

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:

- a) Learning activities challenge pupil appropriately and enable them to attain high expectations.
- b) 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.
- c) 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.
- d) 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.
- e) 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.
- f) 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.

Evaluation statement

14.11.17 - Much has been achieved within the POAP with teaching and learning very much improved. Senior leaders started the year with all teaching being inadequate. To date, improvement can be seen in pockets across the school. Pupil learning in books is seen to be vastly improved however, it is too early to say if it meets 'good' criteria. Resilience of staff has been observed which is to their credit. Leaders must capitalise on this to continue driving standards forward.

04.12.17 - Monitoring by SEA, ILB and SLT has highlighted specific areas for action. To be acted on immediately.

27.2.18 - RAG remains the same as a consequence of the fluctuating staffing profile (change 28.2.18)

Key Performance Indicators to check progress and impact of priority

Date	October 2017	February 2018	July 2018
<p>Key Performance Indicator</p>	<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. See Leadership POAP for breakdown of outcomes.</p> <p>A range of evaluation activities identify improvements in teaching.</p>
<p>Key Performance Indicators to check progress and impact of priority</p>			

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>
Who and when			

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
Challenge and Expectation	To ensure weekly planning enables all children to access an age-group appropriate, broad curriculum.	1. Teaching and learning policy to be shared with staff.	RW	Time SDM session	Oct 17	Children access age-appropriate, broad curriculum.	SLT and Governors: Planning Lesson observations Book scrutiny (and pupil interview)	<ul style="list-style-type: none"> Monitoring activities are now established and need to be fully embedded so that leaders at all levels are able to develop their knowledge and understanding of their curriculum areas. Sharing of good practice is being undertaken collaboratively with Whaplode and Connect Teaching Alliance.
		2. Non-negotiables of what we must see in every lesson to be decided on, including that activities must be learning objective driven.	SLT		Oct 17			
		3. Non-negotiables for lessons to be shared with staff.	RW		Oct 17	Interviews with pupils show that they know how to be successful.		
		4. New planning formats to be shared with staff, along with modelled examples of use. (To include clear indication of use of adults.)	RW		Oct 17	Areas of weakness identified in monitoring and identified in follow-up monitoring as being addressed.		
		5. Implementation of non-negotiables for lessons and use of new planning formats to be monitored via:	RW		Oct 17	Impact is seen in areas identified as weak during initial monitoring.		
		5a. Planning scrutiny						
		5b. Lesson observations						
		5c. Book scrutiny and pupil interview.						
6. Findings of monitoring activities to be acted upon and staff supported to address areas for development.	RW AF	Nov 17						
7. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.	RW AF	Dec 17 Feb 18 Apr 18						
8. Identified good and effective practice is shared across classes	RWA F RW	Jun 18						

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Challenge and expectations	To ensure weekly planning enables all children to access an age-group appropriate, broad curriculum (continued).	9. Research and purchase curriculum for Maths, phonics, spelling and grammar.	RWA F		Sep 17	Children access age-appropriate, broad curriculum.		<ul style="list-style-type: none"> Resources purchased include Hamilton Maths, Read, Write, Inc (RWI) for Phonics and spelling and Nelson Grammar. From January onwards, there will be a focus on evaluating the impact of the new resources to establish <ul style="list-style-type: none"> Are they being used Are they being effective in improving outcomes for children See notes about staff changes 	
		10. New curriculum resources to be shared with staff.	RW		Sep 17				
		11. SLT to model use of new schemes via:	RW		Sep 17	Pupils' work shows that planning was implemented.			
		11a. Shared planning/discussion of planning.							
		11b. Modelled teaching of scheme lessons.			Sep 17				
		12. Teachers to adapt curriculum to ensure coverage for different year groups.	RWS P SA			Oct 17			
		13. Implementation of new curriculum resources for maths, grammar, spelling and phonics to be monitored via:	RW AF	Time SDM session £1200					
		13a. Planning scrutiny							
		13b. Lesson observations							
		13c. Book scrutiny and pupil interview.	RW			Nov 17			
		14. Findings of monitoring activities to be acted upon and staff supported to address areas for development.	AF			Dec 17			
		15. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.	RW AF			Feb 18 Apr 18 Jun 18			

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	To ensure that children are provided with 'steps to success' needed to further their learning.	<p>25. Planning formats introduced to staff to have clear sections for success criteria.</p> <p>26. All teachers and teaching assistants to attend CPD on success criteria. (To include how to turn learning intentions into success criteria, the importance of sharing SC with pupils and how pupils can use SC to evaluate their learning, both self-assessment and peer-assessment.</p> <p>27. Impact of success criteria CPD to be monitored via:</p> <p>28. Planning scrutiny</p> <p>29. Lesson observations</p> <p>30. Book scrutiny and pupil interview.</p> <p>31. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>32. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	<p>AF</p> <p>RW</p> <p>RW</p> <p>RW</p> <p>AF</p> <p>RW</p> <p>AF</p>	<p>Time</p> <p>SDM</p> <p>session</p>	<p>Sep 17</p> <p>Sep 17</p> <p>Oct 17</p> <p>Nov 17</p> <p>Dec 17</p> <p>Feb 18</p> <p>Apr 18</p> <p>Jun 18</p>	<p>Success Criteria is used to provide pupils with 'steps to success', supporting them to further their learning.</p> <p>Follow-up monitoring identifies improvement in weaknesses highlighted in previous monitoring.</p>	<p>SLT and Governors:</p> <p>Planning</p> <p>Lesson observations</p> <p>Book scrutiny (and pupil interview)</p>	<ul style="list-style-type: none"> CPD will need to be revisited when new staff are in place after 20.11.17 Progress within this has been made but actions and outcomes now need to become embedded.

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
	To ensure the needs of vulnerable groups are met, enabling them to make good or better progress.	<p>33. Planning formats introduced to staff to have clear system for identifying pupils in vulnerable groups.</p> <p>34. Pupils from vulnerable groups to be identified in teachers' planning folders.</p> <p>35. All teachers and teaching assistants to attend CPD on vulnerable groups.</p> <p>36. Impact of vulnerable groups CPD to be monitored via:</p> <p>37. Planning scrutiny</p> <p>38. Lesson observations</p> <p>39. Book scrutiny and pupil interview.</p> <p>40. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p> <p>41. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	<p>AF RW</p> <p>SA SP RW</p> <p>AF</p> <p>RW AF</p> <p>RW AF</p>	<p>Time SDM session</p>	<p>Sep 17</p> <p>Sep 17</p> <p>Oct 17</p> <p>Oct 17</p> <p>Nov 17</p> <p>Dec 17</p> <p>Feb 18</p> <p>Apr 18</p> <p>Jun 18</p>	<p>The needs of pupils within vulnerable groups are met, enabling them to make good or better progress.</p> <p>Follow-up monitoring identifies improvement in weaknesses highlighted in previous monitoring.</p>	<p>SLT and Governors:</p> <p>Planning</p> <p>Lesson observations</p> <p>Book scrutiny (and pupil interview)</p>	<ul style="list-style-type: none"> • CPD will need to be revisited when new staff are in place after 20.11.17. • It is early days (14.11.17) and the school now needs time to embed best practice.

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Learning Environment	To ensure that the classroom environment facilitates learning and celebrates pupils' successes.	42. SLT to create list of non-negotiables for learning environment. (To include support for EAL pupils, celebration of pupils' work, working walls for English and Maths and challenge areas.)	AF RW	Time SLT session	Oct 17	Learning environment facilitates learning and celebrates pupils' successes.	<ul style="list-style-type: none"> Leaders identify that there needs to be greater evidence of pupil endeavour being celebrated. Expectations have been shared but at this point (14.11.17) non negotiables are not yet embedded.
		43. Non-negotiables for learning environment to be shared with staff.	RW AF		Oct 17		
		44. Implementation of non-negotiables for learning environment to be monitored via:	RW AF		Oct 17		
		44a. Learning environment snapshots					
		44b. Lesson observations/drop-ins					
		44c. Pupil voice			Nov 17		
		45. to raise pupil awareness.	RW AF		Dec 17		
		46. Findings of monitoring activities to be acted upon and staff supported to address areas for development.			Feb 18		
		47. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.	RW AF		Apr 18 Jun 18		

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Cross curricular, purposeful learning	To ensure that children's learning is contextualised and purposeful.	<p>48. Connections planning days to take place with all key staff attending from Weston and Whaplode. During planning days, opportunities for cross-curricular writing to be planned for to ensure children have opportunity for transference of skills. (SLT members to attend planning to monitor planning process.)</p>	RW	Time Planning day	<p>Oct 17 Dec 17 Feb 18 Apr 18 May 18 Jul 18</p>	<p>Children have opportunities to apply the skills and knowledge they have learnt through Connections lessons.</p>	<p>SLT and Governors: Planning Lesson observations Connections book scrutiny (and pupil interview)</p>	<ul style="list-style-type: none"> All aspects of this KPI now need to be embedded. SLT are now more confident that the climate for learning is more positive in KS1 but that improvement still needs to be seen in KS2.
		<p>49. Implementation of cross-curricular writing opportunities to be monitored via:</p>	RW		Oct 17	<p>Follow-up monitoring identifies improvement in weaknesses highlighted in previous monitoring.</p>		
		<p>52a. Connections lesson observations/drop-ins.</p>	AF					
		<p>52b. Planning Scrutiny</p>						
		<p>52c. Book scrutiny and pupil interview</p>						
		<p>50. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p>	RW AF		Nov 17 Dec 17			
<p>51. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>	RW AF	Feb 18 Apr 18 Jun 18						

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
AFL and Feedback	To ensure children receive regular feedback on their progress, including opportunities to respond.	52. SLT to develop marking and feedback policy.	AF RW	Time	Sep 17	Children receive feedback on their learning, including written feedback, verbal feedback and peer assessment. They are also given regular opportunities to assess their own learning.	SLT and Governors: Planning Lesson observations Book scrutiny (and pupil interview)	<ul style="list-style-type: none"> This will need to be revisited once the new staff have taken up their post.
		53. Marking and feedback policy to be shared with staff, as well as examples of marking and feedback which adhere to the policy. (To include written feedback, verbal feedback, self-assessment and peer assessment)	RW AF		Sep 17			
		54. All teachers and teaching assistants to attend CPD on AfL.	RW		Oct 17			
		55. Implementation of CPD and new marking and feedback policy to be monitored via:	RW AF		Oct 17			
		55a. Lesson observations/drop-ins	RW AF		Nov 17			
		55b. Book Scrutiny and pupil interviews.	RW AF		Nov 17			
		56. Findings of monitoring activities to be acted upon and staff supported to address areas for development.	RW AF		Dec 17 Feb 18 Apr 18 Jun 18			