

## 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 Senior leaders have met this criteria but it is yet to impact on 'other leaders'. Leadership has improved but middle leadership requires further development.
- d) The action taken by leaders has resulted in significantly improved pupil outcomes (detailed pupil targets within other priorities have been met) Outcomes at February half term show increased progress and rapid closing of gaps for the overwhelming majority of pupils.

Evaluation summary

**14.11.17** - Those areas highlighted amber are works in progress. There is a need to establish clarity over 2vii) to know who is monitoring external support.  
 Much has been achieved in a short space of time. Current priority is 2ii) – middle leaders.  
 There is sufficient evidence in place to show that overall, leadership has been considerably strengthened since Sept 1<sup>st</sup> 2017. SLT are fully aware that they need to continue to support other leaders in their role, including governors, so that they too make a positive impact on leadership and pupil outcomes.  
 27.2.18 – where RAG above remains amber it is because the SLT feels that there is still more to be done and they need to see increased impact of actions.

**Key Performance Indicators to check progress and impact of priority**

Date	Late October-November 2017	February 2018	July 2018
<p><b>Key Performance Indicator</b></p>	<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>Future action is to ensure that monitoring activities become embedded.</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> <p>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. 13/25 children met or exceeded their target for Reading. (52%) Significant mobility (9 children fewer than original numbers) affects this result. New pupils met their targets from low starting points. 71% children passed phonics screen in year 1 and 100% in year 2. Inadequate teaching (Discuss)</p> <p>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. 19/25 (76%) met or exceeded their target for writing. See notes above regarding teaching. Y2 and Y6, 100% met target, showing impact of intervention</p>

			<p>from RW and EA. 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. 18/25 (72%) met or exceeded their target for Maths. See above regarding teaching.</p> <p>c) 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. 9/17 (53%) met or exceeded their target for GPS. See above regarding teaching.</p>
<p><b>Monitoring activities linked to above (how)</b></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</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</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p>

	monitoring summaries.	actions have had an impact Tour of classrooms to see some of the evidence identified within the monitoring summaries.	
<b>Who and when</b>			

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	
Monitoring and Evaluation	To create and agree a programme of monitoring activities	<ol style="list-style-type: none"> <li>1. Review current procedures in place and associated documentation and systems</li> <li>2. Identify key elements of evidence available</li> <li>3. Work as leadership team to formulate plan of activities</li> <li>4. Share with governors</li> <li>5. Share with staff</li> </ol>	SLT LAAT	Time	Sep 17	A plan for monitoring activities has been created and shared with all stakeholders.	ILB LAAT - YS	<ul style="list-style-type: none"> <li>• It needs to be acknowledged that SLT started from 'ground zero' with very little in place prior to their taking up post.</li> <li>• Successful sharing of evaluation activities.</li> <li>• All leaders now need to evaluate the impact of activities on whole school improvement</li> </ul>

<p>Undertake Autumn 1 planned activities and create outcome summaries</p>	<p>6. Analysis of previous year's assessment: EYFS Profile, KS1 and KS2 performance data and other groups. Review of: ASP and O Track.</p> <p>7. Review of on entry EYFS baseline assessments</p> <p>8. Set pupil's individual targets for RWM and GPS/Phonics</p> <p>9. Appraisal reviews and new statements setting for staff</p> <p>10. SLT overview of teaching and learning through observation</p>	<p>SLTLAA T</p>	<p>Time</p>	<p>Oct 17</p>	<p>Monitoring shows that planned activities have taken place and have impacted on pupil outcomes.</p>	<p>ILB LAAT - YS</p>	<ul style="list-style-type: none"> <li>• There are currently no EYFS pupils but leaders have put into place robust systems for baseline assessment and analysis of outcomes.</li> <li>• SLT have evaluated the quality of support staff and where they do not meet the criteria for effective support at this school, they have left their employment. This has had a positive impact on pupil and staff behaviour and welfare.</li> <li>• New TAs due to start w/b 20.11.17 and they will therefore be appraised following induction.</li> </ul>
<p>Undertake Autumn 2 planned activities and create outcome summaries</p>	<p>11. SLT to undertake observations in RWM. CPD to be planned in line with staff development.</p> <p>12. Writing moderation to be completed.</p> <p>13. Formal assessment of reading &amp; maths in Yrs1-6</p> <p>14. Review of progress of EYFS pupils</p>	<p>SLT</p>	<p>Time</p>	<p>Dec 17</p>	<p>Monitoring shows that planned activities have taken place and have impacted on pupil outcomes.</p>	<p>ILB LAAT - YS</p>	<p>14.11.17 – there is still time in Autumn term 2 for activities and evaluation eg writing moderation. This to be reviewed in January.</p>

Priority	Objectives	Task/Actions	Lead	Resources	Time-Line	Success Criteria /Desired Impact on Pupils	Monitoring (who and when)	Evaluation (monitoring findings)
	Undertake Spring 1 planned activities and create outcome summaries	<p>15. SLT overview of teaching and learning through observation (to include grading of snapshot)</p> <p>16. Work analysis of a core subject</p>	SLT	Time	Feb 18	<p>Monitoring shows that planned activities have taken place and have impacted on pupil outcomes.</p> <p>Mid year assessments show pupils are on track to meet their ambitious end of year targets.</p>	ILB LAAT - YS	
	Undertake Spring 2 planned activities and create outcome summaries	<p>17. Whole school review of Post OFSTED action plans.</p> <p>18. Formal assessment of reading and maths in Yrs1-6</p> <p>19. Review of progress of EYFS pupils</p> <p>20. Appraisal reviews</p>	SLT LAAT	Time	Apr 18	<p>Monitoring shows that planned activities have taken place and have impacted on pupil outcomes.</p> <p>Review of POAPs shows improvements for pupils.</p>	ILB LAAT - YS	

	Undertake Summer 1 planned activities and create outcome summaries	<p>21. SLT overview of teaching and learning through observation (to include grading of snapshot)</p> <p>22. Work analysis of core subjects</p> <p>23. Pupil interviews focusing on curriculum.</p>	SLT	Time	Jun 18	<p>Monitoring shows improvements in teaching and learning.</p> <p>Monitoring shows that all areas of the curriculum are being covered.</p> <p>Monitoring shows pupils are making progress in core subjects and can talk confidently about their learning over a range of curriculum areas.</p>	ILB LAAT - YS	
<b>Priority</b>	<b>Objectives</b>	<b>Task/Actions</b>	<b>Lead</b>	<b>Resources</b>	<b>Time-Line</b>	<b>Success Criteria /Desired Impact on Pupils</b>	<b>Monitoring (who and when)</b>	<b>Evaluation (monitoring findings)</b>
	Undertake Summer 2 planned activities and create outcome summaries	<p>24. Formal assessment of reading, writing and maths in Yrs1-6</p> <p>25. End of year assessments for EYFS pupils made</p> <p>26. Work analysis of non-core subjects</p>	SLT	Time	Jul 18	<p>Analysis of pupil outcomes shows children are on track to meet their ambitious end of year targets.</p>	ILB LAAT - YS	

S E F	Collate and agree evidence	<p>27. Undertake review activities as identified above</p> <p>28. Triangulate evidence to make judgments</p> <p>29. Create cycle for ongoing review and evidence collation</p> <p>30. Write and review sections</p>	SLT	Time	Jul 18	Monitoring of POAPs identify strengths and weaknesses and inform next step planning.	ILB LAAT - YS	May 2018: Evidence from HMI. Triangulation completed for all key areas.
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