

Weston St Mary CE Primary Post OFSTED Action Plan 2017/18

Priority for Development:

2. Leadership

Monitored by: Yvonne Shaw

- 2i) Ensure that high quality senior leaders are in place and that they have the skills required to accelerate this school's improvement.
- 2ii) Ensure that middle leaders are in place and that they have the skills required to be effective in their role.
- 2iii) Ensure that the school's use of additional funding, including the pupil premium, is monitored efficiently and that it addresses well the needs of pupils.
- 2iv) Ensure that the curriculum meets the needs of pupils, excites their interests and prepares them well for their next stage in education.
- 2v) Ensure that those responsible for governance have effective oversight and an accurate view as to the strengths and the weaknesses of the school. (see priority 1)
- 2vi) Ensure that those responsible for governance have effective oversight of the impact of external government funding, including the pupil premium, and make sure that eligible pupils benefit. (see priority 1)
- 2vii) Ensure that external support is closely monitored and that it has the desired impact to improve the school at the accelerated pace that is needed.

Success Criteria:

- a) Leaders have undertaken a programme of monitoring and evaluation activities that have provided information to inform priorities for improvement, evaluate previous actions and evidence self evaluation.
- b) School has a self-evaluation framework that: summarises judgements, identifies specific areas of strength and areas for development and is supported by an informed evidence base
- c) Leaders at different levels can identify areas of strength and areas for development in their specific area(s) of responsibility, evidence to support these and how they plan to address these in the future
- d) The action taken by leaders has resulted in significantly improved pupil outcomes (detailed pupil targets within other priorities have been met)

Key Performance Indicators to check progress and impact of priority

Date	Late October-November 2017	February 2018	July 2018
Key Performance Indicator	<p>Monitoring has been completed by senior leadership and evaluated by governance for strength and weaknesses.</p> <p>Monitoring activities have informed self-evaluation and future priorities for improvement.</p>	<p>Self evaluation frameworks and action plans have been informed by monitoring findings and adapted accordingly.</p>	<p>Monitoring indicated that action taken by leaders has resulted in significantly improved pupil outcomes:</p> <ul style="list-style-type: none"> a) 31 of 34 pupils attain their end of year target in reading. This would result in 91% of pupils making progress that is typical to that nationally and 29% of pupils making progress that is well beyond that made typically national. b) 29 of 34 pupils attain their end of year target in writing. This would result in 85% of pupils making progress that is typical to that nationally and 24% of pupils making progress that is well beyond that made typically nationally. c) 30 of 34 pupils attain their end of year target in maths. This would result in 88% of pupils making progress that is typical to that nationally and 41% of pupils making progress that is well beyond that made typically national. d) 17 of 22 key stage 2 pupils attain their end of year target in GPS. (no national progress to benchmark against.) This would result in 77% of pupils making progress that is typical

			<p>to that nationally and 36% of pupils making accelerated progress.</p>
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to evaluate monitoring carried out by senior leaders.</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p>	<p>Visit to see picture of mid-year assessment and some pupils' work.</p> <p>ILB member visits to see updated POAPs and Self Evaluation Frameworks</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>

Weston St Mary CE Primary Post-OFSTED Action Plan 2017/18

Priority for Development:

3. Curriculum

Monitored by: Chris
Mackman & Emma Adie

3i) To ensure that the curriculum meets the needs of pupils, excites their interest and prepares them well for their next stage in education.

3ii) To ensure pupils have sufficient opportunity to experience learning in a range of curriculum areas.

3iii) To ensure pupils have the knowledge they need in order to live safe and healthy lives.

Success Criteria:

e) Children have been taught a Science curriculum and have developed age appropriate skills in Science.

f) Children have been taught a modern foreign language curriculum and have developed age appropriate skills in a modern foreign language.

g) Pupils have age appropriate knowledge of how to keep themselves safe and lead a healthy life.

h) The curriculum ensures that pupils are well prepared for the next stage in their education.

i) The curriculum ensures pupils have developed their knowledge and understanding in a range of areas that enables them to be prepared for life in modern Britain.

j) See also detailed success criteria for priorities 4 and 5.

Key Performance Indicators to check progress and impact of priority

Date	Late October-November 2017	February 2018	July 2018
Key Performance Indicator	<p>Pupils' work clearly shows that they have been taught a range of subjects and are therefore receiving a broad curriculum.</p> <p>Monitoring activities show that pupils have been taught a Science curriculum.</p>	<p>Monitoring activities find progress is evident in pupils' books from a range of subjects.</p> <p>Monitoring of the planning of collective worships clearly show that opportunities</p>	<p>The overall priority success criteria above have been met.</p> <p>End of Key Stage data for Science (teacher assessment) shows results are in line with national data.</p>

	<p>Monitoring activities show that pupils have been taught a MFL curriculum.</p> <p>Monitoring clearly shows children are being given an opportunity to learn how to keep themselves safe/PSHE/relationships.</p> <p>Monitoring of collective worship (and collective worship evaluations) show that Executive Head Teacher has used opportunities for teaching and learning in regards for keep themselves safe/PSHE/relationships.</p>	<p>are in place for children to learn how to keep themselves safe/PSHE/relationships.</p>	<p>Pupil conferencing clearly shows have an improved understanding of how to keep themselves safe/relationships.</p> <p>Year 5 and 6 children have received SRE.</p>
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to see summary reports from the monitoring activities above and interviews with pupils</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see focussed evidence identified within the monitoring summaries.</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see focussed evidence identified within the monitoring summaries, including looking at pupils' books.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>

Weston St Mary CE Primary Post-OFSTED Action Plan 2017/18

Priority for Development:

4. Teaching and Learning

Monitored by: Yvonne
Shaw

Rapidly improve teaching by:

- 1i) Ensuring all children are challenged and that expectations are high for all pupils.
- 1ii) Ensuring that planned activities within lessons meet the needs of all pupils and enable pupils to achieve learning objectives.
- 1iii) Ensuring learning is cross-curricular and purposeful.
- 1iv) Ensuring children receive feedback on how to develop their learning and subsequently improve their work.

For the specific plans on developing the quality of the teaching of writing see separate writing development plan.

Success Criteria:

- k) Learning activities challenge pupil appropriately and enable them to attain high expectations.
- l) 31 of 34 pupils attain their end of year target in reading. This would result in 91% of pupils making progress that is typical to that nationally and 29% of pupils making progress that is well beyond that made typically nationally.
- m) 29 of 34 pupils attain their end of year target in writing. This would result in 85% of pupils making progress that is typical to that nationally and 24% of pupils making progress that is well beyond that made typically nationally.
- n) 30 of 34 pupils attain their end of year target in maths. This would result in 88% of pupils making progress that is typical to that nationally and 41% of pupils making progress that is well beyond that made typically nationally.
- o) 17 of 22 key stage 2 pupils attain their end of year target in GPS. (no national progress to benchmark against.) This would result in 77% of pupils making progress that is typical to that nationally and 36% of pupils making accelerated progress.
- p) Knowledge and skills from different curriculum areas are applied across the curriculum.

Children have regularly taken action to improve their work in response to a range of feedback provided.

Key Performance Indicators to check progress and impact of priority			
Date	October 2017	February 2018	July 2018
Key Performance Indicator	<p>Monitoring activities identify that the non-negotiables from the teaching policy have been implemented.</p> <p>Monitoring activities identify the curriculum being implemented for pupils.</p> <p>Monitoring activities identify that activities undertaken by pupils enable them to meet the lesson objective.</p> <p>Monitoring activities identify that success Criteria is shared with pupils and used by adults and children to evaluate work.</p>	<p>Mid-year assessment shows that pupils are on track to attain the end of year expectations above. Pupil performance targets listed in priority success criteria adjusted according to mid-year assessment in order to ensure gaps are closing.</p> <p>Monitoring activities show that pupils have undertaken differentiated activities which are matched to their needs.</p> <p>Pupils' work shows that they have had opportunities to apply their new skills and knowledge during Connections lessons.</p> <p>A range of evaluation activities identify that pupils learning is being impacted positively by improvements in teaching.</p>	<p>The overall priority success criteria above have been met.</p> <p>A range of evaluation activities identify improvements in teaching.</p>

Key Performance Indicators to check progress and impact of priority			
Date	October 2017	February 2018	July 2018
Monitoring activities linked to above (how)	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see focussed evidence identified within the monitoring summaries.</p>	<p>Visit to see picture of mid-year assessment and some pupils work.</p> <p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see focussed evidence identified within the monitoring summaries.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>

Weston St Mary CE Primary Post-OFSTED Action Plan 2017/18

Priority for Development:

5) Assessment

Monitored by: Yvonne Shaw

To develop assessment practice so that it provides accurate information that can be used to inform the planning of activities to meet pupil needs.

5i) To establish accurate, ongoing formative assessment.

5ii) To establish accurate, long term summative assessment.

5iii) To track pupils' attainment and progress to ensure all children make good or better progress. (To meet the detailed success criteria on priority 4.)

Success Criteria:

q) Assessments across school are consistent and have been moderated externally.

r) Pupils' starting points have been clearly identified to improved pupil outcomes.

s) Ongoing formative assessment enables teachers to identify the next steps in skills development that will enable children to make progress.

t) A summative attainment tracking process informs intervention and evaluation.

u) 31 of 34 pupils attain their end of year target in reading. This would result in 91% of pupils making progress that is typical to that nationally and 29% of pupils making progress that is well beyond that made typically national.

v) 29 of 34 pupils attain their end of year target in writing. This would result in 85% of pupils making progress that is typical to that nationally and 24% of pupils making progress that is well beyond that made typically nationally.

w) 30 of 34 pupils attain their end of year target in maths. This would result in 88% of pupils making progress that is typical to that nationally and 41% of pupils making progress that is well beyond that made typically national.

x) 17 of 22 key stage 2 pupils attain their end of year target in GPS. (no national progress to benchmark against.) This would result in 77% of pupils making progress that is typical to that nationally and 36% of pupils making accelerated progress.

Key Performance Indicators to check progress and impact of priority			
Date	November 2017	February 2018	July 2018
Key Performance Indicator	<p>Monitoring activities identify that marking and feedback identifies the next steps in skills development that will enable children to make progress.</p> <p>PPMs show that pupils have made progress towards their ambitious end of year targets.</p> <p>Monitoring shows that interventions have been taking place and are impacting on pupils' progress.</p> <p>Teachers' assessments have been moderated internally and externally for accuracy.</p> <p>Challenging targets have been set for all pupils in reading, writing and maths.</p> <p>Monitoring of assessment shows that planning is adapted in light of children's needs (formative assessment)</p> <p>Monitoring of tracking processes can</p>	<p>Monitoring of mid-year (09.02.18) assessment shows that pupils are on track to meet their ambitious end of year targets for reading, writing and maths.</p> <p>Pupil performance targets listed in priority success criteria adjusted according to mid-year (09.02.18) assessment in order to ensure gaps are closing.</p>	<p>The overall priority success criteria above have been met:</p> <p>31 of 34 pupils attain their end of year target in reading. This would result in 91% of pupils making progress that is typical to that nationally and 29% of pupils making progress that is well beyond that made typically national. 29 of 34 pupils attain their end of year target in writing. This would result in 85% of pupils making progress that is typical to that nationally and 24% of pupils making progress that is well beyond that made typically nationally.</p> <p>30 of 34 pupils attain their end of year target in maths. This would result in 88% of pupils making progress that is typical to that nationally and 41% of pupils making progress that is well beyond that made typically national.</p> <p>17 of 22 key stage 2 pupils attain their</p>

	<p>be seen to have informed interventions.</p>		<p>end of year target in GPS. (no national progress to benchmark against.) This would result in 77% of pupils making progress that is typical to that nationally and 36% of pupils making accelerated progress.</p>
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders' planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p>	<p>Visit to see picture of mid-year assessment and some pupils work.</p> <p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders' planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>

Weston St Mary CE Primary Post OFSTED Action 2017/18

Priority for Development: 6i

To ensure good personal progress and attainment for vulnerable groups of pupils.

Monitored by: David Clements and Yvonne Shaw

6i) To improve tracking, outcomes and support for children on the SEN register so they make good personal progress against their challenging targets for RWM.

Success Criteria:

- a) To ensure all pupil groups make good or better progress and gaps are closed for vulnerable groups.
- b) To ensure all pupil groups make good or better progress and gaps are closed for vulnerable groups. To track pupils' attainment and progress to ensure all children make good or better progress. (To meet the detailed success criteria on priority 4.)
- c) Ensuring all children are challenged and that expectations are high for all pupils. (To meet the detailed success criteria in priority 5.)
- d) All pupils have challenging targets set in RWM which are regularly reviewed to ensure positive pupil outcomes
 - SEN Reading: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS)
 - SEN Writing: 75% 6/8 typical progress, 0% accelerated progress (25% 2/8 to reach EXS)
 - SEN Maths: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS)
 - SEN KS2 GPS: 56% 4/7 typical progress, 14% 1/7 Accelerated progress (14% 1/7 to reach EXS)

Key Performance Indicators to check progress and impact of priority

Date	October 2017	February 2018	July 2018
Key Performance Indicator	SEN register has been reviewed and shared with all staff/parents and carers.	SEN register regularly updated in line with pupil needs. To complete personal support plans for	Monitoring shows: SEN Reading: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8

	<p>Monitoring shows that register is regularly reviewed and updated</p> <p>Staff have been supported to complete personal support plans for all pupils on the SEN register. Resulting in more confidence in planning and assessing impact of interventions.</p> <p>SEN register regularly updated and changed informed by TA and pupils needs.</p> <p>SEN review meetings for staff, pupils, parents and carers are established.</p> <p>Monitoring shows interventions are clearly impacting on improved pupil outcomes.</p> <p>Pupil progress meeting are holding staff to account and staff are able to discuss next steps and progress for SEN pupils.</p> <p>Staff have a clear understanding of how to use pebbles resource which is having an impact on clear targets and pupil outcomes.</p> <p>Staff are receiving either whole school or individual CPD to confidently deliver teaching and learning for SEN</p>	<p>all pupils on the SEN register and are regularly updated and changed.</p> <p>Monitoring shows that SEN pupils are making good or better personal progress.</p> <p>SEN review meetings for staff, pupils, parents and carers are established. Pupil performance targets listed in priority success criteria adjusted according to mid-year assessment in order to ensure gaps are closing.</p> <p>Interviews show that staff, parents and pupils have a clear understanding of how to support pupil outcomes.</p> <p>CPD is having a positive impact on outcomes for SEN pupils and staff are confident in planning interventions and pupils are on track with their PSP targets.</p> <p>Pupil progress meeting are holding staff to account and staff are able to discuss next steps and progress for SEN pupils.</p> <p>Staff have a clear understanding of how to use pebbles resource which is having an impact on clear targets and pupil outcomes.</p>	<p>to reach EXS and 12.5% 1/8 to make GDS))</p> <p>SEN Writing: 75% 6/8 typical progress, 0% accelerated progress (25% 2/8 to reach EXS)</p> <p>SEN Maths: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS)</p> <p>SEN KS2 GPS : 56% 4/7 typical progress, 14% 1/7 Accelerated progress (14% 1/7 to reach EXS)</p>
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	groups.		
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn</p>	<p>Visit to see picture of mid-year assessment and some pupils work.</p> <p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn, monitoring summaries.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn.</p>



Weston St Mary CE Primary Academy Post OFSTED Action Area 6 Plan 2017/18

Priority for Development: 6ii

To ensure progress and attainment of vulnerable groups.

Monitored by: David Clements and Yvonne Shaw

6ii) To improve EAL provisions and to ensure these children make good personal progress and that they reach their challenging personal learning targets in RWM.

Success Criteria:

y) To ensure all vulnerable pupils are on track to meet their challenging targets in RWM.

z) To track pupils' attainment and progress to ensure all children make good or better progress. (To meet the detailed success criteria on priority 4.)

aa) Ensuring all children are challenged and that expectations are high for all pupils. (To meet the detailed success criteria in priority 5.)

bb) All pupils have challenging targets set in RWM which are regularly reviewed to ensure positive pupil outcomes

EAL Reading: 64% 9/14 typical progress 36% 5/14 accelerated progress

EAL Writing: 79% 11/14 typical progress 21% 3/14 accelerated progress

EAL Maths: 43% 6/14 typical progress 57% 8/14 accelerated progress

EAL KS2 GPS 56% 5/9 typical progress 44% 4/9 Accelerated progress

Key Performance Indicators to check progress and impact of priority

Date	October 2017	February 2018	July 2018
Key Performance Indicator	<p>Review of planning shows that staff know who their EAL pupils are and that they are planned for.</p> <p>All pupils have had challenging targets set for pupil outcomes in RWM.</p> <p>Monitoring shows EAL base line for all pupils has been completed.</p> <p>Monitoring shows new EAL pupils are base lined on arrival.</p> <p>Intervention groups set up for language development of EAL pupils have begun.</p> <p>Ensure website has translator capacity set up for EAL parents and carers</p> <p>EAL review meetings for staff and pupils established.</p> <p>Pupil progress show that EAL interventions are impacting positively on good progress and</p>	<p>Monitoring shows that New EAL pupils are base lined on arrival.</p> <p>Review of planning shows that planning is adapted to meet the needs of EAL pupils.</p> <p>Monitoring of EAL review meetings for staff and pupils shows improved understanding by staff and outcomes are improving.</p> <p>Monitoring shows EAL interventions are impacting positively on good progress and pupil outcomes. Pupil performance targets listed in priority success criteria adjusted according to mid-year assessment in order to ensure gaps are closing.</p> <p>Where intervention is not having a significant impact they are adapted to ensure good pupil outcomes</p> <p>Pupil progress meetings are holding staff to account for outcomes of EAL pupils and intervention is adapted where pupils</p>	<p>Monitoring of pupil outcomes shows:</p> <p>EAL Reading: 64% 9/14 typical progress 36% 5/14 accelerated progress</p> <p>EAL Writing: 79% 11/14 typical progress 21% 3/14 accelerated progress</p> <p>EAL Maths: 43% 6/14 typical progress 57% 8/14 accelerated progress</p>

	<p>pupil outcomes.</p> <p>Pupil progress meetings are holding staff to account for outcomes of EAL pupils</p> <p>Set up EAL governor monitoring.</p> <p>Learning environment supports language development for EAL pupils</p>	<p>are not making expected or accelerated progress.</p> <p>Governor monitoring is rigorous and fed back to SLT governing body.</p> <p>Governors are holding school to account to ensure improved outcomes for pupils.</p> <p>Pupil outcomes are improving and pupils are on track to meet personal targets making good personal progress.</p> <p>CPD for staff is impacting on positive pupil outcomes.</p>	
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>Monitoring Activities:</p>	<p>Visit to see picture of mid-year assessment and some pupils work.</p> <p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the</p> <p>Monitoring Activities:</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn.</p>

	<p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend. Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn</p>	<p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend. Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn, monitoring summaries.</p>	
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Priority for Development: 6iii

The progress and attainment of vulnerable groups.

Monitored by: David Clements and Yvonne Shaw

6iii) To improve the use of PPF in interventions and tracking to close gaps for pupil premium pupils and that they meet their challenging personal learning targets.

Success Criteria:

a) To ensure all vulnerable pupils are on track to meet their challenging targets in RWM.

b) To track pupils' attainment and progress to ensure all children make good or better progress. (To meet the detailed success criteria on priority 4.)

c) Ensuring all children are challenged and that expectations are high for all pupils. (To meet the detailed success criteria in priority 5.)

d) All pupils have challenging targets set in RWM which are regularly reviewed to ensure positive pupil outcomes

PPF Reading: 74% 14/19 typical progress, 16% 3/19 accelerated progress

PPF Writing: 74% 14/19 typical progress 16% 3/19 accelerated progress

PPF Maths: 64% 12/19 typical progress 26% 5/19 accelerated progress

PPF: GPS KS2 77% 10/13 typical progress 8% 1/19 accelerated progress.

e) Monitoring of PPF spend shows interventions are ensuring at least typical progress against national for PPF children.

Key Performance Indicators to check progress and impact of priority			
Date	October 2017	February 2018	July 2018
Key Performance Indicator	<p>Review of PPF will have been completed</p> <p>Action plan has been completed to target funding to PPF interventions.</p> <p>Targets set for individual pupils in RWM for PPF groups.</p> <p>Monitoring of planning shows that PPF intervention is being planned for. Staff are clear as to their PPF pupils and interventions are clear.</p> <p>Monitoring of Interventions completed shows they are having a positive impact on pupil progress.</p> <p>Pupil progress meeting focused on PPF pupils to ensure gaps are closing.</p>	<p>Audit of PPF allocation will have been undertaken by SLT/ILB/LAAT</p> <p>Targets for pupils in RWM are accelerating individual progress.</p> <p>Monitoring of pupil outcomes show PPF pupils making good or better progress.</p> <p>Pupil performance targets listed in priority success criteria adjusted according to mid-year assessment in order to ensure gaps are closing.</p> <p>Interventions are being monitored and having a positive impact on pupil progress.</p>	<p>Monitoring of pupil outcomes shows:</p> <p>PPF Reading: 74% 14/19 typical progress 16% 3/19 accelerated progress</p> <p>PPF Writing: 74% 14/19 typical progress 16% 3/19 accelerated progress</p> <p>PPF Maths: 64% 12/19 typical progress 26% 5/19 accelerated progress.</p> <p>PPF GPS KS2: 77% 10/13 typical progress 8% 1/19 accelerated progress.</p>
Monitoring activities linked to above (how)	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains</p>	<p>Visit to see picture of mid-year assessment and some pupils work.</p> <p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored</p>

	<p>evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn</p>	<p>planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn, monitoring summaries.</p>	<p>through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for PPF pupils. Pupil voice recorded on what helps them learn.</p>
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Weston St Mary CE Primary Post-OFSTED Action Plan 2017/18

Priority for Development:

7. Personal Development, Behaviour and Welfare

Monitored by: Vanessa Cook

7i) Ensure that an effective behaviour policy is in place, is well-understood by all staff and is consistently applied.

7ii) Eradicate the incidents of poor behaviour, within and outside the classrooms.

7iii) Ensure pupils learn how to lead safe and healthy lives and are prepared well for life in modern Britain.

Success Criteria:

cc) The school has a clear behaviour policy which is consistently applied by all staff.

dd) Incidents of poor behaviour have been eradicated.

ee) Pupils have the age appropriate knowledge to help them lead safe and healthy lives. (see success criteria for priority 3)

ff) Pupils have the knowledge and skills appropriate to prepare them well for a life in modern Britain.

Key Performance Indicators to check progress and impact of priority

Date	October 2017	February 2017	July 2017
Key Performance Indicator	<p>Monitoring activities identify that the behaviour policy is consistent applied by all adults.</p> <p>Monitoring activities identify that pupils have a good understanding of the school's core values and that these influence the way they view their behaviour and that of others.</p> <p>Monitoring activities shows that pupils have an age appropriate understanding of how to keep themselves safe and healthy, including using the internet</p>	<p>Monitoring and tracking activities show a rapid reduction of incidents of poor behaviour.</p> <p>Monitoring of exclusions show clear support from ladder of intervention is being used (LA integration team)</p> <p>Monitoring activities show that all staff have successfully completed a variety of safeguarding training with regard to Prevent/Extremism and other national priorities.</p>	<p>The overall priority success criteria above have been met.</p> <p>Monitoring of attendance shows that the whole school attendance data is in line with national, or better.</p>

	<p>safely.</p> <p>Monitoring of attendance shows improving trend, including persistent absenteeism.</p>		
<p>Monitoring activities linked to above (how)</p>	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>Pupil interviews conducted by ILB</p>	<p>ILB visit to see evidence that training specified above has taken place and tracking systems for behaviour.</p> <p>ILB member visits to see summary reports from the monitoring activities above.</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>