Data outcomes to be moderated across year groups and the cluster to ensure a consensus of national expectations.  Ensure that tests used to inform data capture in Y1, Y3, Y4 and Y5 reflect the new national standards as outlined in RAISE Online.

				Also set pupil performance targets using PAG scores for Y6, Y5 and Y4. These should link to performance management targets. Approximately 80% of children should be 'on track' to reach the expected standard/progress with 30% reaching the higher standard/progress. This is to be shared with a variety of stakeholders including governors and subject leaders.		
iTrack use – develop use of standards analysis function to impact on the accuracy of judgements.  Improvement to be shared with governors for information.	Staff will have greater support to make judgements on children's attainment and progress and increased accountability.	All staff	SLT to support this further stage of assessment tracking and monitor information to be shared with governors.  No costs expected.	SLT to develop/ unlock the facility to track attainment and progress against statements. Check that standards outlined in 'iTrack' are 'in line' with national expectations.	Attainment and progress statements operational and used to track attainment and progress. Check that standards outlined in 'iTrack' are 'in line' with national expectations.	Attainment and progress statements operational and used to track attainment and progress. Check that standards outlined in 'iTrack' are 'in line' with national expectations.
SLT to attend updated RAISEonline training to ensure maximum understanding of new methods of presenting data.  Training to be cascaded to all staff and governors. This training should include training on the Inspection dashboard.	To ensure that all SLT and key governors are able to accurately analyse RAISEonline to impact on use within planning, monitoring and making evaluations.	SLT/ Key Governors	Training in January 2017 for 4 members of SLT - £50 each, £200 total.  No costs	Based on Action Plan from training. Identify key areas of enquiry. Is this evident in data across the school? If so, create an action plan to address these areas of underachievement?	Based on Action Plan from training.	Based on Action Plan from training.
d) Pupils understand and can manage alleged incidents of bullying so that all concerned, including parents, feel that incidents are fairly and effectively dealt with.						
<b>Actions</b>  <b>What will be the specific actions taken to achieve the objective?</b>	<b>Planned Impact</b>  <b>What will be the impact of the objective being met?</b>	<b>Ownership</b>	<b>Monitoring - who, when and how?</b>  <b>Any financial implications of the actions?</b>	<b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b>	<b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b>	<b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b>
Action Plan to be drawn up with the whole Anti-bullying committee to address perceived problem.	There is a perception that bullying is common place at the school. This needs addressing to ensure that students and parents know what bullying is, how the school tackles it	HT and Anti-bullying committee	Governor in the Anti-bullying committee.  Possible cost implications with outside visitors	To be confirmed once the committee have met and built an action plan.	To be confirmed once the committee have met and built an action plan.	To be confirmed once the committee have met and built an action plan.  Annual survey to include

Plan to include parents/carers and children.	and other ways that we can ensure that all children feel safe and happy.		coming into school to present to year groups/ parents and possibly staff training.			question/questions about perception of bullying and ascertain viewpoint of stakeholders within the school community. This will compare previous survey results.
e) The information available to parents on the school's website is up to date and complete.						
<b>Actions</b>  <b>What will be the specific actions taken to achieve the objective?</b>	<b>Planned Impact</b>  <b>What will be the impact of the objective being met?</b>	<b>Ownership</b>	<b>Monitoring - who, when and how?</b>  <b>Any financial implications of the actions?</b>	<b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b>	<b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b>	<b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b>
Use independent review document (commissioned Nov 2016) to rapidly make all recommendations suggested.  To further enhance website by adding in more photos to show the extent and vibrancy of the learning opportunities and education of the whole child. To facilitate this, staff will have to be trained.	To be fully compliant with statutory requirements for websites.  To ensure that the website reflects school life.	Head teacher  Head teacher, Business Manager and Computing LSA.	Governors to monitor updates and check compliance with checklist  No financial implications are expected.  Monitored by governing body.  No financial implications are expected.	All updates to be complete and compliance checked.  External support to train Business Manager and Computing LSA to be complete.	Ongoing updates as required made in a timely manner.  Photos and information on the school website is always up to date and ever changing to reflect school life.	Ongoing updates as required made in a timely manner.  Photos and information on the school website is always up to date and ever changing to reflect school life.
<b>2. Improve the rate of progress that pupils make across key stage two, particularly in reading and mathematics</b>						
a) The best practice observed in some classes is effectively shared throughout the school.						
b) Teachers make effective use of assessment to challenge pupils to do as well as they can regardless of their starting points and that they step in during lessons when pupils, especially the most able, are ready to move on to more difficult work.						
<b>Actions</b>  <b>What will be the specific actions taken to achieve the objective?</b>	<b>Planned Impact</b>  <b>What will be the impact of the objective being met?</b>	<b>Ownership</b>	<b>Monitoring - who, when and how?</b>  <b>Any financial implications of the actions?</b>	<b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b>	<b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b>	<b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b>
Impact of intervention groups across the school to be rigorously tracked by SENCo and	The numerous intervention groups in place across the school will be recorded on one document with measurable targets set to ensure that the impact is known and maximised.	SLT and SENCo working with all staff.	Anonymised documentation to be presented to governors.  No financial implications	Phase leaders and SENCo will have produced a document that analyses the impact of various interventions in their	An update will be produced by phase leaders and the SENCo. Findings from this will be used to improve teaching	All children involved in these intervention groups will make necessary progress and attainment. Evaluations from running

SLT for impact.			expected.	phases, particularly in maths and reading. This will be presented to key stakeholders. If interventions haven't worked, they will be changed. An action plan will be devised to ensure a comprehensive array of new interventions focused on improving performance in maths and reading.	and learning so that children are 'on track' to make the necessary progress and attainment by the end of the academic year.	these interventions will be used to refine practice in the 2017/2018 academic year.
Tighter monitoring of phonics in year 1 and retakes in year 2 to impact on children's achievement and the teaching required beyond year 2.	Target for Year 1 phonics and Year 2 retakes to be close to 100%.  The focus on phonics in year 2 and above, will build upon stronger foundations.	SENCo, HT and Year 1 and 2 team.	Head teacher to monitor with SENCo.  Possible consultancy support from SENCo at Blisworth School – costs to be confirmed.	SENCo, HT, Y1 and Y2 team to analyse progress of individuals. Use findings to improve practice further.	An update will be produced and findings will be used to improve teaching and learning.	All children by the end of Y2 will have passed the phonics test. If they haven't, additional support will be put in place in Y3 to ensure that early reading skills are developed using alternative approaches to phonics.
Review of 1 star, 2 star, shooting star challenge to ensure that all children start at the appropriate level for their learning and no teaching time is lost.  To ensure that all teachers are providing pace and challenge throughout every session to impact on progress made.  To review the use of LSAs to ensure that they are facilitating the differing needs of the pupils throughout the lesson. Training and meetings to be planned.	Greater challenge for all to impact on attainment and progress.  All learning groups to have maximise time to work from their ability level.  All teaching to be consistently good or better.  LSA support will be well tailored to individual and group needs and not provided 'blanket' support.	SLT and all staff.	SLT  LA and support HT to monitor in school visits.  Governors to monitor at scheduled learning walks.	Staff meeting on January training day about amending the 1 star activities to ensure they are differentiated and supported by LSAs.  Sharing experiences at subsequent staff meetings.  Initial LSA training and meetings in place to ensure that time is effectively used to impact on progress.	Feedback from school visits to be used to improve 1 star activities. This will be at future staff meetings.  SLT monitoring visit to focus on planning for different learning groups/individuals and observing this in practice.  Additional staff training and peer shadowing as required to match planned impact.	All staff to be consistently using the same format for planning, teaching and learning. LA and support HT visits to confirm that this is working effectively and impacting on progress.
Develop strong case studies to show progress for groups of learners.  Use LA model to build case studies.	The case studies will clearly demonstrate the progress made by individual children and the positive impact of teaching, learning and interventions.	SENCo and SLT in conjunction with teachers and LSAs	LA and support HT to monitor in school visits.  Governors to monitor at scheduled learning walks.	Initial case studies to be in place for 2x SEND, most able, PP, non-SEND LAP and shared with SLT/ staff at staff meeting.	All case studies to be evident. Feedback to be given by LA, support HT and Governors.	All case studies to be given to HT completed by the end of term.

<p>To work with local schools to consider how to ensure maximum progress is being made across K2.</p>	<p>Strategies for supporting teaching and learning in year 3 and 4 to support improvement across the key stage.</p>	<p>HT to work with LA for support. Involve SLT and year 3 and 4 staff.</p>	<p>Monitored by HT and governing body in conjunction with mileposts.</p> <p>Cost implications to be confirmed.</p>	<p>Action plan for Y3 and Y4 to be devised based on gaps in data (progress and attainment). Action plan to be implemented with expectation for next two mileposts.</p> <p>Ensure that lines of enquiry from RAISE Online 2016 training, data from Accelerated Reader (January) and monitoring of 'Home/School Diaries' are acted on:</p> <p>Consistency of practice and reading opportunities. From RAISE Online 2016 Report - what's happening with the progress and attainment of 'Emerging' children at the end of KS1 – LAP children? Is differentiation and support effective in meeting their needs so they can close the gap between themselves and their peers by the end of KS2?</p> <p>From RAISE Online 2016 Report – how secure is the learning and understanding of the 10 children who went from expected (FS) to greater depth (Y2)? Is this progress being maintained through Y3?</p> <p>Is differentiation meeting their needs?</p> <p>From RAISE Online 2016 Report how are Y3 disadvantaged children being supported in their learning? How is their extra funding being used to support their gaps in learning?</p>	<p>Expectations for milestone 2 to be met. If this is not the case for some children, clear and measurable plans should be put in place and monitored by the phase leader and HT.</p>	<p>Data in Y3 and Y4 to be 'in line' with national expectations (attainment and progress).</p>
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<p>To review reading practices in school in line with English Action Plan to ensure that attainment and progress are maximised for all children. These include –</p> <p>Accelerated Reading, analysis of reading diaries and home support, shared text, guided reading, involvement in whole school reading challenge, use of library and resources available to motivate young readers.</p>	<p>Progress and attainment in reading is inline and better than national results.</p> <p>Targets for reading are met.</p>	<p>English Co-ordinator, HT, Phase Leaders, All staff, Librarian, Reading Volunteers</p>	<p>Monitored by HT, LA and support HT, Governors, English Co-ordinator</p>	<p><b>See English Action Plan below</b></p>		
<p>c) Teachers provide sufficient opportunities for pupils to develop their mathematical reasoning skills.</p>						
<p><b>Actions</b></p> <p><b>What will be the specific actions taken to achieve the objective?</b></p>	<p><b>Planned Impact</b></p> <p><b>What will be the impact of the objective being met?</b></p>	<p><b>Ownership</b></p>	<p><b>Monitoring - who, when and how?</b></p> <p><b>Any financial implications of the actions?</b></p>	<p><b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b></p>	<p><b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b></p>	<p><b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b></p>
<p>Audit by maths coordinator to lead to staff training and planning guidance to impact on amount of reasoning and challenge opportunities across the school. Actions to be prioritised in Maths Action Plan.</p>	<p>Maths targets are met or exceeded.</p> <p>Greater focus on problem solving and reasoning skills across the school to impact on attainment and progress.</p> <p>Although the school is generally happy with the chosen maths scheme – Abacus, opportunities for developing reasoning skills are rather limited and this needs addressing with speed.</p>	<p>Maths lead and SLT</p>	<p>Maths lead and SLT to monitor through observations drop ins and book sampling.</p> <p>Staff meetings to be planned and ‘outside’ training considered as required.</p>	<p>First staff meeting /training session with focus on feedback from Ofsted, reasoning opportunities (bringing Captain Convincer back into all classrooms) and how to enrich Abacus.</p>	<p>Maths mid-year data to be ‘in line’ with national expectations (Progress and Attainment)</p> <p>If it isn’t, create action plans for specific groups of learners to ensure they’re on track by the end of the academic year.</p>	<p>Data (Progress and Attainment) across the school, FS – Y6 will be ‘in line’ with or exceed national expectations</p>
<p><b>See Maths Action Plan below</b></p>						
<p>d) Teachers insist on the highest standards of presentation in pupils’ books.</p>						
<p><b>Actions</b></p> <p><b>What will be the specific actions taken to achieve the objective?</b></p>	<p><b>Planned Impact</b></p> <p><b>What will be the impact of the objective being met?</b></p>	<p><b>Ownership</b></p>	<p><b>Monitoring - who, when and how?</b></p> <p><b>Any financial implications of the actions?</b></p>	<p><b>Success criteria for milestone 1 - 10<sup>th</sup> Feb 2017</b></p>	<p><b>Success criteria for milestone 2 – 28<sup>th</sup> April 2017</b></p>	<p><b>Success criteria for milestone 3 – 7<sup>th</sup> July 2017</b></p>
<p>EYFS lead to visit recommended</p>	<p>Presentation to be consistently of a</p>	<p>EYFS lead, SLT and</p>	<p>EYFS lead.</p>	<p>Visits to other schools to</p>	<p>In line with Action Plan</p>	<p>In line with Action Plan</p>

schools to build an action plan for improvements at DPS.	high standard across the school.	all staff	Supply cover costs for school visit/s	be complete and school action plan in hand	developed after visits.	developed after visits.
LA and support HT to audit books with SLT and a chosen governor to provide feedback to build into an Action Plan for presentation.	<p>Presentation to be consistently of a high standard across the school with no exceptions.</p> <p>A member of the governing body to join the SLT on this area of improvement.</p>	SLT, a member of the governors and all staff	<p>To be monitored by the chosen member of the governing body.</p> <p>Financial costs unknown at this time.</p>	School visits complete and an Action Plan will be built.	To be set after initial visits and Action Plan is drawn up.	To be set after initial visits and Action Plan is drawn up.
<b>See EYFS Action Plan below</b>						



**Deanshanger Primary School**  
**Monitoring SIP Actions Milepost I (January – February 2017)**

Actions	Governor/ SLT/Staff Monitoring	
<b>Improve the leadership and management by ensuring that:</b>		
a) Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress.		
SEF/SIP reviewed and updated with reviewed subject action plans.  Format to be shared with LA and appointed support HT for advice.  Maths and English coordinators to meet with a new committee of governors to share action plans.  SLT/Subject leaders to meet with new committee to talk through action plans for phases.		
By January 2017, the new teaching structure and additional conferencing will start.  DH to monitor impact and support planning to maximise achievement on a weekly basis.  Assessment in Jan to identify gaps in learning for key groups of children, support future planning and grouping arrangements for quality first teaching and additional booster and catch up groups.  Y6 (and Y5 from May 8 <sup>th</sup> ) timetable of events is analysed for balance to ensure that the needs of the whole child are balanced with the outcomes of the SAT tests and assessments.		
Training possibilities are considered and planned.  Internal review of monitoring schedule by SLT.  All staff to be fully conversant with Ofsted handbook.		
Monitoring, teaching and learning to impact on progress and attainment particularly in maths and reading.  Action plan to be created and implemented.		
b) A full review of governance so that skills are sharpened and they are able to hold leaders fully to account.		

LA review to be planned at the earliest opportunity.		
To be considered following extensive discussion at FGM.		
c) The schools chosen assessment system is well understood and effectively used.		
Each phase leader to present the data (attainment and progress) for their year group teams. This is to be shared with a variety of stakeholders including governors and subject leaders.  If mid-year data projections are not 'in line' with national expectations (progress and attainment) for all groups of learners, action plans to be developed and implemented to ensure data is on track.		
SLT to develop/ unlock the facility to track attainment and progress against statements.  Check that standards outlined in 'iTrack' are 'in line' with national expectations.		
Based on Action Plan from training.		
d) Pupils understand and can manage alleged incidents of bullying so that all concerned, including parents, feel that incidents are fairly and effectively dealt with.		
To be confirmed once the committee have met and built an action plan.		
e) The information available to parents on the school's website is up to date and complete.		
All updates to be complete and compliance checked.		
External support to train Business Manager and Computing LSA to be complete.		
<b>Improve the rate of progress that pupils make across key stage two, particularly in reading and mathematics.</b>		
c) The best practice observed in some classes is effectively shared throughout the school.		
d) Teachers make effective use of assessment to challenge pupils to do as well as they can regardless of their starting points and that they step in during lessons when pupils, especially the most able, are ready to move on to more difficult work.		
Phase leaders and SENCo will have produced a document that analyses the impact of various interventions in their phases, particularly in maths and reading. This will be presented to key stakeholders. If interventions haven't worked, they will be changed. An action plan will be devised to ensure a comprehensive array of new interventions focused on improving performance		

in maths and reading.		
SENCo, HT, Y1 and Y2 team to analyse progress of individuals. Use findings to improve practice further.		
Staff meeting on January training day about amending the 1 star activities to ensure they are differentiated and supported by LSAs. Sharing experiences at subsequent staff meetings. Initial LSA training and meetings in place to ensure that time is effectively used to impact on progress.		
Initial case studies to be in place for 2x SEND, most able, PP, non-SEND LAP and shared with SLT/ staff at staff meeting.		
Action plan for Y3 and Y4 to be devised based on gaps in data (progress and attainment). Action plan to be implemented with expectation for next two mileposts..		
English Action Plan To include: Implementation of Accelerated Reader. Undertake initial STAR Reading Test Purchase new books for the library – Brown/Yellow/Green Training on Accelerated Reader for all participating staff. Monitoring of reading diaries as per monitoring schedule. Use feedback to improve reading habits. Expansion of reading volunteers – Y3/Y4. Parents meeting on promoting reading. Training on QFT Reading and Writing – DHT/AHT.		
e) Teachers provide sufficient opportunities for pupils to develop their mathematical reasoning skills.		
First staff meeting /training session with focus on feedback from Ofsted, reasoning opportunities (bringing Captain Convincer back into all classrooms) and how to enrich Abacus.		
f) Teachers insist on the highest standards of presentation in pupils' books.		
Visits to other schools to be complete and school action plan in hand		
School visits complete and an Action Plan will be built.		



## Deanshanger Primary School

### Monitoring SIP Actions Milepost 2 (February – April 2017)

Actions	Governor/ SLT/Staff Monitoring	
<b>Improve the leadership and management by ensuring that:</b>		
f) Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress.		
SEF/SIP and this Action Plan to be used as main documents for school improvements. Updates to be made in monitoring section and reported to governors.  Subject coordinators to be held accountable for implementing actions – summary updates to governors for all subjects. Meetings including data analysis for English and maths.  SLT to meet with new committee to talk through action plans for phases.		
HT to have regular meetings (Fortnightly) with Y2 and 6 team to focus on the following: Projected targets for attainment and progress for KS2 Summer 2017 SATS. Key focus children and their progress – gaps in learning and teaching strategies to address these. Sharing of records of booster, 1:1 and catch up sessions to ensure attendance is maximised. Ensure additional access arrangements are in place to support the diverse learning needs of the cohort. This may also include Saturday morning sessions and sessions during the Easter holiday. Meeting with parents to share ways in which they can support their children in learning. Publication of revision aids. Moderation of standards between the three teaching groups to ensure a shared understanding of standards. Meeting with Y5 team (monthly) to analyse data projections for Summer 2018. Identify key children and analysis of what is being put in place to address their gaps in learning. Establish that all Y5 and Y6 SEND children have been identified, external agencies have been involved and all school record keeping (IEPs and individual record keeping is up to date and relevant). Meeting between Y5 and Y6 team to moderate standards. If possible to include the cluster in this. Establish reliable assessments in Y6 and Y5 that are 'in line' with RAISE Online data. For example, Rising Stars Assessments/NC Assessments		
To be considered after milepost 1 has been met.  No further action required.		
Monitoring and evaluation of action plan. Further refinement of teaching and learning strategies.		

g) A full review of governance so that skills are sharpened and they are able to hold leaders fully to account.		
Based on review and Action Plan.		
Based on initial discussion.		
h) The schools chosen assessment system is well understood and effectively used.		
Phase leaders to present data (attainment and progress) for their year group teams.  If data projections are not 'in line' with national expectations (progress and attainment) for all groups of learners, action plans to be developed and implemented to ensure data is on track.  Interim tests to be in place that reflect national standards.		
Attainment and progress statements operational and used to track attainment and progress. Check that standards outlined in 'iTrack' are 'in line' with national expectations.		
Based on Action Plan from training.		
i) Pupils understand and can manage alleged incidents of bullying so that all concerned, including parents, feel that incidents are fairly and effectively dealt with.		
To be confirmed once the committee have met and built an action plan.		
j) The information available to parents on the school's website is up to date and complete.		
Ongoing updates as required made in a timely manner.		
Photos and information on the school website is always up to date and ever changing to reflect school life.		
<b>Improve the rate of progress that pupils make across key stage two, particularly in reading and mathematics.</b>		
g) The best practice observed in some classes is effectively shared throughout the school.		
h) Teachers make effective use of assessment to challenge pupils to do as well as they can regardless of their starting points and that they step in during lessons when pupils, especially the most able, are ready to move on to more difficult work.		
An update will be produced by phase leaders and the SENCo.		
Findings from this will be used to improve teaching and learning so that children are 'on track' to make the necessary		

progress and attainment by the end of the academic year.		
An update will be produced and findings will be used to improve teaching and learning.		
Feedback from school visits to be used to improve 1 star activities. This will be at future staff meetings.  SLT monitoring visit to focus on planning for different learning groups/individuals and observing this in practice.  Additional staff training and peer shadowing as required to match planned impact.		
All case studies to be evident. Feedback to be given by LA, support HT and Governors.		
Expectations for milestone 2 to be met. If this is not the case for some children, clear and measurable plans should be put in place and monitored by the phase leader and HT.		
Reading mid-year data to be 'in line' with national expectations (Progress and Attainment) If it isn't, create action plans for specific groups of learners to ensure they're on track by the end of the academic year. Undertake second STAR Reading Test Establish impact of Accelerated Reader If there has been no impact, 1:1 conferencing with particular children – are there any barriers to their learning in reading. If so, what? What can we put in place to help them? Monitor timetables for the types of reading going on in school. Use feedback from this to improve teaching and learning in reading. Staff meeting time to discuss effective reading practices and use of the library. Plus, strategies for answering reading comprehension questions focusing on those areas that we didn't do so well in the 2016 SAT test. Evaluate how many children are involved in the whole school reading challenge - 100% target. Parents meeting about reading and strategies to support your child in reading for pleasure. Decide on a formal interim reading test that is 'in line' with RAISE Online data for Y1, Y3, Y4 and Y5.		
i) Teachers provide sufficient opportunities for pupils to develop their mathematical reasoning skills.		
Maths mid-year data to be 'in line' with national expectations (Progress and Attainment)  If it isn't, create action plans for specific groups of learners to ensure they're on track by the end of the academic year.		
j) Teachers insist on the highest standards of presentation in pupils' books.		
In line with Action Plan developed after visits.		
To be set after initial visits and Action Plan is drawn up.		



**Deanshanger Primary School**  
**Monitoring SIP Actions Milepost 3 (April – July 2017)**

Actions	Governor/ SLT/Staff Monitoring	
<b>Improve the leadership and management by ensuring that:</b>		
k) Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress.		
<p>SEF/SIP to be updated with reviews for next steps based on latest data capture and comparisons with targets. Presentation to governors and parents (including website) with supporting info.</p> <p>Summary reports from subject coordinators based on action plans.</p> <p>Maths and English coordinators plus SLT to meet with new committee to talk through action plans for phases.</p>		
<p>Results in Y6, Y5 and Y4 are analysed promptly so that areas for development are built in for the next academic year (training and inclusion).</p> <p>Teaching and learning support personnel are confirmed.</p> <p>Timetable is confirmed to ensure balance and equity for all year groups.</p> <p>Third teacher model is operational in Y5 from week commencing May 8<sup>th</sup> 2016.</p> <p>Needs for Sep 2017 and 3<sup>rd</sup> teacher model to be carefully considered by phase leaders and HT.</p> <p>There is a more informed transition between Y5 and Y6 and Y5 and Y4 so that the needs and gaps in learning of the current Y5 and Y4 are transparent to their next teaching team so that learning time at the beginning of Y6 is optimised. This may include some mornings of whole teaching by the future Y6 and Y5 teaching team.</p> <p>Moderation meetings between Y5 and Y6 and Y5 and Y4 so there is a common, shared and transparent consensus of what expected standards look like and that are 'in line' with RAISE Online data.</p>		
<p>To be considered following progress/need from milepost 1.</p> <p>No further action required.</p>		
<p>Attainment and progress of all groups of learners is 'in line' or exceeds national expectations. If not, an action plan is drawn up that tackles underperformance.</p>		

l) A full review of governance so that skills are sharpened and they are able to hold leaders fully to account.		
Based on review and Action Plan.		
Based on initial discussion.		
m) The schools chosen assessment system is well understood and effectively used.		
Data (attainment and progress) is 'in line' or 'exceeds' national benchmarks. This will be across the school. Data outcomes to be moderated across year groups and the cluster to ensure a consensus of national expectations.		
Attainment and progress statements operational and used to track attainment and progress. Check that standards outlined in 'iTrack' are 'in line' with national expectations.		
Based on Action Plan from training.		
n) Pupils understand and can manage alleged incidents of bullying so that all concerned, including parents, feel that incidents are fairly and effectively dealt with.		
To be confirmed once the committee have met and built an action plan.  Annual survey to include question/questions about perception of bullying and ascertain viewpoint of stakeholders within the school community. This will compare previous survey results.		
o) The information available to parents on the school's website is up to date and complete.		
Ongoing updates as required made in a timely manner.		
Photos and information on the school website is always up to date and ever changing to reflect school life.		
<b>Improve the rate of progress that pupils make across key stage two, particularly in reading and mathematics.</b>		
k) The best practice observed in some classes is effectively shared throughout the school.		
l) Teachers make effective use of assessment to challenge pupils to do as well as they can regardless of their starting points and that they step in during lessons when pupils, especially the most able, are ready to move on to more difficult work.		
All children involved in these intervention groups will make necessary progress and attainment. Evaluations from running these interventions will be used to refine practice in the 2017/2018 academic year.		

All children by the end of Y2 will have passed the phonics test. If they haven't, additional support will be put in place in Y3 to ensure that early reading skills are developed using alternative approaches to phonics.		
All staff to be consistently using the same format for planning, teaching and learning. LA and support HT visits to confirm that this is working effectively and impacting on progress.		
All case studies to be given to HT completed by the end of term.		
Data in Y3 and Y4 to be 'in line' with national expectations (attainment and progress).		
Undertake third STAR Reading Test  Establish impact of Accelerated Reader. This will influence whether we subscribe for the next academic year.  Data (Progress and Attainment) across the school, FS – Y6 will be 'in line' with or exceed national expectations.  Present practice over the year in a subject leader report. Use these findings to improve practice further.		
m) Teachers provide sufficient opportunities for pupils to develop their mathematical reasoning skills.		
Data (Progress and Attainment) across the school, FS – Y6 will be 'in line' with or exceed national expectations.		
n) Teachers insist on the highest standards of presentation in pupils' books.		
In line with Action Plan developed after school visits.		

## English Action Plan SY 2016-17 – reviewed Post Ofsted

### Key Priorities:

- To improve progress scores in RAISEonline for reading for all groups of learners at the end of KS1 and KS2 so that they are ‘in line’ or exceed national expectations.
- To ensure that standards in writing (attainment and progress) for all groups of learners at the end of KS1 and KS2 are maintained so that they are ‘in line’ or exceed national expectations.

Objective/Area	Actions Lead Person When	Success Criteria	Support/ resources/ costing	Monitoring Who When How	Milestone 1 October half term 2016	Milestone 2 February half term 2017	Milestone 3 May half term 2017	Evaluation Key Questions Who When How
<p>To ensure that Accelerated Reader is used by all classes from Y2 and above to improve pupil outcomes in reading. This will lead to increased progress scores in the end of KS2 tests sat in May 2017.</p>	<p>Ensure all classes are able to access Accelerated Reader via log ins and having completed the first STAR assessment – SW, October 2016</p> <p>Ensure that there is appropriate library stock in the library to ensure that all groups of learners can use Accelerated Reader, November 2016</p> <p>Deliver training to all teachers and librarian so they can access Accelerated Reader, November 2016</p> <p>Monitor use of Accelerated Reader. Remind staff to use. December 2016</p> <p>Sit second STAR reading assessment – end of December/ beginning of January. Measure impact of system on progress.</p>	<p>All teachers able to use AR with their class. Parents to understand and support at home.</p> <p>Library stock in the library and being used.</p> <p>Training delivered and classes using AR.</p> <p>English subject leader to monitor use and create a leader board in staffroom.</p> <p>Analyse results and identify progress made over this time.</p>	<p>Purchase of AR resources.</p> <p>Cost of library books for Yellow/ Green children and HAP children.</p> <p>Release for SW/RR and JA to have training from AR trainer.</p> <p>English subject leader to monitor use of AR and provide weekly updates about when it's being used by classes.</p> <p>Time to analyse results</p>	<p>SW – By September 2016</p> <p>SW – By November 2016</p> <p>SW/RR/JA – By November 2016</p> <p>SW – Weekly updates about AR and who is using it – frequency and times.</p> <p>Impact of AR – December/January 2016/2017.</p>	<p>All children logged on from Y2 upwards.</p> <p>STAR Reading Test One sat and results available.</p> <p>Accelerated Reading information</p>	<p>Library stock updated.</p> <p>Training completed and disseminated to all members of the teaching staff from Y2 upwards.</p> <p>Weekly updates given.</p> <p>Data analysed and feedback given at</p>	<p>AR Practice refined and embedded.</p> <p>STAR Reading Test Three sat and results analysed for progress.</p> <p>SAT Test Results – KS1 and KS2 2017 are in line with national standards – progress and attainment.</p>	<p>Has this programme worked in ensuring all groups of learners make good progress in reading?</p>

	Develop action plan based on this data. What can we learn from good models of use?					mid – January staff meeting about how to improve practice. This is from STAR Reading Test 3 and formal reading test.		
Monitoring of reading diaries and home support as per monitoring schedule to establish good reading habits.	Monitoring of reading diaries by RR as per monitoring schedule. Feedback given to individuals and English co-ordinator about improvements that need to be made.	All children in all classes are reading daily and this is recorded. The optimum time is 45 minutes.  Information to be shared with parents on the importance of home support.	Time to monitor reading diaries. Time to give feedback.	RR as per school monitoring schedule.	As per school monitoring schedule.	As per school monitoring schedule.	As per school monitoring schedule.	What reading practices are evident in school? How is reading supported at home?
Expansion of reading volunteers to enable daily reading of key children across the school.	Relish Readers to be used to support daily reading in Y3/Y4.  Reading volunteers to be recruited from EWS.	Key children are heard read daily by reading volunteers/LSAs	English Co-ordinator/ RR to monitor use of reading volunteers.	RR/SW to monitor reading records/ survey to ascertain if reading volunteers are supporting daily reading of key children.	RR/SW to monitor reading records/ survey to ascertain if reading volunteers are supporting daily reading of key children.	RR/SW to monitor reading records/ survey to ascertain if reading volunteers are supporting daily reading of key children.	RR/SW to monitor reading records/ survey to ascertain if reading volunteers are supporting daily reading of key children.	Are reading volunteers having a positive impact on supporting reading within school of key children?
Parents' meeting on promoting reading and regular reminders in school newsletters	English meeting to be held in November 2016.  Follow up materials to be placed on school website and emailed to parents.  RR to encourage reading through regular newsletter pleas.	Parents attend meeting.  Materials are placed on school website and emailed to parents.  RR to write newsletter pleas.	English Co-ordinator  Time to produce material and place on school website.  Time to push reading in school newsletter.	Meeting to take place in November with resources placed on school website.  Newsletter plea to read.	Meeting to have taken place. Resources to be placed on website.  Newsletter plea to read.	Follow-up meeting to take place to coincide with 'Book Week'.  Newsletter plea to read.	Newsletter plea to read.	In annual survey ask questions about what parents felt about the meeting and what further resources they'd like to support their child with reading.
Promotion of reading in the local community/ school grounds.	Invite village library representatives to school to promote reading and the village library/summer reading scheme. Visit library.  Incorporate reading opportunities into school grounds via Forest	Maintain local community links to the library.  Investigate other school grounds and Forest Schools	Time to investigate local community links and outdoor learning spaces that promote reading.	RR/SW/GR January 2017 onwards.	Foundation Stage visits to the village library and their own library in outside learning setting  Start to explore Forest School further to enable,	Investigate local community reading and promotion of reading in the school grounds.	Investigate local community reading – most children are engaged in the summer reading challenge -and promotion of reading in the school grounds. Devise plans.	Are there local community reading links? Are there plans for an outside reading environment?

	Schools/ Outdoor Reading Space – Bus /Shepherd's Hut/ Poems – Iron Work.	and their outdoor promotion of reading.			in the longer run, outside opportunities for all children.			
Training on QFT Reading and Writing – DHT/AHT.		DHT/AHT attend training. Disseminate training to whole staff team.	Time/Money to attend training.	SW/CE to feedback training.	Attend training. Disseminate training to rest of staff team at staff meeting.	Training to be attended and staff training to be given to improve teaching and learning.	Data is 'in line or exceeded across the school.	Were 'key messages' from the training successful in enabling good teaching and learning?
I:1 conferencing with children who have barriers to their learning in reading. If so, what? What can we put in place to help them?	Analyse progress data from transition matrices and attainment. Which children are underachieving?  What strategies have been put in place? How often are they reading? Are parents supporting children with reading?	RR/English Co-ordinator/to look at data and talk to children about their reading habits. Write home if necessary.	Time to analyse data and talk to children. Time to write and meet with parents.	RR/SW, January 2017.	Analyse data capture I and AR data to identify key children.	Data to be analysed and individual children to be interviewed. Children to be reading on a daily basis. They understand what they're reading.	Follow up on children – what is their progress like?	Are all groups of children reading quality texts daily? Do they understand what they're reading?
Monitor timetables for the types of reading going on in school. Use feedback from this to improve teaching and learning in reading.	Request all timetables from all year groups. Investigate the types of reading that are going on in each year group – individual, guided, shared and formal reading comprehension. Frequency.	Reading is going on daily within school. Shared and guided reading are being used to model effective practice in writing and reading and answer inference/prediction questions.	Time to analyse timetables.	RR/SW, January 2017.	Monitor timetables. How much reading is going on?	RR/SW to monitor timetables and feedback findings to enable good teaching and learning.	Reading is a daily practice in school. Focus on inference/prediction questions.	Is there a balance of reading going on within school on a daily basis?
Strategies for answering reading comprehension questions focusing on those areas that we didn't do so well in the 2016 SAT test – INFERENCE/PREDICTION	As a whole staff team investigate question paper analysis from May 2016. Look at areas that were not answered well: <b>Make inferences from the text / explain and justify inferences with evidence from text/ predict what might happen from details stated and implied.</b>	Reading sessions (Individual, shared, guided and formal reading comprehension exercises) in school concentrate on improving inference and prediction skills to ascertain precise meaning.	Time to go through QLA as a whole staff team. Concentration on developing inference and prediction skills.	RR/SW December/January 2016/2017	QLA shared with all members of staff. Explicitly stated that inference and prediction questions are a focus.	Observations focus on use of inference/prediction type questions and success children have in answering questions. Interim test analysis shows that there is no gap for prediction/inference questions.	QLA from 2017 SATS papers/ Optional SAT questions show no gaps for inference/prediction questions.	No gap between national and school QLA for inference and prediction questions.
To establish a whole school reading challenge - 100% take up target.	RR to devise whole school reading challenge that is similar in format to 'Read to Rio' from 2015/2016 academic year.	All children in all year groups are participating in Reading Challenge. Presentation of tasks involved in the challenge is	Time to devise challenge. Cost to reproduce challenge.	RR November/December 2016 and onwards in 2017 academic year.	Reading Challenge to be promoted.	Reading Challenge operational. Rewards given to celebrate participation.	Reading Challenge operational. Rewards given to celebrate participation.	Has participation in the reading challenge motivated children to read?

		good.	Cost to provide rewards and certificates.			Display to celebrate participation in reading challenge.	Display to celebrate participation in reading challenge.	
Decide on a formal interim reading test that generates data that is reliable and 'in line' with RAISE Online data for Y1, Y3, Y4 and Y5.	Work with other KS2 leaders/schools to investigate robust, alternative Y3, Y4 and Y5 reading tests. These will involve answering questions that are of a similar complexity to those seen on the May 2016 test. Focus will be on inference/prediction questions.	Data that is in line and reliable with KS2 test RAISE Online will be generated by these tests.	Time to investigate tests. Time and money to purchase tests.	RR/SW/CE to be involved in the investigation and purchase of tests.	Research interim tests.	Meet with other English Co-ordinators to investigate reading tests. Purchase and implement. Analyse test papers to focus on question types the children find difficult. Build this into teaching and learning model.	Reading tests implemented. Papers analysed. Results 'in line' with national data – progress and attainment.	Are results 'in line' with national expectations – progress and attainment for all KS2 year groups?
Establish a school model of reading similar to the writing model outlined in the school handbook.	At the end of the academic year, use all the findings from the above to create a robust and reliable whole school approach to reading.	Reading Model is established and incorporated into English handbook to disseminate to all staff in 2017/2018 school year.	Time to write approach.	RR/SW to write approach to add to English Handbook.	Investigate reading models in other schools.	Implement reading types – shared, guided, AR, comprehension. Check for consistency across the school.	Evaluations from the end of the year used to establish school reading model to be incorporated into English Handbook. Check for consistency across the school.	Have we a robust and reliable reading model for 2017/2018 school year that produces data that's 'in line' with national RAISE Online data? Check for consistency across the school.
Reading pathways that produce reliable teacher assessment data.	Revisit 'Reading Pathways' for all year groups to ensure that they're 'in line' with RAISE Online data and the requirements of the national curriculum. Review. Use these to assess against. Check that all year groups are using them.	Teacher assessment data that is 'in line' with RAISE Online data.	Staff meeting time to review pathways. Time to moderate teacher assessment judgements as a school and cluster.	SW to draft Reading Pathways. Review as staff team. Time to assess against.	Draft 'Reading Pathways' and begin to use.	Reading Pathways shared with all staff and used to assess against.	Reading Pathways used to produce reliable teacher assessment data that is 'in line' with national data.	Do the Reading Pathways produce reliable TA data?
Ensure that all reading resources are clearly labelled and uniform so that they're accessible to all.	Ensure that AR books are clearly labelled. All guided reading books are classified to AR colours and clearly labelled.	All resources are AR coloured and uniformly labelled so that they can be accessed by all.	JA/CG to label all books so that they're uniform and easily accessed.	Money to purchase labels. Time to ensure that they're all uniform and can be accessed.	Stock take existing book stock. Is it organised in the best possible way?	CG/JA to create and label books. Colour coded? AR coded? Library labels. Check books	All library books and guided reading books established and neatly labelled.	Are all reading resources easily accessed?

	<b>In the next academic year, consider whether books in FS – Y2 should be incorporated into AR.</b>					contain the correct titles.		
Library Sessions	Ensure that library sessions are used positively to develop a positive culture of reading across the school. They are not merely sessions to change books.	Sessions are enjoyed by children and promote a love of books and reading.	Time to discuss library sessions in staff meeting time and establish an effective model. This is also to be discussed with JA and School Council.	Time to discuss and share ideas with key stakeholders.	Define how the library session will be used.	Staff meeting time to discuss library session. School Council/JA time to discuss ideas.	Use library as a resource to promote a culture/ love of reading.	How is the library being used? Interview children. Develop library session ideas and incorporate in English Handbook for next academic year.
Spellings	Ensure that there is a clear strategy for spelling that is understood by teachers, parents and children.	Spelling strategy is clear to all. Results are 'in line' with national data expectations	Time to ascertain problems with new system. Time to devise new system and disseminate to teachers and parents.	SW/RR – Ensure all year groups are following new guidelines. All year groups to have spelling homework issued on the five word model.	Is the new model working? Refine and draft model. Discuss as a staff team and implement.	New guidelines to be issued to all teachers that are 'in line' with English national curriculum guidance– January 2017. Letter to parents – January 2017 so that they are clear about the five word model. All classes to sit 'Single Age Spelling Test' Spelling Journals to be distributed.	Five word model operational. Spelling results 'in line' with national expectations.	Is our spelling model clearly understood by all? 'Single Age Spelling Test' to be sat to establish progress made.
Maintain current standards in writing.	Ensure that the current writing model for writing is fit for purpose and results are maintained.	Writing model is clear to all. Cross curricular writing opportunities are built in to IPC units so that writing is meaningful.	Time to plan writing and that it links with IPC units.	RR/SW/Phase Leaders – Writing Moderation as per school monitoring schedule. Feedback from this is used to inform teaching and learning to maintain and improve current standards.	Writing Moderation as per school monitoring schedule. Details to be recorded in Staff meeting minutes.	Writing Moderation as per school monitoring schedule. Feedback from this is used to inform teaching and learning to maintain and improve current standards. Is purple pen marking being used to improve learning?	Writing Moderation as per school monitoring schedule.	Is our writing model still producing good results?
To refine our phonics practice to ensure that our 100% target to met. For	HT with year 1 and 2 team and SENCo	100% achievement in year 1 and 2 Phonic tests. If not is not achieved, there will	Time to plan with the team and establish a 'new'	Monitored by HT along with the team – weekly assessment of	Training day January – EYFS, Year 1 and 2 team	Ongoing monitoring Are all groups of	Ongoing monitoring Are all groups of	Are our phonics results (Y1/Y2) 'in line' with national results?

Year 1 and 2 to organise children in to ability groups for RWInc to ensure that provision is best suited to needs and that staff can work with differing ability groups across the key stage,  To ensure that the Year 2 retake preparation is effective in meeting same target. Both should be inline/above National figures.		be clear evidence of why not.	way of working across year 1 and 2.  Testing time – 1 day supply cost  Retesting time will be required – 1 day supply cost	each child by setting up a carousel type approach to teaching. NB to assess each week and present information to the team in order to amend groups as required.	and SENCo to meet with HT to talk about phonic teaching and learning and impact on progress and attainment.  Testing to be arranged to enable groups to be set up across key stage. Reading Eggs to implement in FS and Y1.	children making progress? What are their gaps in learning? Are they being addressed?	children making progress? What are their gaps in learning? Are they being addressed?	
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### Maths Action Plan SY 2016-17 – reviewed Post Ofsted

#### Headlines

The school's attainment data is not in line with national expectations and this must be addressed to ensure that we meet / exceed these figures. Attainment summer 2017 to be above national – 74% target for summer 2017 Above expected – target 17% KSI – attainment needs improving. Target 75% ( See Post Ofsted Action Plan)

The school's progress data is not in line with national expectations and is below national average this must be addressed to ensure that we meet / exceed these figures.

87% children at the end of EYFS met the expected standard in maths. Our target is to ensure 100% progress from entry point.

Objective/Area	Actions Lead Person When	Success Criteria	Support/ resources/ costing	Monitoring Who When How	Milestone 1 Feb half term	Milestone 2 April 2017	Milestone 3 End of term 3 2017	Evaluation Key Questions Who When How
To ensure that the school's chosen maths scheme – Abacus, continues to be used effectively to impact on progress and attainment. An overreliance on the scheme must be avoided.	All staff and maths lead supported by SLT	For all teachers to be comfortable enhancing Abacus with additional materials – including lots of practical investigative work.  A recognition that there are additional ways to develop some of the main ideas.  LSAs will be used to support this at differing levels within	Staff meeting training to ensure that all teachers are aware of the possible limitations of a scheme.	Maths lead and SLT during lesson obs, book sharing and informal drop ins.  In books, this will be presented as challenge. Clear evidence of	Maths Action Plan shared with whole staff so that expectations are clear and known.	Ongoing evidence of features explored in the success criteria  LSAs to be supporting different groups of learners at different points within a lesson. Short burst of small group or 1:1 support as required.	Ongoing evidence of features explored in the success criteria  All staff to be committed to developing maths teaching and learning in line with and in addition to the scheme.	How can you demonstrate that you have moved beyond the scheme to push attainment and progress?  Have LSAs worked with all children during the term/year? Do they feel that their time has been used effectively to impact on attainment and progress?  Has every moment of everyday

		a lesson.  For teachers to use Abacus as a backbone but to use professional judgement when planning for the needs of the children.		investigational activities.  When something has been achieved, the next sessions should move on from this point.				been used constructively and predominantly working directly with children?
As a result of using Abacus for 3 years, we recognise that this area is not well developed in the scheme.  Increase challenges and problem solving activities that each class do per term. This will improve justification, reasoning and children's ability to problem solve. Open ended questions to be asked at least once a week  To use SATs analysis information to ensure that there are no weak areas of coverage.	All staff and maths lead supported by SLT	To extend maths teaching and learning to ensure that there are no curriculum gaps. This will also be supported in homework opportunities. In addition to regular maths homework, there will be a problem solving activity (not self-planned to ensure SMART use of time) that supports problem solving.  The challenges show progress has been made in terms of depth of thinking rather than more examples.  Using Year 6 SATs analysis, we are aware that geometry and positional knowledge was weak.	Resources are available - Nrich, Groups work, Rising Star but need consistently using.  Possible budgetary resources required to support homework activities.	Maths lead and SLT during lesson obs, book sharing and informal drop ins.  In books, this will be presented as challenge. Clear evidence of investigational activities.  When something has been achieved, the next sessions should move on from this point.	Audit of current practices outside of the Abacus scheme.  Research materials to support problem solving activities for homework.  All staff to be presented with Y6 SATs analysis info to understand weak areas in our teaching. This should be built into homework opportunities.  Honest feedback will inform our next steps.	To work from the audit to support colleagues, as required, to access additional resources.  All teachers are setting appropriate problem solving activities for homework in addition to 'regular'.  Evidence to be shown in monitoring visits including the maths learning walk (with lead governor).	Teacher Assessments and formal SATs will show that children have achieved in all areas of the maths curriculum.  Our maths homework expectations will be deeply embedded and formalised in an updated Maths and Homework Policy.  To analyse optional SATs results in maths to identify key strengths and weaknesses.  There should be no overriding weaknesses in any particular area,	What evidence do you have that shows progress across a lesson?
To ensure that progress in maths is easily identifiable through the use of rigorously assessed case studies.	Maths lead and HT working alongside class teacher on identified children	Clear evidence of progress over time in a format that is easily accessible.	Time required  1 day supply cost to action these case studies	HT Maths lead and SLT  Present to maths lead of the governing body	Identify children across the school from several target groups.	21 case studies across the school that clearly track and monitor progress	The information in the indiv. case studies ties in with the VA for each child.  Information from these will directly feed into the next year's action plan.	Can we demonstrate progress across the school for different groups of learners?
Mini pit stops to constantly	Maths lead and	All time is used to best effect	Remind staff	Maths lead and	All staff reminded and	Staff community circle	By the end of the	How do your pitstops ensure

assess where the children are and who is ready to rapidly move forward	HT working alongside class teacher	to impact on rapid attainment and progress.	in meetings about mini pitstop approach.	SLT during lesson obs, book sharing and informal drop ins.	impact discussed	on pitstops sharing practice and how it impacted on learning.	year, mini pitstops should be re-embedded into good class teaching and learning.	progress can be achieved in a lesson?  Do you regularly use pitstops to assess children's current attainment?
To ensure that there is challenge for all children within the lesson planned. That teaching and learning is differentiated and that this is reflected in the chosen planning method used. Children will therefore have alternative activities and feel challenged in every lesson, rather than always using Abacus book Ensure time is used well within a lesson to allow more able to complete challenging concepts from the beginning rather than repetition of mastered concepts. Opportunities for the most able to rapidly move on from 1 star teaching should be available at all times.	Maths lead and HT working alongside class teacher, plus most able lead LG	Most able children will feel lessons are well pitched to push their learning forward. Challenges are deep and meaningful and children feel stretched and make rapid progress as a result.  LSA support will enable children to work from their own starting point rather than waiting for others to consolidate first.  This will be evidenced in case studies.	Most able register used to track and monitor progress.	HT, Maths Lead, SLT	Data for most able reflects progress at a minimum as expected.  Pink pen marking should demonstrate scaffolding learning to move children on within lessons.  'Boost it' time allows children to consolidate and challenge themselves.  Planning for LSAs will include support for the rapid advancement of most able. (Annotated on plans)	Most able children meet with Maths lead and HT to discuss their opinions on challenges in class.  Pink pen marking should demonstrate scaffolding learning to move children on within lessons.  'Boost it' time is evidenced and allows children to consolidate and challenge themselves.  Planning for LSAs will include support for the rapid advancement of most able.	Data for most able reflects progress at a minimum as expected. Most able and maths to be evaluated so following year's action plan ensures rapid progress and reflecting on actions to enable this.	Does data demonstrate, alongside children's opinions, that there has been appropriate challenge?
To ensure that the voice of children and parents/carers is prominent in the school's improvement of maths.  To re-establish Maths Ambassadors and regular monthly meetings  To set up a Maths Parent Support Group, following on from Ofsted, to impact on progress, attainment and improved communication.	Maths Lead and SLT  Parent meeting to be communicated initially by ParentMail to establish the best timing for meetings.	Maths Masters becomes embedded in school life and a target to achieve.  Maths Lead has an understanding of what Maths feels like for children across the school at DPS.  Parents/Carers are able to impact on school improvement by valuably sharing thoughts and opinions about all aspects of maths and notably, homework, challenge, Mathletics and progress.	Two hour release time to meet with children  Parent / Carer meeting	Maths Lead, HT and Maths lead for governing body  Parents and carers	Re advertise and select Maths ambassadors. Meet with children selected.  Advertise and set remit for a parent support group. Select most appropriate time for meetings.  Have an initial informal meeting.	Monthly meetings with ambassadors and then passing meeting notes on to staff.  Depends on initial meeting and thoughts of the parent body. Own Action Plan to impact on school improvement.	Monthly meetings with ambassadors and then passing meeting notes on to staff.  Depends on initial meeting and thoughts of the parent body. Own Action Plan to impact on school improvement	What do children feel supports them most in Maths?  Are we tailoring maths to needs and wants of the children.  Are parents and carers able to effectively communicate their thoughts regarding maths at DPS and how this is impacting individual progress, attainment and enjoyment.
To evaluate the use of	Class teaching in	Is it being used and are	Meeting time	Maths Lead, HT	Re audit amount of	Final decision on best	Dependent on	Can we justify the cost in

Mathletics as a strategy to support progress particularly for the low ability.	conjunction with Maths Lead and HT	teachers setting tasks for home use?  What is the impact on the children that have it?	No costs expected at this point		children using mathletics and any is there any impact of it helping children to close the gap.	use of mathletics and would it be better for identified children to work with an LSA before school rather than relying on home use?	milepost 1 and 2.	comparison to the impact on learning?
To reconsider how the 'catch up' maths programme can be used across Y3 and 4 to ensure the gap is closed between low ability and majority.  To review and understand our current ability to deliver Numicon as an intervention	Maths Lead, HT, DS	Catch up and Unicom are being used to close the gap in learning effectively in those classes which is required.	2 hour release time for DS feedback on catch up in order to allow Maths lead to train all staff involved.	Maths Lead, HT  Release time cost for subject leader to meet with DS and train others.	To open dialogue with DS about catch up programme  To open dialogue with staff regarding use of Numicon	Time allocated to formally review catch up programme and train other LSAs	Review impact of programme to rollout further across school according to needs.  Review whether Numicon is an action or just another resource?	What impact can we see from catch up? Is it a smart use of time and does the impact appear in data?



## Key Priority / Subject Action Plan for Foundation Stage SY 2016/17

Written by EYFS Team led by Zoe Watson July 2016

Objective/Area	Actions Lead Person When	Success Criteria	Support/ resources/ costing	Monitoring Who When How	Milestone 1 October half term 2016	Milestone 2 February half term 2017	Milestone 3 May half term 2017	Evaluation Key Questions Who When How
<p><u>Progress.</u> To sustain GLD from previous years across the Prime Areas of the EYFS curriculum. * All groups of learners to make good progress from their starting points, including SEN and PP children.</p>	<p>ZW to Lead. To carry out a Baseline assessment and use data to set targets and plan to meet every child's individual needs. Track progress throughout the year to ensure GLD and plan next steps.</p>	<p>76% GLD across the year group.</p>	<p>PP funding. SLT MH – EYIT to advise.</p>	<p>Monitoring of progress will be on-going by EYFS Team and reviewed by the SLT the through data-capture in October, February and July.</p>	<p>Baseline assessment completed. Reading meeting to parents. Daily phonics teaching using RW Inc. Daily use of 'Finger Gym', 'Dough Disco', Morning activities, Increased use of Outdoor Classroom for Fine and Gross Motor skills. PP and SEN children identified.</p>	<p>90% of children will be on track to achieve target. Purchase Fine-motor resources to support specific needs of PP children.</p>	<p>Purchase new equipment to support gross-motor development – large construction etc.</p>	<p>Evaluated by SLT and EYFS Team – summer 2017.</p>
<p><u>Assessment.</u> To develop a school Baseline assessment and tracking system to show progress, next steps and attainment in FS, in a format that is user-friendly and supports transition to Year 1.</p>	<p>ZW to Lead. Baseline to be completed and ready for use in tracking by August 2016.  Strong FS moderation to ensure data is in line with cluster schools and national expectations.</p>	<p>Successful tracking system developed and being used for tracking progress and attainment. Year one will use it to support LAP children and to provide transition in July 2017.</p>	<p>Time to develop, plan, moderate and analyse the new system. Meeting with Year 1 at time of transition.</p>	<p>On-going throughout the year to ensure it is an effective and manageable model for future school use.</p>	<p>The tracking system should show Baseline levels and inform next steps for planning purposes.</p>	<p>The system should be used for assessing and reporting the 2<sup>nd</sup> data capture data and informing weekly planning.  FS moderation with cluster schools.</p>	<p>The system should inform the EY Profile and reports to parents. System to be evaluated by all FS staff and a decision made about its use next year.  'External' moderation of work samples. From RAISE Online 2016 Report ensure that FS data has</p>	<p>Does it show progression? Does it support planning next steps? Does it give enough information for data-capture purposes? Is it manageable for staff?</p>

							been moderated so standards are robust and confirmed especially in 'Number' and 'Shape, Space and Measure'.	
<u>Physical Development.</u> To improve on last year's outcomes in the area of Health and self-care, ensuring there is no disparity between access to the curriculum and outcomes for girls and boys in this and all areas.	ZW to lead. Review of progress in this area of the curriculum at Baseline assessment, 2 <sup>nd</sup> and 3 <sup>rd</sup> data capture and using new tracking system. Appropriate interventions and support given where necessary to ensure GLD in this area.	76% GLD across the year group.	Support from SEN Leader (if appropriate). Use of I-Track to analyse specific groups. SLT/management time for analysis.	SLT and FS Leader to monitor progress and attainment in this area of the curriculum.	Baseline assessment completed. Specific needs identified.	Review meeting with ZW and RR to ensure children are on-track – 6.1.17. PE planning should incorporate H and SC objectives. Tracking records should be analysed by FS Leader to ensure individual needs are being met and progress is good.	EY Profile to be completed for all children in the Prime Areas.	Is there GLD in Health and Self-care and has progress improved compared to last year's outcomes?
<u>Outdoor Classroom</u> To develop the Foundation Stage outdoor space into zones to enable a continuous provision of free-flow activities accessing every area of the EYFS curriculum, and encouraging healthy eating in line with school policy.	ZW to lead. To zone the outdoor classroom into areas – Mud Kitchen, Seaside/Beach, Wet Play Area, Forest Area, High Street, Sensory Garden.	Outdoor classroom zoned and Continuous Provision Planning in place with enhancements for specific needs/differentiation. Children to Free-Flow throughout the whole FS setting. Assessment of children's progress will show GLD in all areas.	£2000 approx. Sheds/ Volunteers/ landscaping	EYFS Leader by Summer 2017. Review of provision.	Mud Kitchen, Seaside/Beach, Wet Play Area, Forest Area, High Street in place. Visit other settings for inspiration (Priory Common First School, John Hellins, Akeley Wood..). Plant bulbs for the spring in pots to enhance the area.	Area adjacent to FS OC cleared and landscaped.	Develop veg planting and investigate the possibility developing an Eating area.  To audit and order large construction equipment.	Visitors from other EYFS settings to give feedback.  Evaluation by SLT and EYFS Team with support from Marcella Homans - EYIT.
<u>Creative Curriculum.</u> To further develop the Creative curriculum, specifically, the areas of Music and Dance, and accessibility to creative resources, as this has been identified as a weaker area in previous years.	ZW to lead. To review current provision. To make the creative resources accessible to the children so that they can be independent and self-select during free-flow sessions.	Visits to other settings carried out. Children's creative interests explored and needs identified. Resources purchased. Music slot on the timetable. Areas for dance, music and performance set up. Visitors invited to inspire	Discuss needs with the Music Leader – C Ely. Discuss the dance needs with PE Leader. Draw on the expertise of the school Art teacher – VA.	EYFS Leader by Summer 2017. Review of provision.	Identified the need. Explored interests of children. Visits to other settings carried out. Set up a 'Strictly dancing' area/tent to encourage dancing and link to IT – laptop/speakers/glitter ball-lighting/sparkly floor/	Set up a permanent stage area for the children's free-flow. Marcella Homans visit – 11.1.17. Plan the layout and areas of the curriculum we need to incorporate into the Creative Area.	Purchase items and organise layout. 'Professionals' should be invited in to work with us and the children. Invest in 'Charanga' –	SLT and EYFS Leader. Self-evaluation – Have we achieved our objectives and success criteria? Summary report to Governors to show impact.

	<p>Advice to be taken from EYFS Advisor.</p> <p>Purchase resources in April (new financial year).</p> <p>Incorporate music and dance into our free-flow sessions.</p> <p>Set up an area for dance/music.</p>	<p>art, music and dance.</p> <p>Assessment of children's progress will show GLD in EAD.</p>			<p>paddles etc.</p> <p>Go to the Pantomime at the Milton Keynes Theatre for inspiration.</p> <p>Talent show based on children's ideas and 'talents' – December 2016.</p>		<p>music subscription and incorporate into planning.</p>	
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