	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:	a) Assessments across school are consistent and have been moderated externally. b) Pupils' starting points have been clearly identified to improved pupil outcomes. c) Ongoing formative assessment enables teachers to identify the next steps in skills development that will enable children to make progress. d) A summative attainment tracking process informs intervention and evaluation. e) 31 of 34 pupils attain their end of year target in reading 8/34 not on track as yet. 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. f) 29 of 34 pupils attain their end of year target in writing 7/34 not currently on track. 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. g) 30 of 34 pupils attain their end of year target in maths 11/34 not currently on track. 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. h) 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.	
Evaluation Outcomes	**14.11.17**. Much of the above is RAGd red because it is too early in the school year to know whether or not targets are being met. ILB monitoring has taken place but monitoring reports have not been seen by SLT. **27.2.18** • SLT are more confident that assessment is accurate and monitoring shows pupils on track to make or exceed targets. Clear interventions are now set to improve outcomes. From 1.3.18 even greater accuracy of assessment and sharper targeting of support will be in place. • Closing of gaps can be seen within the data and it needs to be recognised that staff have, against many barriers, achieved well for the pupils of this school overall. • In Reading, 3 have exceeded their target in reading at this mid-year stage, 5 in writing and 7 in maths. • In phonics 6/7 have exceeded their targets (matched data). 2 others have entered the year group.	

Key Performance Indicators to check progress and impact of priority

Date	November 2017	February 2018	July 2018
Key Performance Indicator	Monitoring activities identify that marking and feedback identifies the next steps in skills development that will enable children to make progress. PPMs show that pupils have made progress towards their ambitious end of year targets. Monitoring shows that interventions have been taking place and are impacting on pupils' progress. Teachers' assessments have been moderated internally and externally for accuracy. Challenging targets have been set for all pupils in reading, writing and	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. Pupil performance targets listed in priority success criteria adjusted according to mid-year (09.02.18) assessment in order to ensure gaps are closing.	The overall priority success criteria above have been met: 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. 30 of 34 pupils attain their end of year

	maths.		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.
	Monitoring of assessment shows that planning is adapted in light of children's needs (formative assessment)		
	Monitoring of tracking processes can be seen to have informed interventions. Where teaching is weak, this is not happening. May 2018		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.
			See Leadership POAP for breakdown of outcomes.
Monitoring activities linked to above (how)	ILB member visits to see summary reports from the monitoring activities above	Visit to see picture of mid-year assessment and some pupils work.	
	ILB member understands leaders' planned actions in response to findings.	ILB member visits to see summary reports from the monitoring activities above	
	ILB member understands and obtains evidence that follow up actions have had an impact	ILB member understands leaders' planned actions in response to findings.	ILB member visit to see evidence of performance against main success criteria at the top of this priority.
	Tour of classrooms to see some of the evidence identified within the monitoring summaries.	ILB member understands and obtains evidence that follow up actions have had an impact	
		Tour of classrooms to see some of the evidence identified within the monitoring	

		summaries.	
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)

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
Formative assessment	To establish in-class formative assessment practice and systems.	1. Marking and feedback policy to be shared with all teachers and TAs. 2. All teachers and teaching assistants to attend CPD on formative assessment practice. (to include identifying misconceptions on planning and recording adaptations on planning.) 3. Impact of formative assessment CPD to be monitored via: 3a. Planning scrutiny 3b. Lesson observations 3c. Book scrutiny and pupil interview. 4. Findings of monitoring activities to be acted upon and staff supported to address areas for development. 5. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.	RW RW/ AF RW/ AF RW/ AF RW/ AF	Time SDM session	Sep 17 Oct 17 Oct 17 Nov 17 Dec 17 Feb 18 Apr 18 Jun 18	Formative assessment systems are established. Assessment systems are used to identify specific pupils to receive targeted interventions. Monitoring identifies that planned adaptations have been implemented by teachers	SLT and Governors: Planning Book Scrutiny PPMs	1 and 2 had been fully green, but were reviewed due to the start of new TAs

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
Summative Assessment	To establish long term summative assessment and tracking.	6. SLT to introduce staff to AQA assessment materials and outline expectations for the academic year. 7. Teachers to administer AQA assessments to pupils in class. 8. SLT to introduce staff to O track and tracking grids. 9. Teaching staff to update tracking grids in February 2018 and June 2018. 10. SLT to analyse attainment and progress of pupils on a half-termly basis. 11. Children's attainment and progress to be discussed in depth at Pupil Progress Meetings. 12. SLT and teachers to identify pupils who need intervention. 13. Intervention timetables to be agreed and intervention maps to be created by teachers. 14. Effectiveness of interventions to be monitored via intervention drop-ins. 15. Findings of monitoring activities to be acted upon and staff supported to address areas for development. 16. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.	AF/ RW SA SA/ SP SA/ SP RW/ AF RW/ AF RW/ AF RW/ AF RW/ AF RW/ AF RW/ AF	Time SDM session PPM sessions	Oct 17	Summative assessment and tracking systems are established. Pupils are identified for targeted interventions. Interventions take place and have impact.	SLT and Governors: Tracker PPMs	• This needs embedding. Focus has been in improving the overall quality of teaching and next steps are to ensure that assessment is robust and informs future planning. • AQA tests to take place in Feb, in line with rest of LAAT. Other tests have been completed. • 11/07/18 – in pupil progress meetings it is expected that both the monitor and teacher are identifying children for intervention.

Summative assessment	To ensure teachers' assessments are moderated.	17. SLT to establish programme for moderation. 18. Initial moderation activities to take place. 19. Teachers to receive CPD in line with findings of moderation activities and curriculum next steps. 20. Staff to attend moderation training. 21. Teachers to participate in moderation activities across schools, with collaborative partnership/external moderation with Whaplode. Except where teaching is weak. 22. Half-termly moderation activities to take place.	AF/ RW		Oct 17 Oct 17 Nov 17 Dec 17 Dec 17	Moderation is undertaken regularly to ensure teachers' assessments are accurate. Teacher assessments are more accurate and moderation shows their judgements are consistent.	SLT and Governors: PPMs SLT monitor moderation	• Time is now needed to enable moderation activities to take place following implementation of the programme. This will be in the spring term. • 11/07/18 – teacher assessments were shown to be consistent by external moderation process June 2018
Tracking progress	To establish ongoing teacher assessment.	23. Summative teacher assessment and tracking materials researched and selected (Depth of Learning). (Pebbles to be purchased for SEND pupils.) 24. All teachers and teaching assistants to attend CPD on summative assessment and tracking systems. 25. Staff to carry out half-termly summative assessments and to update tracker. 26. SLT to analyse attainment and progress of pupils on a half-termly basis. 27. Children's attainment and progress to be discussed in depth at Pupil Progress Meetings.	AF/ RW		Oct 17	Tracking systems are put in place to enable ongoing teacher assessment.		Time is now needed to enable moderation activities to take place following implementation of the programme. This will be in the spring term.

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
Tracking progress	To establish ongoing teacher assessment. (cont.)	28. SLT and teacher identify pupils who need intervention. 29. Intervention timetables are agreed and intervention maps are created by teachers. 30. Effectiveness of interventions is monitored via intervention drop-ins. 31. Findings of monitoring activities to be acted upon and staff supported to address areas for development. 32. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.		Budget for purchasing tracker - £300	Oct 17	Pupils who are in need of support are identified. Cycle of support and monitoring is repeated.	SLT and Governors: Tracker PPMs	
	To establish regular, rigorous analysis of pupil progress.	33. Staff are introduced to half-termly pupil progress meeting cycle and expectations – submission of data, preparation of PPM paperwork, analysis of pupil's progress and attainment, identification of pupils needing intervention, creation of intervention maps. 34. Teachers to submit first teacher assessments. 35. First pupil progress meetings to be conducted. 36. Monitoring of agreed interventions to take place via intervention drop-ins. 37. PPM cycle to be repeated half termly.	AF/ RW RW/ SA/ SP RW/ AF RW/ AF RW/ AF	Time (PPM slots)	Oct 17 Oct 17 Oct 17 Nov 17 Dec 17 Mar 18 Apr 18 Jun 18 Jul 18	Pupil progress meeting cycle is established in order to ensure regular, rigorous analysis of pupil progress. Repeated half-termly and identifies necessary interventions. New pupils are identified to receive interventions. Successful and unsuccessful interventions have been identified	SLT and Governors: PPMs Follow up meetings	