

Dane Ghyll - Post Ofsted Action Improvement Plan Nov 2017

1. To further develop the effectiveness of leadership and management					
Why/Aim?	Actions to be taken: Who? What? When?	Monitoring: Who? When?	Milestone: Dec 2017 How will we know we have been successful?	Milestone: March 2018 How will we know we have been successful?	Milestone: July 2018 How will we know we have been successful?
1a. further develop the role of middle leaders	<ul style="list-style-type: none"> MLs - attend relevant CPD/support for their role Visits to other schools to observe best practice & work with GA to develop their understanding Attend cluster meetings 	HT - end of each half term	<ul style="list-style-type: none"> Attended relevant CPD/meetings Visited other schools/linked with other middle leaders Cluster meetings attended 	Lead CPD within staff meetings MLs clearer about their responsibilities and are performing their role	Changes will be seen in teaching across the school – in line with the NC expectations MLs tracking the progress of all year groups Improvement in pupils' attainment
1b. Amending the curriculum plan across all year groups	<ul style="list-style-type: none"> DHT, Eng, Maths MLs to work with other subject specialist colleagues to view their long term curriculum plans DHT to model to all teachers how to amend the planning of science so that the sch. curriculum matches the expectation of the NC All other subjects to use the same process in amending their long term plans 	HT – end of each half term Eng & Maths DHT – end of each half term – non-core subjects	<ul style="list-style-type: none"> MLs will have worked with other subject leaders and viewed their long term planning 	MLs to have worked with staff to audit and amend the long term planning DHT will have	Teachers will have amended their teaching plans for their year groups for all subjects
1c. MLs to have an accurate up-to-date view of the performance of groups, across the school	<ul style="list-style-type: none"> MLs to use ASP to complete question level analysis of last year's performance Reading ML to implement PIRA. Writing to continue to embed Ros Wilson Maths – ML to implement White Rose. 	MLs by mid. November MLs by Dec	<ul style="list-style-type: none"> MLs inform teachers of their findings All staff to have conducted assessments 	Teaching addresses last year's misconceptions MLs to have checked the accuracy of assessments	An increase in performance of all groups – reaching national expectations for progress and attainment

	<ul style="list-style-type: none"> All staff to enter data from assessments for Eng & Ma MLs to analyse the performance of groups following each data capture SENCo to track the progress of ENCP/SEN & EAL & PP pupils All other subjects to be included in tracking from Sept 2018 	<p>All staff from Oct</p> <p>ML each half term</p> <p>SENCo each half term</p> <p>All staff each term</p>	<ul style="list-style-type: none"> SENCo to use the tracking info. To check the progress of pupils and inform their IEPs 	<p>SENCo to use review meetings to discuss with class teachers the progress of pupils</p> <p>SENCo to lead staff training to further develop the support required for teaching.</p>	
1d. Governors and HT to hold leaders and teachers to account for pupils' performance	<ul style="list-style-type: none"> Half termly pupil performance meetings with teachers Governors to have received training about their role HT and Gov meeting to discuss progress of pupils Gov minutes to include the questions asked and responses to these 	<p>HT & teachers – half termly</p> <p>Governors and NLG/ LA GSA</p> <p>Governors with HT monthly</p>	<ul style="list-style-type: none"> Effective systems in place for tracking and MLs will have begun to lead their subjects more strongly – impact will be visible Governors will have sources training about their role Data will be shared with governors – governor minutes will begin to show challenging questions 	<p>Discussions will focus on the progress of groups of pupils.</p> <p>The impact of interventions will be discussed.</p> <p>Governors will be able to ask challenging questions around the data and progress of groups of pupils</p>	<p>System will be embedded and all understand the performance of groups of pupils</p>
1e. Additional funding for SEND and PP is making a positive difference to outcomes	<ul style="list-style-type: none"> Audit the spending of the additional funding for PP and SEND SENCo to track SEND and PP progress 	<p>HT – Nov</p> <p>SENCo - Nov</p>	<ul style="list-style-type: none"> Audit completed SENCo to devise a system for recoding the impacts of the interventions 	<p>HT to discuss with SENCo the analysis of how well pupils are performing</p> <p>SENCo will have evidence of positive impact from the interventions</p> <p>SENCo will work with staff to further amend their practice and support for SEND & PP</p>	<p>HT & SENCo to share with governors the positive interventions</p>
1f. Ensure the website complies with regulations and provides parents with relevant information	<ul style="list-style-type: none"> Organise for a new website to be developed Gov's to check the compliance of the website Governors will gain a 	<p>HT – Nov</p> <p>Govs - January</p>	<ul style="list-style-type: none"> New website set-up and operating 	<p>All required information will be present on the website</p> <p>Governors will have monitored the statutory requirements of the website</p>	<p>Feedback from parents shows the website to be useful and contain appropriate information and communications</p>

	view from parents about the helpfulness of the new website				
1g. Undertake a review of governance	<ul style="list-style-type: none"> HT & Gov's to organize for a review of governance 	HT & Gov's - Nov	Review completed and report attained	Governors to act on the review recommendations	Governors to analyse the progress made against the review recommendations
1h. Undertake a review of the use of the Pupil Premium funding	<ul style="list-style-type: none"> HT & Gov's to organize for a review of Pupil Premium funding 	HT & Gov's - Nov	Review completed and report attained	HT & Governors to act on the review recommendations	HT & Governors to analyse the progress made against the review recommendations

2. To make sure that pupils across the school make stronger progress from the different starting points across the school curriculum.					
Why/Aim?	Actions to be taken: Who? What? When?	Monitoring: Who? When?	Milestone: Dec 2017 How will we know we have been successful?	Milestone: March 2018 How will we know we have been successful?	Milestone: July 2018 How will we know we have been successful?
2a. Teachers to deepen mathematical learning, to make links between different mathematical ideas and increase knowledge to solve problems	<ul style="list-style-type: none"> ML leaders to attend relevant CPD and visit other schools MLs to work with SLE who understands White Rose scheme and has knowledge of scheme implementation. Relevant CPD sourced for all staff by DHT around White Rose Scheme Teachers visit partner school (St Thomas's/Victoria Infants) 	<p>MLs Aut 2 / Spring 1</p> <p>ML & HT Aut 2</p> <p>DHT/MLs</p> <p>HT</p>	<ul style="list-style-type: none"> MLs will have received CPD and fed back to teachers – progress will be visible in teachers knowledge of scheme and planning. MLs checked teacher planning and provided developmental feedback to staff. 	<p>Continued support and development of practice evident in staff meetings</p> <p>Teacher planning is further developed and clear differentiation and problem solving and higher expectations are evident for all groups of pupils.</p> <p>Lesson observations show 5/7 lessons are consistently good and other adults are clear of new expectations within their role.</p> <p>Work scrutiny will show evidence of problem solving and more challenge by all teachers and is highly effective in at least 5/7 lessons</p> <p>A continued upward trend in Math's data (a minimum of 60% at EXS and 60% at GDS – in comparison to their target)</p>	<p>All staff are confident in their subject knowledge and delivery of the new scheme.</p> <p>Lesson observations show 7/7 lessons are consistently good.</p> <p>Work scrutiny will show evidence of problem solving and more challenge in all lessons and that effective learning is evident in all lessons 7/7</p> <p>A continued upward trend in Math's data will confirm progress: all chn will be meeting the EXS and GDS (in comparison to their target)</p>
2b. Help pupils to improve their competence and stamina in writing compositions.	<ul style="list-style-type: none"> ML leaders to attend relevant CPD – cluster moderation seeking advice from other MLs. 	MLs 20 th Nov	MLs will have an understanding of strategies to use and will have fed back and modelled to all teachers and all staff	<p>MLs continuous development of practice - evident in staff meetings</p> <p>ML scrutiny of planning</p>	<p>All staff confident in the writing subject knowledge and delivery</p> <p>Whole staff work organized by</p>

	<ul style="list-style-type: none"> Sharing of information and advice and modelling practice to all staff Teachers visit partner school 	<p>MLs and SLE in staff meeting – 4 Dec</p> <p>MLs in staff meeting - Jan 18 Scrutiny during L&M designated time</p>	<ul style="list-style-type: none"> Teachers will be clear on how to amend their planning for writing. 	<p>shows all staff understand how to amend their teaching activities</p> <p>Work scrutiny shows a development of the length of writing and a continued upward trend in pupil data: a minimum of 60% of pupils meeting their targets for EXS and for GDS</p>	<p>MLs shows best practice in all year groups and the work is appropriate for all abilities.</p> <p>A continued upward trend in writing data will confirm progress: all chn will be achieving their targets in EXS and GDS</p>
2c. Give pupils sufficient opportunity to practice reading, writing and math's across the curriculum.	<ul style="list-style-type: none"> DHT to discuss with other curriculum leaders i.e. LLE? Approaches to curriculum structures 	<p>The end of Autumn 2 - DHT feedback to HT.</p> <p>During Spring 1 - DHT feedback planned actions to HT and Gov's DHT – share planned actions to staffing team</p>	<ul style="list-style-type: none"> DHT to find best practice and research implementation and costing etc. DHT has reflected on current practice and discussed development ideas with HT and staff. 	<p>Staff meetings on the new approaches will have been delivered</p> <p>New curriculum system will be introduced</p> <p>DHT to monitor and provide CPD as appropriate</p>	<p>Systems embedded and regular monitoring shows effective teaching across the curriculum</p> <p>Evidence from work scrutiny shows R, W & M evident across the whole curriculum</p> <p>Pupil voice will show the wider curriculum is helping to embed the chns R, W & M skills and knowledge</p> <p>A continued upward trend in reading, writing and math's data will confirm progress – including an increase of chn achieving GDS</p>
2d. Teachers make good use of information about pupils learning to plan lessons which help pupils make rapid gains in their knowledge skills and understanding.	<ul style="list-style-type: none"> VS to attend LA AFL course 8 Feb am - Netherwood VS & GA to co-deliver training to all staff HT - Half termly pupil performance meetings with teachers. 	<p>HT – half termly</p> <p>Governors with HT monthly</p>		<p>Training planned on 20 Feb (VS and GA)</p> <p>VS & GA have delivered a staff meeting to share the information and strategies on 26 Feb</p> <p>Medium term planning has been amended to include AFL approaches</p> <p>From HT Pupil Progress meetings, HT and teacher will be clear about the skills</p>	<p>Evidence from the scrutiny of planning shows clear approaches to AFL</p> <p>Evidence from whole staff work scrutiny shows good progress for all pupils</p> <p>Staff are clear of how to amend their practice.</p> <p>A continued upward trend in all data will confirm progress – including an increase of chn</p>

	<ul style="list-style-type: none"> New Pupil Progress proforma SENCo to track SEN and PP 	HT SENCo	SENCos tracking is in place	<p>which have been embedded and the amount of progress being demonstrated by groups of pupils and agree the interventions</p> <p>SENCo has reviewed the progress of pupils and provided feedback to teachers</p>	<p>achieving GDS</p> <p>HT PPMs will have analysed the impact of the new process of AFL and the teachers will be clear on how to further amend their practice</p> <p>SENCo has impacts of interventions and reports to the Governing Body</p>
2e. Teachers make timely and accurate assessments of pupils progress in English and Math's	<p>Half termly assessment checkpoints (with new assessment schemes in reading and math's) introduced</p> <p>Half termly pupil performance meetings with teachers introduced</p> <p>Pupil Progress proforma introduced</p> <p>Cohort tracker introduced</p>	<p>HT with teachers – half termly</p> <p>Governors with HT monthly</p> <p>SENCo & Teachers & TA</p>	<p>Pupil progress meetings initiated – teachers able to talk about their pupils' results and the progress of individuals.</p> <p>Pupil progress meeting enable intervention groups to be established and monitored</p> <p>SENCo meetings with TA/teachers introduced to ensure accurate intervention for all E.C.H.P/SEN support and PP groups.</p> <p>Cohort trackers established</p>	<p>New data tracking established</p> <p>Teachers are confident they 'know' where their chn are and the next steps' in pupil progress meetings</p> <p>SENCo meetings for disadvantaged groups embedded</p> <p>Cohort trackers begin to show increase in data</p>	<p>A continued upward trend in English Math's data will confirm progress – including an increase of chn achieving GDS</p> <p>Increase progress shown in all disadvantage data groups</p> <p>An increase in progress for SEND pupils</p> <p>Cohort trackers begin to show further increase in data</p>
2f. To raise teachers expectations of what pupils can achieve across the school including the most able are higher ability	<p>Relevant CPD sourced for all staff</p> <p>Teachers visit partner school to see expectations</p> <p>Writing moderation 20th Nov</p> <p>Cluster meetings</p> <p>SLE - Spring term?</p>	<p>All teachers</p> <p>All teachers</p>	<p>Data analysis has been developed for half termly use</p> <p>Visit other schools to bench mark high expectations and raise aspirations for groups of pupils have taken place</p> <p>Teachers report findings and model at staff meetings</p>	<p>Greater expectation and 'stretch' for most able is evidenced in planning</p> <p>Work scrutiny begins to show higher expectation in for all abilities and clear differentiation for the H.A.</p>	<p>Further refined increase in expectation and 'stretch' for most able evidenced in planning</p> <p>Work scrutiny will show higher expectations for all abilities and clear differentiation for H.A. across all classes</p> <p>A continued upward trend in writing and math's data will confirm good progress –</p>

					including an increase of chn achieving GDS
2g.Ensure teachers and TAs have the essential subject knowledge to teach reading, writing, phonics and math's effectively.	Relevant CPD sourced for all staff Teachers visit partner school Observations in partner schools All TAs performed managed – accurate and relevant targets set	MLs & SLEs? MLs	CPD sourced and visits commenced and fed back to staff. Whole staff training sourced TA performance managed (in house) and external CPD sourced	Knowledge has been implemented into teaching and change is visible in planning, book scrutiny and outcomes Data begins to show an impact of actions TA CPD continued	All staff confident in the delivery and subject knowledge in R, W, M and phonics Whole staff work scrutiny shows good practice in all year groups and appropriateness to all abilities. Staff who are becoming 'experts' in their field begin to model and provide in house CPD An upward trend in reading, writing and Math's data will confirm good progress – including an increase of chn achieving GDS
2h.Ensure the pupil premium helps those eligible pupils to overcome their barriers to learning and accelerate their progress	Pupil Premium audit	HT & PP Auditor	Contact made with PP Auditor Date booked for Autumn 2	Audit completed Strategy published and shared with governors Barriers established and provision mapped Ways to measure impact established and devised	Pupil Premium strategy embedded and reviewed by Governors regularly Impact beginning to be visible in data and monitored by SENCO under HT guidance – in Pupil Progress meetings?
2g.Improve the quality of provision in the outdoor area in early years	Relevant CPD sourced for EYFS lead EYFS to visit partner schools	HT & LA Early Years Adviser?	Visit by EYFS Adviser and advise discussed ? Some initial change in provision created to ensure initial impact. EYFS establish own action plan with support from HT	EYFs area redesigned Funding sourced Outside area built upon and reviewed	Design delivered and outside area 'opened' (plan ongoing into next year)

