

Wychall Primary School Rapid Action Plan December 2017

Priority 1: Raising attainment and accelerating progress

Objectives	Success criteria	Specific Actions	Monitoring implementation arrangements	Evaluation	Impact
Accelerate pupil progress, particularly across Key Stage 2.	All staff are clear about gaps in pupil learning and how they need to adapt the teaching offer to better target pupils need.	<p>End of autumn term summative tests outcomes (Year 1 to 6) in reading and mathematics are analysed to identify key barriers to learning, to revise the curriculum offer and to target interventions - Tests to take place in December and analysis in January 2018.</p> <p>Half termly pupil progress meetings in place with effect from wb: 5th February. Meetings to alternate between monitoring the progress of vulnerable groups (including scrutiny of pupil books) and an evaluation of where the curriculum offer need to be adapted to ensure more pupils attain and exceed age related expectations in all cohorts by the end of the summer term 2018.</p>	<p>SLT weekly book scrutiny with a particular focus on evaluating the progress and attainment of PP pupils.</p> <p>IEB Member to review the outcomes, targets and priorities for development arising from PP meetings - Half termly & ongoing.</p>	<p>Interim Executive Board (IEB) Learning Walks & Local Improvement Board (LIB) Meetings</p> <p>Challenge Adviser Lesson Obs and Learning walk - Tuesday 13th Feb & Wed 21st March.</p>	<p>Do the outcomes of a range of self-review / monitoring activities confirm that differentiation is improved?</p> <p>Are test outcomes aligned with evidence of pupils' attainment in their workbooks?</p> <p>Is there evidence that staff have a better understanding of age related expectations?</p> <p>Is there a consistent and systematic approach to the teaching of phonics?</p> <p>Can leaders evidence that staff are making better links between phonic attainment and progress across KS1 and reading outcomes at the end of EYFS?</p> <p>Does in school progress data confirm that pupils who attain the Early Learning Goals in reading at the end of Reception continue to attain well in phonics at the end of Year 1?</p>
Accelerate pupil progress in phonics and reading across the Early Years and KS1.		<p>2016 phonics screen assessment to be used to baseline attainment of current year 1 wb: 11th December. DHT and staff will then amend phonic groups and plan more targeted interventions.</p>	<p>DHT to monitor quality of phonics provision and opportunities for phonic application across EYFS & KS1 in his role of Reading Lead - At</p>		

			<p>least 3 times a week during Spring 1.</p> <p>DHT to confirm that teacher phonic assessments are accurate - wb: 11th December.</p>		
<p>Improve outcomes for disadvantaged pupils</p>	<p>Pupil Premium action plan specifies the end of year quantifiable targets and actions to ensure that disadvantaged pupil gaps will diminish by July 2018.</p> <p>PP action plan specifies specific actions to improve attendance for disadvantaged pupils.</p> <p>The 2% gap between disadvantaged and all pupils attendance is eliminated by the end of the summer</p>	<p>Pupil premium review to take place on 26th January.</p> <p>Action plan produced as part of PP review and shared with all relevant stakeholders - Second week in February.</p> <p>DHT to coordinate the delivery of the PP action plan - Second half of spring term and summer term.</p>	<p>All spring term monitoring includes a specific focus on the progress of disadvantaged pupils (scrutiny of pupil workbooks, learning walks, lesson observations, pupil voice activity, in school and cross school moderation).</p> <p>All summer term monitoring activity confirms that the teaching and learning priorities in the PP action plan are being consistently addressed in a timely manner.</p>	<p>IEB to evaluate the impact of the PP action plan following each capture of assessment data.</p>	<p>Does in-school progress data indicate that the gap between PP outcomes is diminishing?</p> <p>Is there evidence that the most appropriate actions on the PP plan are being addressed in a timely manner?</p> <p>Are the actions arising from the PP review based on tried and tested research such as Sutton Trust recommendations?</p> <p>How consistently are staff embedding the agreed high value strategies?</p>

	<p>term 2018.</p> <p>The.. % of more able disadvantaged pupils attaining greater depth in reading has increased by 13% to 16% by July 2018.</p> <p>The.. % of more able disadvantaged pupils attaining greater depth in mathematics has increased by 8% to 11% July 2018.</p>				
Phonics attainment improves in the reception and Key Stage 1 classes by the summer term 2018.	<p>There is an improvement in % of pupils meeting the Early Learning Goal for reading in July 2018.</p> <p>81% of the Year 1 cohort pass the phonic screen in June 2018.</p>	<p>DHT and EYFS Lead disseminate the outcomes of the Read Write Inc (RWI) phonic training that took place on the 4th and 5th December.</p> <p>DHT Leads on agreeing how the RWI training package will be embedded in school and how the offer will be adapted to ensure that the application to reading and writing is appropriate and how he will support improvement in his phonic leader role. By end of December 2017.</p> <p>Staff training on phonics teaching - 8th or 9th January 2017</p>	<p>DHT to monitor whether the teaching sequence is in place and there are appropriate opportunities for application to reading and writing - 3 times a week in Spring 1.</p> <p>Outcomes of staff evaluations following training.</p>	<p>Challenge Adviser Lesson Obs and Learning walk - Tuesday 13th Feb & Wed 21st March.</p>	<p>Is there a consistent and systematic approach to the teaching of phonics?</p> <p>What is the impact of DHT coaching and mentoring on improving the quality of the phonics session?</p> <p>Does scrutiny of pupil writing books confirm that pupils apply their phonic skills to writing on a daily basis?</p> <p>Does internal school data confirm that an increased number of pupils are on</p>

	<p>There is an improvement in % of pupils passing the phonic rescreen in Year 2.</p> <p>Pupils sustain rapid progress across Key Stage 1 from their baseline on entry to the phase.</p> <p>The decline in reading / phonic outcomes from Reception to the end of Year 1 is eliminated by the summer term 2018.</p> <p>Teachers and Teaching Assistants follow a systematic approach to the teaching of phonics.</p>		<p>DHT to monitor that appropriate links are being made to spelling and correct letter formation during phonic sessions.</p> <p>DHT to monitor that pupils have access to well matched decodable texts to systematically apply their phonic skills to reading in the Reception and KS1.</p> <p>Pupil progress data.</p>	<p>IEB scrutiny of monitoring file.</p> <p>IEB / LIB scrutiny of monitoring file.</p>	<p>track to attain school the targets and the gap is closing towards attaining National across the EYFS and KS1.</p>
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Priority 2: Teaching, Learning and Assessment

Objectives	Success criteria	Specific Actions	Monitoring	Evaluation	Impact
High quality teaching and learning supports all pupils in making accelerated progress.	<p>100% of learning and teaching in all literacy and mathematics lessons is judged good or better by July 2018.</p> <p>All teachers have sufficiently high expectations of what pupils can achieve</p> <p>All teachers set work that is accurately matched to their abilities.</p> <p>The more able are consistently challenged.</p> <p>All adults use accurate assessment data to inform</p>	<p>HT and DHT to agree what age related expectations look like for all year groups- Visits to other drb schools, Severn Teaching School Alliance schools / other settings - January 24th</p> <p>HT to visit an outstanding setting with no PP gaps and a trend of high attainment.</p> <p>Regular whole school and cross school book scrutiny and moderation to age related expectation and what good pupil progress looks like in a lesson and over time. Year 2 and Year 6 staff to moderate writing and maths with staff from Beechwood Primary School and Jervoise Primary School - DHT at Beechwood Primary & DHT at Jervoise to lead the monthly moderation sessions - January 2018 and ongoing until July. First meeting: Tuesday 9th January at Jervoise at 12:30 - Year 2 and 6.</p> <p>Staff training on effective differentiation and lesson structure, organisation and sequence - End of January / February.</p> <p>CPD to agree what effective assessment for learning processes look like in lessons and to ensure that staff are clear that the quality first teaching offer is informed by the agreed assessment for learning components and pupils are grouped appropriately - January PD days - Agree processes and launch revised ways of working.</p>	<p>School book scrutiny timeline in place.</p> <p>Cross and school moderation.</p> <p>Weekly SLT books - from January 2018.</p> <p>Half termly whole staff book scrutiny (To include comparison of standards across cohorts and to make accurate pitch and expectation judgments).</p> <p>SLT and HT monitoring activity.</p>	<p>IEB Member - joint scrutiny and learning walks. WB: 15th January & WB: 5th Feb</p> <p>LIB meetings where tabbed evidence of robust moderation is presented to evidence rapid progress over time in writing and maths across cohorts.</p> <p>Challenge Adviser Lesson Obs and Learning walk - Summer term focus on quality of reading provision.</p> <p>Year 2 and 6 cross school moderation sheets validate improved pitch, expectations and pupil progress over time.</p> <p>IEB member and challenge adviser to moderate judgements - half termly.</p>	<p>Do outcomes of self-review and monitoring activity confirm that the quality of teaching, learning and assessment is at least good?</p> <p>Do monitoring outcomes confirm that the more able pupils are systematically challenged and that there are more pupils attaining age related expectations?</p> <p>Is there evidence in books and learning walks that all staff are clear about how to use a range of assessment for learning strategies effectively to inform pitch and differentiation?</p> <p>Does monitoring confirm that lesson study and Director of learning</p>

	<p>and adapt their planning to match the needs of different pupils.</p>	<p>Quality first teaching improved by developing a programme of lesson study using SLE expertise. Focus to be on permanent staff in Year 2 and 6 - spring term 2018.</p> <p>A programme of lesson study led by Director of Learning for staff new to the school with effect from the summer term - Summer term 2018.</p> <p>Senior Leaders to support and steer use of PPA time to ensure that the teaching offer is appropriate. HT to explore the possibility of AHT Support from The Oval Primary School.</p> <p>HT to decide what the medium term planning framework for the spring term looks. HT to confirm whether he requires support from William Reynolds Primary to adopt a framework for the summer term.</p>	<p>SLT and HT monitoring activity.</p>	<p>LIB / IEB meetings evaluate the improved outcomes in pupils' workbooks.</p>	<p>activity is impacting directly on improving pupil outcomes?</p> <p>Do monitoring outcomes confirm that provision is improving and is on track to be consistently good across and between cohorts by July 2018?</p> <p>How well are newly appointed members of staff being inducted? (Summer term 2018)</p>
<p>There is a systematic approach to the teaching of spelling across the school.</p>	<p>All teachers identify frequent and common errors in pupils work.</p> <p>All pupils are systematically taught to proof read for spelling and punctuation errors as an integral part of all writing opportunities.</p>	<p>Spelling policy and practice agreed - January 2018.</p> <p>The marking and feedback policy is adapted to ensure that spelling and punctuation errors are addressed and actioned by pupils on a daily basis - January 2018.</p>	<p>Weekly SLT books - from January 2018.</p> <p>Half termly whole staff book scrutiny to confirm an improvement in spelling attainment and progress.</p> <p>Monthly moderation meetings with Jervoise Primary School and Beechwood Primary.</p>	<p>IEB to review outcomes of SLT and staff book scrutiny to confirm that priorities for development are being addressed in a timely manner.</p>	<p>Are all staff following the agreed marking and feedback policy?</p> <p>Do the outcomes of book scrutiny and moderation confirm improved spelling attainment?</p> <p>Does test data indicate an improvement in spelling?</p>

Priority 3: To improve the quality of leadership in and management of the school

Priority Target: To ensure that all aspects of leadership and management are consistently good or better					
Objectives	Success criteria	Specific Actions	Monitoring	Evaluation	Impact
To ensure that all aspects of leadership and management are consistently good or better by July 2018.	<p>All leaders make good use of a range of formative and summative assessment information to analyse the impact of teaching on all pupils.</p> <p>Monitoring and evaluation systems are used to identify where and how teaching can be improved.</p> <p>Priorities for development arising from all monitoring activity are addressed rapidly and within the specified timescales.</p> <p>The IEB have a secure and</p>	<p>Appointment of new assessment lead - Deputy Head to assume role with effect from Spring term 2018.</p> <p>Recruitment of a Director of Learning to drive systematic improvements to teaching and learning - summer term 1.</p> <p>Compile an assessment timeline to ensure that the annual assessment cycle is aligned with pupil progress meetings, monitoring / self-review cycle and IEB / Governing Body accountability measures - Spring term 1.</p> <p>Senior Leaders evaluate the accuracy of teacher assessment and the effectiveness and impact of cross school moderation - Spring term 1 and ongoing.</p> <p>Lesson observations and learning walks confirm that the agreed components of quality first teaching and formative assessments are in place - Spring term 1 and ongoing.</p> <p>Monitoring schedule in revised and non-negotiable expectations for rapid improvement are explicitly shared with all staff - Spring term 1.</p>	IEB / LIB - At least monthly.	Challenge Adviser to validate Senior and Leader judgements on half termly review / learning walks - Spring and Summer term 2018.	<p>Is there clear evidence that leaders' actions are having a positive impact on improving pupil outcomes?</p> <p>IS the IEB having a significant impact on strengthening the</p>

	<p>accurate understanding of how pupils are achieving and use this information to hold middle and senior leaders to account.</p> <p>IEB member ensure that Pupil premium funding is used effectively to diminish difference in outcomes between those of disadvantaged pupils and other pupils nationally.</p> <p>The IEB ensure that school website complies with statutory requirements.</p> <p>The new local governing body is established by September 2018 and is informed by the principles of the external moderated review.</p>	<p>Governing Body responsibility removed whilst IEB in place - Meeting 9th January 2018</p> <p>IEB members validate the accuracy of assessments and ensure that triangulation of evidence is robust.</p> <p>IEB members use a range of evidence to evaluate the impact of school improvement activity. (Viv Randall checklist / IEB 4MAT review).</p> <p>IEB member /s to take part in the PP review - 26th January.</p> <p>IEB members monitor progress on the PP action plan - Monthly with effect from February 2018.</p> <p>HT to share the compliance chart proforma with IEB. Proforma will be adapted to allocate a range of staff responsibilities for maintenance of website and for producing a timeline for updating - January.</p> <p>HT to produce and agree the vision, purpose and activity for a 'fit for purpose' Local Governing Body. Summer term 2018.</p> <p>HT to work with the MAT Board to agree a scheme of delegation that ensure that the Local Governing Body purpose is distinct to the needs of the local community , school setting and relevant school improvement outcomes - Summer term 2018.</p> <p>Action plan produced using the moderated self-review areas to ensure that the new LGB functions</p>	<p>Trustees & LIB - At least half termly.</p>		<p>leadership of the school?</p> <p>Is there evidence that the IEB and school leaders are building good leadership capacity by ensuring effective transition to a new Local Governing Body?</p> <p>Are timescales being met on the compliance chart?</p> <p>Is there clear delineation between LGB and Multi Academy Trust Board responsibilities?</p>
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		effectively with effect from September 2018 - Summer term 2018.			<p>Does the newly formed LGB have the right skillset?</p> <p>Has the moderated self-review process informed the right priorities to enable the LGB to fulfil their core responsibilities?</p>
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