

Chilmark & Fonthill Bishop C.E. Aided Primary School Post Ofsted School Improvement Action Plan

URN: 126438

Ofsted inspection date: May 2017

Headteacher: Mr. Adam Smith

Chair of Governors: Mr. Farrand

Updated and RAG (Red Amber Green) rated: June 2018

School Headline Improvement Areas :

- 1. GOVERNANCE SET STRATEGIC DIRECTION OF SCHOOL, LEADING TO RAPID PROGRESS IN OUTCOMES FOR PUPILS (ESP. MATHS)**
- 2. ALL STUDENTS MAKE AT LEAST EXPECTED PROGRESS IN ALL AREAS**
- 3. CREATE A CULTURE OF EFFECTIVE CHALLENGE AND HIGH EXPECTATIONS**

Head teachers review of the Action plan:

SIAP 2017-2018 review

Effective leadership and management

Strengths	Weaknesses
SIAP rag rating, SER minutes, and notes of visit show evidence of schools progress against Ofsted report actions.	Governor visits need to increase New governors need to attend the WISP
Review of Governance done and governors have evaluated the action plan.	Summer term evaluation needs to be done

Governors are increasing the level of challenge to the school	Governors need to rehearse the 20 questions that Ofsted will ask, so that they understand what to look for in school visits and are able to comment with confidence upon the schools strengths and weaknesses.
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Teaching learning and assessment

Strengths	Weaknesses
Levels of challenge for all pupils have increased	Teachers have not demonstrated consistently opportunities for enquiry Books do not show universal challenge for all abilities of pupil, all of the time.
Marking and feedback is consistent across the school, HT monitoring shows impact upon pupil outcomes	Governors have not visited to see impact of marking and feedback policy
	School has not actioned the enquiry based skills progression map action from the SIAP

Outcomes for pupils

Strengths	Weaknesses
Baseline assessments of EYFS identified key pupils, who then received targeted support, all improved in areas of the EYFS profile but not enough for GLoD	Predicted GLoD did not change by end of year – 58% Below NA
Baseline assessments of Phonics identified key pupils, who then received targeted support, 70% pass in Y1	Y2 pupils who did not make previous Phonics pass mark also failed to make Y2 retake (scores show that all improved from Y1)
Curriculum is vibrant, differentiated and challenging, identified by HT observations and book looks	Governors need to visit to ask pupils about how they are challenged and to see challenge within books
CPD on assessment has created a more accurate measure of the pupils, evidenced by external partnerships	Publically available school data is not representative of current pupils in school. Pupils are tracked by actual data but OFSTED will not see this data prior to visiting.

Personal development, behaviour and welfare

Strengths	Weaknesses
School' words of power' (linked to Building Learning Power have been embedded into all aspects of school life and were judged to be Good by SIAMs	Governors have visited to measure this but no on-going timetable has been set for future monitoring.
Pupils are demonstrating more pride in work	Expectations for accuracy and presentation can still be increased

Early Years Provision

Strengths	Weaknesses
Outdoor environment and indoor classroom all redeveloped to better achieve EYFS expectations	Outdoor classroom monitoring needs a refined focus and TAs need to be given more guidance
Extension and challenge for MA seen within planning	Extension and challenge needs to be seen in action during learning walks and lesson observations.

Area for Improvement 1– The effectiveness of leadership and management

School Priority Target:

1. **By October 2017: ensure there is collated and evaluated evidence of improvement against Ofsted key issues and clearly link these to the school improvement priorities (PIAP) and actions.** **By July 2018** all Ofsted recommendations are being addressed and many achieved (see AFIs above in PIAP).
2. **By December 2018: review of governance is completed.** **By March 2018** evaluations of the work of the school are providing evidence for robust support and challenge.
3. **By February 2018: continue to improve the quality of governors’ ability to support and challenge school leadership so that standards rise to improve outcomes even further.**
4. **By October 2017: subject leaders are clear on roles and responsibilities.** **By December 2017** developed roles and increased capacity have been evaluated against progress. **By July 2018** subject leaders have provided evidence to secure a quantifiable impact on outcomes in Maths and English.

Governor Monitoring	Subject Governors for Mathematics, Reading and Writing and Teaching and Learning Governor will meet termly with the Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 3. The Subject Governors will report to the FGB (see Evaluation).	Governor Evaluation	Chair will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. (See evaluation)		
Who How and When		Who How and When			
LA Monitoring / Evaluation visits	LA WIA regular visits to the school to assess progress. Visits include classroom observations, data analysis, improvement planning review	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions		
Lead Person	HT CoG	Others involved	SLs, Class Teachers, Governors		
Action		Start date	End date	Resources Needed / Notes	Cost to School / LA
1.1a	By March 2018 there is collated and evaluated evidence of improvement against Ofsted recommendations (PIAP) HT to complete the Post Inspection action plan	July 2017	March. 2018	HT and WIA	No cost
1.1b	HT to complete actions identified within AP and provide collated evidence for each of the improvement areas (with support from WIA)	July 2017	July 2018	HT and WIA	No cost

1.1c	HT to share PIAP in detail with FGB. Subject and evaluation governors identified	July 2017	Nov 2017	Plan shared- Governors' responsibilities to be identified – some governors to be identified to key roles Portfolios	No additional cost
1.2a	By December 2018 review of governance is completed Advisor to Governors to work with Governors Advisor to governors to support FGB in drawing up an action plan for improved governance	July 2017	Dec 2018	Keith Clover	£1500
1.2b	New Governors to attend WISP? Be involved regularly in evaluating the progress of the AP and SER meetings	July 2017	July 2018	Identified governors to attend sessions	No additional costs to school Cost of WISP
1.3a	By February 2018 Continue to improve governance so that standards rise to improve outcomes even further HT to present ROL data 2017 to governors identifying strengths and areas for improvement (use this to set outcomes section) Review December data with Staff and Governors	July 2017	Feb 2017	HT Data Gov FGB	No additional costs
1.3b	Report results pupil progress meetings to governors	July 2017 23 October 2017 22 January 2018 28 May 2018	July 2018	HT Gov	Release time for CTs = £165 [day]
1.4a	By October 2017 subject leaders are clear on roles and responsibilities Performance management targets for subject leaders need to SMART and support CPD	July 2017	Oct 2017	Identified governors to be briefed – By HT CPD training by TBC	Release time for CTs to have PM = £165 [day]
1.4b	Subject leaders to identify CPD needed to raise standards and action relevant CPD for staff	July 2017	July 2018	Support school to provide CPD 'what makes a good subject leader'.	Who is leading this CPD action? Provider is to be Harnham when suitable 2hours = £60ph [£120] needs confirmation
1.4c	By December 2017 developed roles and increased capacity have been evaluated against progress Subject leaders attend pupil progress meetings to build understanding of cohort weaknesses and individual pupils of interest.-Maths Literacy	July 2017 Delivery is by TA/CT through out of class focused work or small groups within lessons following specific targets	Dec 2017	HT Subject Leaders CT	Release time for Subject leaders = £165 [day]
1.4d	Use 2017 data to identify and analyse strengths and weaknesses	July 2017	Oct 2017	HT	No additional costs

1.4e	Subject leaders produce an action plan to focus on areas for development Maths	Oct 2017	July 2018	Subject Leaders	Release time for Subject Leaders = £165 [day]
<i>Evaluation of actions undertaken: Maths has been given priority due to historic and recent issues</i>			<i>Next steps: Continue to focus on Maths</i>		

Area for Improvement 2: Teaching, learning and assessment

School Priority Targets:

1. **By January 2018** a whole school approach to expectations, differentiation and challenge has been developed and is being implemented by all staff, **by March 2018** differentiation/challenge gives pupils increased ownership of their learning by allowing them to select work from a number levels of challenge and higher expectations are clearly demonstrated **by June 2018** evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon rapid progress and pupil outcomes.
2. **By December 2017** Teachers have developed the capacity to ensure there is sufficient challenge for all children and evidence to demonstrate depth of learning (mastery) **By March 2018** planning and teaching demonstrates consistent opportunities for enquiry based learning. **By July 2018** Monitoring and evaluation of teaching demonstrates secure evidence of greater depth across the curriculum
3. **By September 2017** review the marking and feedback policy and procedures to develop a consistent whole school approach, **by December 2017** pupils are effectively responding to marking, which then impacts upon future learning, **by Feb 2018** evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon pupil outcomes.
4. **By January 2018** teachers have undertaken CPD to develop pupils' involvement in identifying success criteria for lessons, **by March 2018** teachers are routinely undertaking this with pupils in English and mathematics, **by May 2018** teachers and pupils are using these to review learning during and at the end of lessons to support marking and feedback and further develop independent learning.
5. **By October 2017**, Building Learning Power/Growth Mindset introduced across the whole school. **By December 2017** improved learning habits are clearly demonstrated in classrooms **By July 2018** 'Building Learning Power' is embedded and all learners are more resilient and self-reflective.
6. **By December 2017** robust SEN policy and PP strategy completed. **Continue to closely monitor and evaluate provision. By march 2018** evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon rapid progress and pupil outcomes.

Governor Monitoring	Subject Governors for Mathematics, Reading and Writing and Teaching and Learning Governor will meet termly with the Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will report to the FGB (see Evaluation).	Governor Evaluation	Chair will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. (See Evaluation)		
Who How and When		Who How and When			
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions:		
Lead Person	HT	Others involved	Subject Leaders, Class Teachers.		
Action		Start date	End date	Resources Needed / Notes	Cost to School / LA
2.1a	By December 2017 review the marking and feedback policy and procedures... Leadership to match current marking & feedback (M&F) policy & procedures to practice to identify what works well & what needs revision. Next step marking given less priority, in lesson marking and feedback shown by SLT maths report is more effective- CHANGE POLICY	Sept 2017	May 2018	Work scrutiny PDM – discussion with staff	WIA and Headteacher time
2.1b	By December 2017 review the marking and feedback policy and procedures... Leadership / SLs to draft new M&F policy and present to staff for consideration by end of October. By T3 Teachers to trial new approach for 2 weeks and feedback to leadership by first PDM in November. By T4 Teachers to discuss M&F policy with pupils for feedback – Done, remains amber as impact is measured over next term SLT to conduct frequent book looks	Sept 2017	May 2018	PDM –November to take feedback from teachers, TAs & pupils.	No cost
2.1c	By December 2017 review the marking and feedback policy and procedures... Leadership to produce final draft of M&F policy to be introduced in December – with common whole school approaches.	Sept 2017	May 2018	Staff meetings Policy reviewed by Curr Com on [add date]. See Minutes from curriculum committee	No cost
2.1d	Ensure that staff provide time for response to marking, built into the timetable for each class	Sept 2017	July 2018	Conduct book scrutiny to check	No cost

	SLT to conduct frequent book looks to monitor this.			Conduct pupil interviews to check	
2.2a	<p>By January 2018 a whole school approach to differentiation.... expectations.</p> <p>Provide CPD training on greater depth/mastery Training for TAs on effective questioning to extend learning Training TAs to promote independent learning Observing the use of TAs to promote questioning Observing TAs to promote independence Impact measured within SIAMs of questioning and RE enquiry.</p>	Sept 2017	June 2018	HT All staff (See below)	Cost to LA 1 x day adviser time
2.2b	<p>By March 2018 gives pupils increased ownership....</p> <p>All teachers ensure that all core subject lessons routinely provide pupils with differentiated work which provides stretch & challenge whilst developing independence Planning to be monitored to ensure challenge and depth of learning is identified Lesson observations and work scrutiny to take pace termly (focus - diff/challenge/expectations) Subject leaders to focus on HA within own subject</p>	Sept 2017	June 2018	HT All staff	No cost
2.2c	<p>By June 2018 evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon pupil outcomes.</p> <p>M&E by SLT /WIA / Govs</p>	Sept 2017	June 2017	WISP Training Programme	WISP Programme Budgets Stuart Telling to waiver the cost, confirmation needed on this.
2.3	<p>Staff meeting look at the enquiry based skills needed across the age ranges</p> <p>List the skills for each key stage Have a progression map across the school This has been moved to the 2018-19 plan as we have given more time to Assessment CPD</p>	Sept 2017	July 2018	Support school	Cost for staff meeting
2.4	<p>By January 2018 teachers have undertaken CPD to develop</p> <p>Teaching in phonics, differentiation and challenge All drop ins and LO evidence improvement Visits by staff to other schools to look at specific identified areas T4 focus groups identified for additional teaching</p>	Sept 2017	May 2018	Consultant Head of supporting school or Lead EYFS Staff member	Supply rate for EYFS Lead (£160 p/day) to Consultant Head's school
2.5a	<p>By October 2017, Building Learning Power introduced across the whole school</p> <p>Link the themes of BLP/4W to collective worship Provide CPD to staff including TAs</p>	Sept 2017	Oct 2017	Overview planned by SL	No cost

	Create displays, quotes posters in each classroom - impact measured by SIAMs= judged as Good -impact to academic rigour is still being measured				
2.5b	By December 2017 improved learning habits are clearly demonstrated in classrooms All classes to have BLP/4W themed posters and displays All pupils to understand and follow the BLP/4W system	September 2017	December 2017	Policy for 4W PDM on 4W for teachers and TAs Book scrutiny to evidence Pupil interviews to evidence	No Cost
2.5c	By July 2018 'Building Learning Power/4W' is embedded and all learners are more resilient and self-reflective. Pupils can demonstrate better independence in independent work. BLP/4W is shown to improve progress.	September 2017	July 2018	Book scrutiny to evidence Pupil interviews to evidence	No Cost
2.6a	By December 2017 robust SEN policy and PP strategy completed. Continue to closely monitor and evaluate provision. Report termly to governors on SEN progress Identify pupils not making expected progress Act to improve progress and track these pupils using SEN paperwork	September 2017	December 2017	M. Coles to develop staff ability to use SEN paperwork.	Cost of support- Harnham
2.6b	By march 2018 evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon rapid progress and pupil outcomes. Termly pupil progress meetings inc progress of SEN Monitor start and end of intervention evidence and keep as a case study evidence file. Air point analysis shows SEN are making progress	September 2017	March 2018	M. Coles to assist in monitoring and provide external verification	Cost of support- Harnham

Evaluation of actions undertaken:

2.2a TAs given training by HT June 2017
 2.2a TAs visited Harnham for 2 days of training by EP service on scaffolding learning
 2.6a 20/6/17- M.Coles SEN lead visited to give CPD to staff on the Wiltshire IEP and support record keeping systems.
 2.6a TA training on TA standards, marking and how to promote progress 27/6/17
 TA training on scaffolding 27/6 & 14/7 at Harnham school by EP service.
Additional
Baseline training and external moderation given by EYFS support oct 2017

Next steps:

Demonstrate to govts the impact of this improvement
Enquiry based CPD to move to the 2018-19 plan
Finish marking and feedback changes with each review leading to more steps for development- continual push for improvement in books

training given to EYFS to allow comparisons to other settings Nov 2017
Electronic data tracking support given- Wilts Tracker
School to school book moderations (Harnham) subject leader days Nov 2017
SEN moderation between HJS and HT February 2018
2.4 in term 4 focus groups for targeted push identified in Reading, writing, maths, phonics HT to monitor progress reports from Teachers
Visit by Reception teacher to Wyllye to see another reception y1 class February 2018
Reading moderation between mere school and CFB January 2018

Area for Improvement 3 - Outcomes for pupils

School Priority targets:

- By **October 2017** baseline on entry assessments have clearly identified areas and pupils in need of accelerated development, by **January 2017** teacher assessments identify the impact of targeted support and curriculum bias on pupil outcomes, by **March 2018** at least 75% of pupils are on track to achieve GLoD, (predicted Glod is 58%) by **July 2018** attainment at the end FS2 is at least in line with national averages for a Good Level of Development .
- By **November 2017** teacher assessment has identified all Y1 pupils at risk of not attaining the Phonics standard and these pupils are in receipt of additional support, by **February 2018** pupil tracking can identify the impact of this additional support, by **April 2018** at least 80% of Y1 pupils are on track to achieve the phonics standard, by **July 2018** attainment in Year 1 phonics is at the same as least the national average.70%
- By **January 2018** KS2 pupils are fully engaged with a vibrant, challenging, differentiated curriculum, by **March 2018** M&E of learning provides evidence to support improving pupils outcomes, (all have progressed but not equal to NA expectations yet) by **May 2018** teacher assessment identifies an improvement in Y5 outcomes, by **July 2018** attainment at the end of KS2 is not vulnerable to falling below national floor standards
- By **December 2017** teachers have received CPD on assessing pupil outcomes focusing on whole school procedures and practices, by **March 2018** teachers have moderated their judgements within school (and externally) and pupil tracking outcomes are based on a secured practice, by **July 2018** assessments made by teacher reference progress are secure with evidence to support this.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for Mathematics, Reading and Writing and Teaching and Learning Governor will meet termly w the Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed act have taken place in a timely and effective manner; and r</p>	<p>Governor Evaluation</p> <p>Who How</p>	<p>Chair will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. (See Evaluation)</p>
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	any changes to the action plan for Area 2. The Subject Governors will report to the FGB (see Evaluation).	and When			
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions		
Lead Person	HT	Others involved	DHT , SLs for Maths, Reading and Writing, SENCO, Class Teachers		
Action To be written when all SATs data is received		Start date	End date	Resources Needed / Notes	Cost to School / LA
3.1a	By October 2017 assessments are completed and analysis has been used to identify groups	Sept 2017	Oct.2017	<i>Governors Meeting for assessments to be shared</i>	Supply costs for EYFS Lead from Consultant head's school @ £160 p/day
3.1b	By January 2018 impact of assessment and support has an impact on achievement 75% of rec inline for GLoD By March 2018 Actual Glod prediction is 58%	Oct 2017	January 2018	Obs carried out by: EYFS Lead Teacher from Supporting School (see below) Ht (add date)	EYFS Action Plan to be edited by Supporting School Lead (Cost £160 per day?) Maths and English action plans to be redrafted as needed by SL
3.1c	By July 2018 end of year assessment puts outcomes at or above national average for GLoD Still 58%	Oct. 2017	July. 2018	EYFS Lead Teacher from Mere in school & Harnham support & Wylle school “	£160 x 2 = £320 “
3.2a	By November 2017 all pupils at risk of not achieving phonics results have been identified and support has provided evidence of progress towards the expected pass.	Oct. 2017	November 2017	“	“
3.2b	By February 2018 evidence shows that the support is closing the gap By March 2018 evidence shows that support is closing the gap –book looks, tracker, air points and SL reports support this	Nov 2017	February 2018	<i>Overtime for support TA budget</i> “	£60 per week for 5 weeks “
3.2c	By April 2018 80% of the class are at the expected level and will be able to pass the phonics test, this is evidenced by assessments against past papers. March prediction is 40%. Result 70%	April 2018	July 2018	<i>Obs arranged for Jan 2016 by Lead EYFS teacher from Mere</i> “	“

3.2d	<u>By July 2018 cohort is at the national average for phonics</u> <u>Result was 70% NA is 75%</u>	April 2018	July 2018		No additional cost
3.3a	<u>By January 2018 the curriculum overviews show that schemes of work cover all aspects of NC</u> H/T to monitor and evaluate teachers medium term and weekly planning to ensure meets pupils needs	September 2017	March 2018	HT time (see below)	No additional cost
3.3b	<u>By March 2018 observations build an evidence bank to support the view that it is a vibrant and varied curriculum.</u> By March Governor visits have taken place to see the improved curriculum and evidence of pupil challenge	Nov 2017	March 2018	HT time	No additional cost
3.3d	<u>by May 2018 assessment tracking shows that KS2 Y5 are not vulnerable to underperformance in Y6</u>	Sept 2017	May 2018	HT time -Head	No additional cost
3.3e	<u>By July 2018 predicted results are in line with or above national expectations/floor standards</u>				
3.4a	<u>By December 2017 teachers have received CPD on assessing</u> Provide opportunities for internal moderation of assessment judgements in reading, writing & maths	Nov 2017	March 2016	LA Literacy / Numeracy Advisor – awaiting arrangements for CPD	Twilight session £200 approx
3.4b	<u>By March 2018 work and assessments have been internally and externally moderated</u>	Nov 2017	March 2016	PDM time	No additional cost
3.4c	<u>By July 2018 end of year assessment are inline with the moderations and assessments that teachers have made</u>	September 2017	July 2018	PDM and HT time	No Cost

Evaluation of actions undertaken:

- 3.1b 14/6/17- L. Coles visited - pre-moderation of EYFS GLOD and support (see NOV)
- 3.1b 16/6/17- C. Symonds county moderation agreed with EYFS judgements (see Moderation form)
- 3.3a overviews and topic webs have been created by staff to ensure that the curriculum fits the needs of the school over a 2 year rolling programme
- 3.4c 3.4b Benchmarking of online data against books 26/2/2018 whole staff tracked one specific assessment in lit. against evidence in books- progress evidence sheets in HT folder.

Next steps:

- Tracking of identified groups
- Frequent book looks by SL
- Phonics lessons split into 4 groups (ability based) Focus group of moveable pupils identified for extra support.
- Glod data is lower than target, focus on weak areas of the profile for targeted moveable pupils is in place

Area for Improvement 4– The personal development, behaviour and welfare

School Priority Target:

1. **By October 2017, Building Learning Power [BLP] introduced across the whole school By December 2017 improved learning habits are clearly demonstrated in classrooms By July 2018 'BLP' is embedded and all learners are more resilient and self-reflective. SEE T&L**
2. **By October 2017, improve children's awareness of safety including internet safety to ensure children are well prepared for life**
3. **By October 2017 SMSC policy is in place. By December 2017, robust plan is put in place for SMSC. By March 2018 evaluation of evidence across the school demonstrates effective provision**
4. **By December 2017 children demonstrate pride in their work and have high expectations in accuracy and presentation – impact of this is being measured over remainder of the year**

Governor Monitoring	Subject Governors for Mathematics, Reading and Writing and Teaching and Learning Governor will meet termly with the Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 3. The Subject Governors will report to the FGB (see Evaluation).	Governor Evaluation	Chair will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. (see Evaluation)		
Who How and When		Who How and When			
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions:		
Lead Person	HT CoG	Others involved	SLs, Class Teachers, Governors		
Action		Start date	End date	Resources Needed / Notes	Cost to School / LA
4.1a	By October 2017, Building Learning Power introduced across the whole school By December 2017 improved learning habits are clearly demonstrated in classrooms By July 2018 'BLP/4W' is embedded and all learners are more resilient and self-reflective. SEE T&L	Sept. 2017	Dec 2017	Staff meeting time HT time	No additional costs Cost of NOV by Diocese =£1600

	<p>Policy- 4Rs of learning</p> <p>Link the themes of BLP to collective worship</p> <p>Provide CPD to staff including TAS</p> <p>Create displays, quotes posters in each classroom</p>				
4.2	<p>By October 2017, improve children's awareness of safety including internet safety to ensure children are well prepared for life</p> <p>Write and agree whole school policy,</p> <p>Develop a rolling timetable of events, to cover a repeating 2 year cycle.</p> <p>Provide parent training for internet use.</p> <p>RSE delivered</p> <p>Life bus for 2018=2019 booked</p>	Nov 2017	July 2018	HT time Internet safety trainer	<p>Cost of Corum life bus and RSE</p> <p>Cost of internet safety covered by cluster- Parent training term 4</p>
4.3	<p>By October 2017 SMSC policy is in place. By December 2017, robust plan is put in place for SMSC. By March 2018 evaluation of evidence across the school demonstrates effective provision SIAMs measured this as good</p> <p>Write and agree whole school policy,</p> <p>Develop a rolling timetable of events, to cover a repeating 2 year cycle.</p>	Nov 2017	July 2018	HT and WIA time	No Cost
4.4a	<p>By December 2017 children demonstrate pride in their work and have high expectations in accuracy and presentation</p> <p>Share good work in assembly</p> <p>Display best work as shared in celebration assembly in classrooms</p> <p>Conduct book scrutiny to see improvements in presentation</p> <p>impact of this being measured across the whole year</p>	Nov 2017	July 2018	HT time over T3,4,5,6	Cost of stickers and prizes = £50
<p>Evaluation of actions undertaken:</p> <p>SMSC policy not done! Done 12/1/18 and on website</p> <p>Internet safety- done and external speaker for parents provided Spring term 2018</p> <p>SIAMs SEF completed Sept 2017, reviewed and NoVs collected Autumn and Spring Term 20i7-18</p> <p>SIAMs inspection judgement GOOD 20/2/2018</p>			<p>Next steps:</p> <p>Add to 2 year SMSC calendar</p>		

Area for Improvement 5 – Early years provision

School Priority Target:

1. **By December 2017 governors and staff have identified a EYFS improvement plan on how the outdoor environment & resources is to be developed, by April 2018 improvements to the outdoor environment are completed.**
2. **By October 2017 extension and challenge for the MA is demonstrated clearly in planning and by December 2017 TAs are demonstration effective impact from CPD.**
3. **By October 2017 opportunities are developed for parents to be involved in their child's learning, By December 2017, Tracking app [tapestry] is being used by class teacher with a view to enabling parents to contribute electronically at later date. is this now for 2018-2019**

Governor Monitoring	Subject Governors for Mathematics, Reading and Writing and Teaching and Learning Governor will meet termly with the Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 3. The Subject Governors will report to the FGB (see Evaluation).	Governor Evaluation	Chair will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6.		
Who How and When		Who How and When			
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions:		
Lead Person	HT CoG	Others involved	SLs, Class Teachers, Governors		
	Action	Start date	End date	Resources Needed / Notes	Cost to School / LA
5.1a	By December 2017 governors and staff have identified in a EYFS improvement plan..... Development of outdoor provision HA Challenge Involvement of parents support from H/T to monitor and evaluate plan	July 2017	December 2017	Harnham or Natalia Rayner to help with identifying what is needed)	Cost of Harnham support,
5.1b	February 2018 leadership has prioritised resources and established a timeline for this work.	July 2017	February 2018	Harnham or Natalia Rayner to help with identifying what is needed)	Cost of Harnham support,
5.1bc	By April 2018 improvements to the outdoor environment are completed. Produce EYFS improvement plan and identify	July 2018	April 2018	Resource an effective outdoor EYFS area	This a major cost and the school budget for 2017-2018 does not

	<p>improvements required for an effective learning environment</p> <p>EYFS consultant to visit to support action plan</p>			(Harnham or Natalia Rayner to help with identifying what is needed)	cover this, DFC funding has been accessed for this [£5,264] +Cost of Harnham support,
5.2a	<p>By October 2017 extension and challenge for the MA is demonstrated clearly in planning</p> <p>Planning needs to demonstrate Extension tasks for HA need to be put in place to challenge learning EYFS leader to look at the current planning to see if this can be further developed to meet EYFS goals.</p>	July 2017	October 2017	(Harnham or LA to help?)	Cost of Harnham support,
5.2b	<p>December 2017 TAs are demonstration effective impact from CPD.</p> <p>CPD sessions for TAs run by HT</p> <p>TA lesson observation criteria shared</p> <p>TA roles in the school to be monitored/developed</p> <p>Teachers and TAs regularly challenge errors and books/observation notes show that they are not allowed to continue</p> <p>Training for EYFS TAs on use of effective questioning to allow pupils achieve potential.</p> <p>Training for EYFS staff on how to help pupils review their work.</p> <p>Visit to an effective EYFS setting for each teacher to see effective use of learning habits, review and high expectations of teachers impacting on pupil's work. To include classroom observations, time with staff and book samples</p>	July 2017	December 2017	HT, External train opportunities	<p>Cost of Harnham support,</p> <p>TA training or visit to see effective TA use in a similar year group.</p> <p>Cost=harnham</p> <p>Cost= supply (£600) +Harnham</p> <p>Cost =supply (£600)</p>
5.3a	<p>By October 2017 opportunities are developed for parents to be involved in their child's learning</p> <p>EYFS leader to aid Class Teacher in the effective methods of parent contributions to learning journeys.</p>	July 2017	October 2017	(Harnham or LA to help)	Cost of Harnham + EYFS app [£500]

	Given at parents evening				
5.3b	December 2017, Tracking app [tapestry] is being used by class teacher with a view to enabling parents to contribute electronically at later date.	July 2017	December 2017	(Harnham or LA to help)	Cost of Harnham support,
<p>Evaluation of actions undertaken:</p> <p>5.1a 23/6/17- L. Coles visited to draw up an action plan for ongoing support and improvement in EYFS (see action plan)</p> <p>5.1a 27/6/17- L.Coles visited to select learning equipment required (see action plan) and identify learning equipment that needed to be disposed of (see NoV)</p> <p>5.3a 4/7/17- L.Coles visit to follow up on previous NoV and focus on indoor learning environment actions and start Tapestry training</p> <p>Additonal</p> <p>Baseline training and external moderation given by EYFS support oct 2017</p> <p>training given to EYFS to allow comparisons to other settings Nov 2017</p> <p>Electronic data tracking support given- Wilts Tracker</p> <p>School to school book moderations (Harnham) subject leader days Nov 2017</p> <p>EYFS 1/2/18 CPD training for New TA and Teacher</p> <p>Class teacher to visited effective EYFS classroom and establish supportive links with Wylve</p> <p>New TA attended training and has started outdoor learning provision (focused pupil club) with school catering company as partnership March 2018</p>			<p>Next steps:</p> <p>Induct new TA</p> <p>Continue to monitor TA skills</p> <p>Develop the Rainbow room</p> <p>Develop a TA to be outdoor learning coordinator- outdoor provision development in place.</p>		

Glossary :

HT – Headteacher

DHT – Deputy Headteacher

SL – Subject Leader

SENCO- Special Educational Needs Co-ordinator

GB – Governing Body

FGB – Full Governing Body

CoG – Chair of Governors

LA WIA – Local Authority Wiltshire Improvement Adviser

PPM – Pupil Progress Meeting

PDM – Professional Development Meeting

SLT – Senior / School Leadership Team

AfL – Assessment for Learning

APP – Assessing Pupil Progress

AF – Assessment Focus

SI – School Improvement

M&E – Monitoring & Evaluation

G&T – Gifted & Talented

CPD – Continuing Professional Development

L&M – Leadership & Management

TD – Teacher Development

LA – Local Authority (Wiltshire)

EYFS – Early Years Foundation Stage

NLE- National Leader in Education

NSS – National Support School

ARE- Age Related Expectations

FFT- Fischer Family Trust

WISP – Wiltshire Improving Schools Programme: LA led CPD for SLT and Governors

SIAP – School Improvement Action Plan

HTPM – Headteacher Performance management

MSL – Mathematics subject leader

LSL – Literacy subject leader

CTs – class teachers