	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) <mark>To improve EAL provisions and to ensure these children make good personal progress and that they reach their challenging personal learning targets in RWM.</mark> Except where teaching is weak.

Success Criteria:	a) To ensure all vulnerable pupils are on track to meet their challenging targets in RWM.
	
	b) <mark>To track pupils' attainment and progress to ensure all children make good or better progress. (To meet the detailed success criteria on priority 4.)</mark>
	
	c) <mark>Ensuring all children are challenged and that expectations are high for all pupils. (To meet the detailed success criteria in priority 5.)</mark> Except where teaching is weak
	
	d) 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	Review of planning shows that staff know who their EAL pupils are and that they are planned for. All pupils have had challenging targets set for pupil outcomes in RWM. Monitoring shows EAL base line for all pupils has been completed. Monitoring shows new EAL pupils are base lined on arrival. Intervention groups set up for language development of EAL pupils have begun. Ensure website has translator capacity set up for EAL parents and carers EAL review meetings for staff and pupils established. Pupil progress show that EAL interventions are impacting positively on good progress and	Monitoring shows that New EAL pupils are base lined on arrival. Review of planning shows that planning is adapted to meet the needs of EAL pupils. Feb 2018 **This is working well in some areas not in others – changes of staff imminent. Training from CONNECT teaching alliance to support staff in working with EAL has been very effective.** Next year in LEAP project, EAL will be the focus Monitoring of EAL review meetings for staff and pupils shows improved understanding by staff and outcomes are improving. Monitoring shows EAL interventions are impacting positively on good progress and pupil outcomes. Feb 2018 OTrack shows EAL performing better in Y6. Whole school, 10/14 on track for ARE in reading, typical/+ progress in reading 12/14, in writing 6/16 but 13/14 in progress, in maths 5/14 on track for ARE but 11/14 to meet progress target. Pupil performance targets listed in priority success criteria adjusted according to mid-year assessment in order to ensure gaps are closing.	Monitoring of pupil outcomes shows: 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 Reading: 6/10 (60%) of EAL children met or exceeded their target. (within 1 pupil of target) Writing: 9/10 (90%) EAL children met or exceeded their target. (Exceeding school target) Maths: 9/10 (90%) of EAL children met or exceeded their target. (Exceeding school target) GPS: 5/7 (71%) Year 6 results: Only pupil to to achieve EXS in RWM 2017-18 was EAL with no

	pupil outcomes. Attainment in Years 6 and 2 for EAL pupils is strong. Area for develop is EAL y1 pupil (phonics). Pupil progress meetings are holding staff to account for outcomes of EAL pupils Set up EAL governor monitoring. Learning environment supports language development for EAL pupils Except where teaching is weak.	Where intervention is not having a significant impact they are adapted to ensure good pupil outcomes Pupil progress meetings are holding staff to account for outcomes of EAL pupils and intervention is adapted where pupils are not making expected or accelerated progress. Governor monitoring is rigorous and fed back to SLT governing body. Governors are holding school to account to ensure improved outcomes for pupils. Pupil outcomes are improving and pupils are on track to meet personal targets making good personal progress. CPD for staff is impacting on positive pupil outcomes.	KS1 data.
Monitoring activities linked to above (how)	ILB member visits to see summary reports from the monitoring activities above ILB member understands leaders planned actions in response to findings. ILB member understands and obtains evidence that follow up	Visit to see picture of mid-year assessment and some pupils work. ILB member visits to see summary reports from the monitoring activities above ILB member understands leaders planned actions in response to findings. ILB member understands and obtains	ILB member visit to see evidence of performance against main success criteria at the top of this priority. Monitoring Activities: Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.

	actions have had an impact Tour of classrooms to see some of the evidence identified within the monitoring summaries. Monitoring Activities: Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend. Reports to governor meeting on outcomes for EAL pupils. Pupil voice recorded on what helps them learn	evidence that follow up actions have had an impact Tour of classrooms to see some of the evidence identified within the Monitoring Activities: 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.	Reports to governor meeting on outcomes for EAL pupils. Pupil voice recorded on what helps them learn.
Who and when	SLT/ILB/LAAT Each half term	SLT/ILB/LAAT Each half term	SLT/ILB/LAAT Each half 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)

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 improve pupil outcomes for pupils who are EAL. To improve tracking and support for children who are EAL	1. Review EAL pupils at school monthly	AF	Time	Sept 17	To ensure accurate picture of EAL needs provision that is regularly updated and impacts on pupil outcomes. All staff and parents and cares are clear about what provision is needed and it is planned for.	AF/RW/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018	• 15/36 are EAL. • Welcome packs have been established to support pupils and families. • Each child has a 'My Bilingualism' log in place so that they can identify their own learning needs. • Due to employment issues with TAs, interventions for all vulnerable groups have stalled this term. However, new appointments from 20.11.17 should bring about the stability and improvement needed.
		2. To monitor EAL interventions half termly	AF	Time	Sept 17 Oct17 Jan 18 April 18 July 18	Interventions are having clear impact on pupil progress and outcomes so that all children are making good or better personal progress.	SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018	
		3. To review EAL progress at half termly pupil progress meetings	AF/RW	Time	Sept 17 Oct 17 Jan 18 April 18 July 18	Interventions are having clear impact on pupil progress and outcomes so that all children are making good or better personal progress.	SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018	

To improve pupil outcomes for pupils who are EAL. To improve tracking and support for children who are EAL (cont.)	4. EAL governor to be established and monitoring of provision to be organised	AF/ ILB	Time		Monitoring clearly shows that interventions are having positive impact on EAL pupil outcomes. Governors are holding school to account and have a clear understanding about outcomes and support for EAL pupils	ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018	• ILB monitoring of this aspect of provision has yet to take place. • Teachers have appropriate planning in place with the relevant subject vocabulary to support EAL vocab development.
	5. Teachers planning is regularly monitored to check EAL provision is being planned for and updated	SLT	Time	Sept 17 Oct 17 Jan 18 April 18 July 18	Planning clearly shows EAL provision is being met and that all staff are clear about progress and next steps for all pupils. Planned CPD is impacting on improved pupil outcomes.	AF/SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018	Staff report that they feel empowered to better meet the needs of EAL pupils following high quality INSET.
	6. CPD is planned to support all staff in working with EAL pupils	AF	Time and cost dependent on CPD expense.	Sept 17 Oct 17 Jan 18 April 18 July 18	Interviews with staff show improved confidence are impacting on better outcomes for EAL pupils.	AF/SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018	