

Do Everything In LOVE - 1 Corinthians 16 v14



St. Andrew's VA Primary School

.....where Learners Bubble

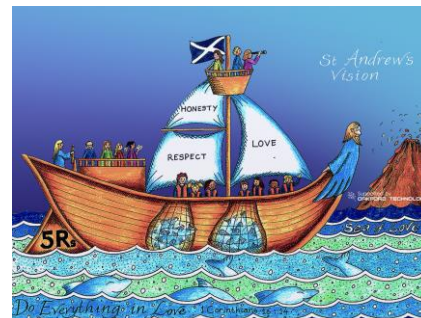
School Improvement Action Plan vs. 01 (Sept. 2021)

URN: 865 3362

Ofsted inspection date: March 2019

Headteacher: Karen Walker

Chair of Governors: Mrs P Bassindale



School Priority Targets:

- 1. To challenge all children (esp more able) to achieve above expected ARE in all subjects and to provide highly effective and focused professional development for all staff which can be demonstrated in improvements to teaching, learning and assessment (Ofsted)**
- 2. To improve outcomes in writing @ both Key stages at expected and Greater Depth to ensure at least in line with national**
- 3. To continue to develop high quality subject leadership across all subjects and use this to enhance the development of teaching assistants across the school to support all learners.**

1. **By July 2021** any identified priorities from TA data set as a benchmark for SIAP. **By September 2021** All milestones ensure that evaluation & monitoring by L & M (inc. governors) can be used to check progress of SIAP and improvement in pupils achievement. **By December 2021** identified actions (including individual children), CPD & supporting targets for Performance management have been put in place to secure focus on challenge in all subjects and monitored by leaders. **By March 2022** actions completed can demonstrate impact. **By July 2022** evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon pupil outcomes (esp maths & writing).
2. **By end of October 2021** teachers will have identified individual children in writing where targets have been identified. **By December 2021** teaching deployed to work on intervention for these children. Progress to be monitored by teacher and subject leader. **By February 2022** monitoring demonstrates that teachers are routinely using writing strategies and skills agreed across the curriculum. **By March 2022** assessment demonstrates progress of targets. **By June 2022** writing progress and attainment of all year groups has secured improvement and is at least in line with national and ARE.
3. **By September 2021 subject leaders** have identified and planned CPD to support the teaching in their subject (to include TA's). **By October 2021** subject leaders have identified processes to ensure **By March 2022** monitoring demonstrates that teachers are routinely using planning tasks which build pupils' knowledge, skill and understanding progressively especially in foundation subjects. **By April 2022** subject leaders have secured evidence of the impact of teaching and learning in their subject. **By June 2022** Monitoring has secured evidence of outcomes/impact (reflected in work pupils produce) across the curriculum. **By July 2022** leaders can demonstrate impact of intended outcomes of the curriculum

<p>Governor Monitoring Who</p>	<p>Subject Governors for Mathematics, Reading and Writing will meet termly with the Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and</p>	<p>Governor Evaluation Who</p>	<p>Subject Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6.</p>
---	---	---	---

How and When	note any changes to the action plan for Area 1. The Subject Governors will monitor the challenge and rigour provided by subject leaders at pupil progress meeting (Term 2, 4 & 6)	How and When	If necessary, the Vice Chair will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.		
LA Monitoring / Evaluation visits	LA lead (N Kassal) regular progress visits to the school to include classroom observations, data analysis, improvement	CASPER Review	NA		
Lead Person	HT	Others involved	Subject Leaders, Class Teachers.		
Action		Start date	End date	Resources / Cost /Notes	Monitoring & Evaluation
1.1a	By July 2021 Any identified priorities from TA data. <ul style="list-style-type: none"> SLT to analyse data set and incorporate development areas into SIAP Share outcomes from 2021 TA data and updated SIAP with staff & Govs 	July 2021	July 2021	SLT meeting – discussion with staff No cost	FGB - monitor completion
1.1b	By September 2021 All milestones ensure evaluation & monitoring.... <ul style="list-style-type: none"> TALC to review milestones at each meeting Leaders to assess impact on outcomes through set milestones Evaluate progress of SIAP through milestones 	September 2021	September 2021 Termly	HT DH SLT Governors No cost	HT through monitoring timetable secures evidence to feedback to Govs TALC – monitor SIAP progress & evaluate for FGB
1.1c	By December 2021 identified actions.... <ul style="list-style-type: none"> CPD identified and planned by subject leaders CPD covering Identified actions re challenge in lessons/writing and maths Perf. Mgt targets link to challenge / GD in specific subjects (reading) Training for TA (maths) completed 	October 2021	December 2021	HT and SL monitoring through lesson Obs and work scrutiny	SL – reporting to HT Pupil Progress meetings
1.1d	By March 2022 actions completed... <ul style="list-style-type: none"> Aut 1 data demonstrates that ARE/GD are on track in maths and writing Term 4 data (for all subjects) show positive impact of provision for MA in particular writing 	Aut. Term 2	March 2022	Staff meetings	Pupil Progress meetings
1.2a	By end of October 2021 teachers.... <ul style="list-style-type: none"> Teachers identified individuals for specific ‘gaps’ in all subjects Staff identify most appropriate strategies for individuals / groups HT and SL identify programme of support across Yr. 1-6 Teacher employed through catch up grant – timetable Teachers to monitor progress over 6/8 weeks. 	Term 1	End of Term 1	Staff meetings HT / SL - time	Clear catch up plans for each year group in each subject monitored by SL and shared with Govs to evaluate with staff.
1.2b	By March 2022 all children <ul style="list-style-type: none"> From benchmark data at end of T1 – T3 progress demonstrates impact Monitoring demonstrates all children making progress from starting points in T1 LO & WS evidence writing strategies being actioned across all subjects 	Term 2	Term 3	Teacher support - £ from grant Hours identified and funded	Class teacher to monitor sessions & feedback SL to monitor LO of sessions Data analysis teachers and SL -

	<ul style="list-style-type: none"> End of year data demonstrates expected or better progress achieved 				
1.3a	<p>By <u>September/October 2021</u> subject leaders have</p> <ul style="list-style-type: none"> CPD identified and planned for staff and TA's – Maths and writing SL /staff agree identified practices to enable evidence based monitoring of subject Monitoring timetable for SL in place 	September 2021	December 2021	All staff - PDM	HT to monitor – feedback to FGB HT report
1.3b	<p>By <u>March 2022</u> monitoring demonstrates</p> <ul style="list-style-type: none"> Planning & work scrutiny demonstrate curriculum subject skills & knowledge being covered Monitoring of topic books demonstrate secure coverage SL agree how to evidence impact of curriculum 	Dec 2021	March 2022	Release time for SL	SL report to TALC
1.3c	<p>By <u>June /July 2022</u> leaders can demonstrate impact</p> <ul style="list-style-type: none"> Data (RWM) demonstrate at least expected progress in all subjects and there is evidence of above expected progress for GD ARE. SL can evidence coverage/implementation and impact within their subject and evaluate with staff for 22/23 Share data/evidence with TALC 	June 2022	July 2022	All staff HT & SLT No cost	HT monitor & evaluate Gobs evaluate impact of actions on pupil outcomes
<p><i>Evaluation of actions undertaken:</i> <i>September / December 2021</i> <i>January / April 2022</i> <i>April / July 2022</i></p>		<p><i>Next steps:</i></p>			

Area for Improvement 2 – The Quality of Education (Curriculum, Teaching, Learning and Assessment)

School Priority targets:

- 1. To improve pupils' writing and spelling skills across all classes and to ensure this progress can be demonstrated across all subjects.**
- 2. To embed the developed whole school Curriculum that meets the needs of our children and to develop the rigour expected to 'measure' the impact of the curriculum to meet all of the good criteria within the current Ofsted Framework.**
- 3. To ensure that Quality First teaching is secured across the whole school to ensure that all children meet at least expected progress and identified outcome priorities are achieved in full – especially in maths**

1. **By end of September 2021** teacher assessments/benchmarks identify the targeted support required for individuals / groups from Term 1. **By December 2021** Term 1 baseline assessments identify % pupils on track for ARE in writing. Agreed spelling scheme in place and benchmark data acquired from T1 demonstrate progress. **By April 2022** term 4 data demonstrates an increase in the % pupils on track for ARE in writing. **By July 2022** term 6 data shows further increase of % of children @ ARE for each year group from 2021 and progress for each cohort is good in writing. (3+AIR).
2. **By September 2021** agreed practices in place to demonstrate/evidence the implementation and impact of foundation subjects curriculum (skills and knowledge) across the school. **By December 2021** monitoring activities by subject leaders have been initiated **By March 2022** evidence of opportunities / activities meet agreed criteria for demonstrating implementation and impact. **By May 2022** planned activities within foundation subjects demonstrate effective use of their writing/reading/maths skills across the whole curriculum. **By July 2022** the majority of the good criteria within foundation subjects will identify/ demonstrate the impact of skills and knowledge taught across the year.
3. **By September 2021** teachers are clear about expectations re delivery of the whole curriculum (especially Maths Hub). **By October 2021** Teachers are applying strategies agreed and are being demonstrated in lessons. **By December 2021** Monitoring of lessons (including 'catch up' sessions) demonstrate that QFT criteria is secure in all classrooms. **By February 2022** all teachers PM targets re QFT demonstrate progress and monitoring of lessons confirms this. **By June 2022** All children are making at least expected progress (with focus on Maths) and all lessons across the school demonstrate a high level of QFT.

<u>Governor Monitoring</u>	Governors, along with all Subject Leaders for will meet termly to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject	<u>Governor Evaluation</u>	Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) to report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6.
Who How and When	Governors will monitor the challenge and rigor provided by subject leaders at pupil progress meeting (Term 2, 4 & 6)	Who How and When	If necessary, the Vice Chair will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.

LA Monitoring / Evaluation visits	<ul style="list-style-type: none"> LA regular progress visits to the school to include classroom observations, data analysis, improvement planning review dates 	CASPER Review	NA		
Lead Person	HT		Others involved	DHT , SLs for Maths, Reading and Writing, SENCO, Class Teachers	
Action		Start date	End date	Resources / Costs / Notes	Monitoring & Evaluation
2.1a	<p>By end of Sept. 21 Term 1 baseline assessments....</p> <ul style="list-style-type: none"> T1 writing data to identified and specific pupils identified for support/provision. SL to document this support and plan 'catch up' programme Use of spelling programme – whole school – explicit spelling teaching Continue to raise expectations with parents re spelling – SL to update letter PDM identified and to look at reading comprehension skill development across the school - review CPD to identify strategies/activities to use in classroom re writing – DADWAVERS / Slow write - termly Agree expectations for writing across the curriculum and planning for genre coverage 	September 2020	September 2020	HT & SL CPD – Spelling Bee £100	TALC to evaluate HT to report to FGB SL to collate analysis and share with HT and all staff. SL to monitor agreed actions for pupil progress in term 6 SENCO to monitor intervention programmes. SL and SENCO report to TALC
2.1b	<p>By December 2021 Term 1 baseline assessments..</p> <ul style="list-style-type: none"> Phonic revision / review of all basics from previous year objectives for all year groups (first 6 weeks at least) – what next? Programme of catch up actioned and progress across T2 to be monitored by class teacher and SL Reviewed Spelling weaknesses addressed with focus on marking and use of spelling target sheet in front of Literacy books Spelling scheme to be reviewed by all staff, actioned by ALL classes SL to monitor agreed actions from scheme and work scrutiny Clarify & Raise expectations with parents about spellings 	October 2020	Dec 2020	SL All teachers	SL to monitor action outcomes and report to HT HT to share data with TALC HT report to FGB
2.1c	<p>By March/April 2022 Term 4 data shows at least expected progress for all....</p> <ul style="list-style-type: none"> L Ob. and Work Scrutinies show impact of writing and reading skills and agreed strategies from CPD <p>All staff have undertaken CPD to improve teaching & L in R & W</p> <ul style="list-style-type: none"> Conduct Work scrutiny x 2 – writing across all subjects <p>Term 4 data demonstrates impact of CPD on progress and ARE</p> <ul style="list-style-type: none"> HT to complete and analyse AIR sheet for staff and Govs Agreed benchmark data demonstrates improvement Teachers to identify actions for individuals at Pupil Progress meetings SL's to complete ARE sheets 	September 2020	March 2021	HT SL release time £160 x 2	HT to evidence outcomes for Govs (AIR sheet) SL to report to HT / TALC HT to share outcomes with TALC Pupil Progress – ARE sheets identify agreed next steps – SL to monitor and report to HT

	<ul style="list-style-type: none"> Term 4 data identifies children who need accelerated progress to meet ARE or to ensure at least expected progress Pupil Progress meeting (T4) to secure specific intervention for individuals for T5 & 6) Monitor impact of spelling marking from work scrutinies Set up spelling Bee across school 				
2.1d	<p>By July 2021 term 6 data shows further increase of % of children @ ARE from 2019 and progress for each cohort is good. (3+AIR)</p> <ul style="list-style-type: none"> SL to check progress / actions from T4 pupil progress meetings have been completed SL to complete and update ARE sheets SL to monitor agreed actions in Wk 3 of term 3 	April 2022	July 2022	Subject Leader	SL to monitor agreed actions for pupil progress in term 4 and report to HT.
2.2a	<p>By September 2021 agreed practices..</p> <ul style="list-style-type: none"> Review curriculum provision – 3 I's Curriculum map (reviewed) and CPD planned to identify intent and implementation across all year groups Evidence coverage - outlining skills & knowledge across all year groups Knowledge organisers – how ensure ? 	September 2021	Dec 2021	Subject leader SLE's	SL to monitor use of policy and target sheet - work scrutiny and LO
2.2b	<p>By December 2021 monitoring activities</p> <ul style="list-style-type: none"> Ensure pupils are given opportunities to apply skills across the curriculum SL to monitor planning and WS to secure evidence of Implementation 	Jan 2022	March 2022	HT & SL	SL + HT to monitor use of policy and target sheet - work scrutiny and LO CPD timetable in HT report
2.2c	<p>By March 2022 evidence of opportunities / activities</p> <ul style="list-style-type: none"> SL + HT to monitor planning across Term ¾ for foundation subjects SL + HT to monitor topic books for application of reading & writing skills SL begin to secure agreed evidence of impact – what? how? 	December 2021	April 2022	SL, SLE's Teachers	SL + HT to monitor use of policy and target sheet - work scrutiny and LO
2.2d	<p>By May - July 2020 the majority of the good criteria</p> <ul style="list-style-type: none"> Teachers can demonstrate (assessment?) impact of knowledge and skills taught All staff to agree on how to measure impact / assess development of K & S Teachers to evaluate the impact of KO and review 6R focus Evaluation of criteria for Implementation and impact by staff 	April 2022	July 2022	TD Day	HT to monitor planning to be a focus for Aut. Term lesson obs. HT to feedback to FGB via HT report
2.3a	<p>By December 2021 Monitoring of lessons...</p> <ul style="list-style-type: none"> CPD (Maths and writing) for all staff delivered and on going Identified strategies for QFT clear and demonstrated in lessons 	October 2021	December 2021	SL (H, G S & DT) monitor work and Pupil conferencing	SL feedback to HT & Govs.
2.3b	<p>By February 2021 all teachers PM targets re QFT ...</p> <ul style="list-style-type: none"> Set clear criteria for QFT to be observed in LO and agreed by all Deliver CPD to review criteria Teachers to feedback to whole staff about strategies are working well Maths and writing LO demonstrate consistently good T & L 	April 2022	July 2022	CPD	Impact statement shared with GOVs – monitor 20/21
2.3c	<p>By June 2022 All children are making at least expected</p>	June 2022	July 2022		

	<ul style="list-style-type: none"> • Evaluation of data demonstrates secured impact from focus of CPD • Teachers to review progress and report on individuals identified gaps • PP progress meetings to identify next steps for individuals for next teacher • Maths and writing data demonstrate good progress from 21 				
<p><i>Evaluation of actions undertaken:</i> <i>September - December 2021</i> <i>January - March 2022</i></p> <p><i>July 2022</i></p>		<p><i>Next steps:</i> <i>Autumn</i></p>			

Area for Improvement 3 + 4 : Behaviour and Attitudes and Personal Development

School Priority Target:

- 1. To focus on improving and supporting wellbeing and emotional development of all children**
- 2. To continue to secure outstanding attitudes to learning by ensuring consistency in expectations, differentiation and challenge across whole school**
- 3. To continue to improve attendance of PP and SEN pupils**

Governor Monitoring	Subject Governors for Mathematics, Reading and Writing will meet termly with the Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will monitor the challenge and rig provided by subject leaders at pupil progress meeting (Term 2, 4 & 6)	Governor Evaluation	Subject Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6. If necessary, the Vice Chair will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.		
Who How and When		Who How and When			
LA M & E visits	LA regular progress visits to the school to include classroom observations, data analysis, improvement planning review	CASPER Review?	NA		
Lead Person	HT CoG		Others involved	SLs, Class Teachers, Governors	
Action		Start date	End date	Resources /Cost/ Notes	Monitoring & Evaluation
3.1a	<ul style="list-style-type: none"> Teachers to focus heavily on emotional needs of all children on returning to school PSHE to be delivered consistently across the school Subject leader to review provision and monitor delivery Invite 'Bridge' in for all classes – self-confidence/esteem Teachers to identify individuals for 1:1 ELSA support Planned and focused support timetabled for individuals Teachers to plan activities to promote self-esteem and self-worth and enjoyment across Autumn term 	September 2021	December 2021		
3.2a	<ul style="list-style-type: none"> Ensure staff have clear expectations re behaviour / learning attitudes Revisit BLP (5R's) and Bubbling learner characteristics with whole school and Learning Values focus for term 1 CW Ensure reference in classes and display 	September 2021	December 2021	Staff meeting time No additional costs	HT to monitor

3.2b	<ul style="list-style-type: none"> • Allocation and deployment of TA's to be focused and effective at supporting challenge for pupils • Provide on-going CPD to focus on WWH / differentiation, questioning and challenge • H/T / Gov to conduct Pupil conferencing to assess attitudes to learning and challenge (BLP) 	September 2021	July 2022	HT SL's	SLE's
3.3a	<ul style="list-style-type: none"> • Monitor termly attendance for all pupils in particular SEN and PP • Discuss attendance directly with parents • Send attendance letters as appropriate • Work with outside agencies to improve individuals attendance 	September 2021 Termly	July 2022	Admin Time	HT to monitor and feedback to staff and TALC Report to FGB via HT report
<i>Evaluation of actions undertaken:</i>		<i>Next steps:</i>			

Glossary :

HT – Headteacher

DHT – Deputy Headteacher

SL – Subject Leader

SENCO- Special Educational Needs Co-ordinator

GB – Governing Body

FGB – Full Governing Body

CoG – Chair of Governors

LA WIA – Local Authority Wiltshire Improvement Adviser

PPM – Pupil Progress Meeting

PDM – Professional Development Meeting

SLT – Senior / School Leadership Team

AfL – Assessment for Learning

APP – Assessing Pupil Progress

AF – Assessment Focus

SI – School Improvement

M&E – Monitoring & Evaluation

G&T – Gifted & Talented

CPD – Continuing Professional Development

L&M – Leadership & Management

TD – Teacher Development

LA – Local Authority (Wiltshire)

EYFS – Early Years Foundation Stage

NLE- National Leader in Education
NSS – National Support School
ARE- Age Related Expectations
FFT- Fischer Family Trust
WISP – Wiltshire Improving Schools Programme: LA led CPD for SLT and Governors
SIAP – School Improvement Action Plan
HTPM – Headteacher Performance management
MSL – Mathematics subject leader
LSL – Literacy subject leader
CTs – Class teachers