


GETTING TO GOOD – The Achievement of Pupils


School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

<p>What did OFSTED say in 2015?</p> <ol style="list-style-type: none"> 1. Over time, pupils have not made the progress of which they are capable. This is particularly the case in writing. 2. The attainment of Year 1 pupils in the national phonics screening check in 2014 was below the national average. 3. In 2014 national tests, Year 6 pupils did significantly less well than their peers nationally in writing. 4. The percentage of pupils that made more than expected of them was well below the national average in writing. 5. The progress of the most-able pupils in school, although improving, still varies too much between subjects and classes. 6. Teachers are not yet consistently providing demanding work for these pupils in classes. 	<p>What actions are required?</p> <p>Speed up pupils' progress, especially in writing, by:</p> <ul style="list-style-type: none"> • Setting challenging work for all pupils and especially the most able • Expecting pupils to write at length more frequently to further develop their skills in spelling, punctuation and grammar • Placing more importance on high standards of presentation of pupils' work. <p>***Please also see Howard Park Community School ATTAINMENT ambitions for 2016-17</p>
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1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
<div style="text-align: center;">  <p>Attainment Objectives EYFS: Green files are successful at monitoring all key aspects of the school</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>***Please see attached achievement ambitions for 2016-2017 document (at end)</p> </div> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; margin-top: 10px; transform: rotate(-15deg); text-align: center; color: white;"> <p>**Some actions completed in EYFS Ensure that these actions are embedded</p> </div>	<p>Progress, as identified in 'Green File's RECORD OF PUPIL'S PROGRESS MEETINGS will be above national expectations as indicated.</p> <p>Attainment, as identified in 'Green File's ATTAINMENT TRACKER, will be above national expectations as indicated.</p>	<p><u>Global Actions</u></p> <p>Target setting 1. Ensure the percentage of pupils targeted for each expectation on FFT Aspire (emerging, expected and exceeding) are accurate.</p> <p>Tracking progress of the child 1. Through half-termly pupil progress meetings with DHT and CT the child's journey is monitored with three tier intervention as required. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p>Tracking progress on intervention 1. Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations - create and implement a weekly intervention timetable and monitor the implementation fortnightly and at end of a 7 week intervention.</p> <p>Personalised Intervention 1. Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject. 2. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers. 3. Establish the expectations within each subject/ SEND stream and ensure pupils are enabled to learn/ develop at the appropriate expectation as a result of specific provision of resources.</p> <p>Monitor and evaluate 1. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><u>Specific Actions</u></p> <p>***Please see EYFS Action Plan 2016-2017</p> <p>Staff awareness sessions, data training</p> <p>Coaching Model used with teams to dev. RO action plans Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p>PM targets</p> <p>Self-evaluation of Teachers Standards</p> <p>Moderation/ INSET/ Networks</p> <p>Partner Governors</p> <p>Strengthening SLT NLE work</p> <p>Strengthening Writing NLE work</p>	<p><u>Global</u></p> <p>Key Stage Leaders will complete pupil progress meetings, with use of 'Green Files' identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <p>Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion</p> <p>(as per 'Green Files')</p> <p>MN to refresh and update 2016 October 2016</p> <p>MN to lead, teams to action plan October 2016</p> <p>MN & JP to lead December 2016, Review April 2017</p> <p>MN to lead, staff to complete, PM reviewers to evaluate with staff October 2016</p> <p>Timetabled</p> <p>MN and GM to setup December 2016</p> <p>Refer to NLE action plan (HA)</p> <p>Refer to NLE action plan (Shelley)</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly) To include:</p> <p>Planning scrutiny, Intervention documentation, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>Calendar entry, HTs word</p> <p>RO action plans on website</p> <p>PM overview of targets</p> <p>HTs word – confidential</p> <p>Calendar entries</p> <p>'Governors' section on website</p> <p>NLE action plan (HA)</p> <p>NLE action plan (Shelley)</p>	<p>Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training</p> <p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Sept' INSET, Staff meetings, Raise Online un-validated data</p> <p>Staff meetings, Raise Online un-validated data</p> <p>Non-contact time CPD – Reviewer training</p> <p>Non-contact time</p> <p>Staff meeting/ INSET days</p> <p>Governor meeting/ HT: CoG meeting</p> <p>Meeting with NLE</p> <p>Meeting with NLE</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p><i>1. Have the actions been completed?</i> <i>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</i> <i>3. What needs to be done now to achieve the success criteria?</i> <i>4. How can the issue be prevented from happening again?</i> <i>5. Have the new procedures been embedded in practice?</i></p> <p><i>Speak to Sarah????</i></p>

GETTING TO GOOD – The Achievement of Pupils

School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: PUPIL OUTCOMES AT KS1, KS2 AND EYFS


 <p>Attainment Objectives: KS1 (including Phonics at Y1/2) Green files are successful at monitoring all key aspects of the school</p>	<p>Progress, as identified in 'Green File's RECORD OF PUPIL'S PROGRESS MEETINGS will be above national expectations as indicated.</p> <p>Attainment, as identified in 'Green File's ATTAINMENT TRACKER, will be above national expectations as indicated.</p>	<p><u>Global Actions</u></p> <p>Target setting 1. Ensure the percentage of pupils targeted for each expectation on FFT Aspire (emerging, expected and exceeding) are accurate.</p> <p>Tracking progress of the child 1. Through half-termly pupil progress meetings with DHT and CT the child's journey is monitored with three tier intervention as required. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p>Tracking progress on intervention 1. Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations - create and implement a weekly intervention timetable and monitor the implementation fortnightly and at end of a 7 week intervention.</p> <p>Personalised Intervention 1. Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject. 2. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers. 3. Establish the expectations within each subject/ SEND stream and ensure pupils are enabled to learn/ develop at the appropriate expectation as a result of specific provision of resources.</p> <p>Monitor and evaluate 1. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><u>Specific Actions</u></p> <p>***Please see Y1/Y2 Phonics Action Plan 2016-2017 ***Please see End of KS1 Assessment Action Plan 2016-2017</p> <p>Staff awareness sessions, data training</p> <p>Coaching Model used with teams to dev. RO action plans Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p>PM targets</p> <p>Self-evaluation of Teachers Standards</p> <p>Moderation/ INSET/ Networks</p> <p>Partner Governors</p> <p>Strengthening SLT</p> <p>Strengthening Writing NLE work</p>	<p><u>Global</u></p> <p>Key Stage Leaders will complete pupil progress meetings, with use of 'Green Files' identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <p>Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion</p> <p>(as per 'Green Files')</p> <p>MN to refresh and update 2016 October 2016</p> <p>MN to lead, teams to action plan October 2016</p> <p>MN & JP to lead December 2016, Review April 2017</p> <p>MN to lead, staff to complete, PM reviewers to evaluate with staff October 2016</p> <p>Timetabled</p> <p>MN and GM to setup December 2016</p> <p>Refer to NLE action plan</p> <p>Refer to NLE action plan (Shelley)</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly) To include:</p> <p>Planning scrutiny, Intervention documentation, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>Calendar entry, HTs word</p> <p>RO action plans on website</p> <p>PM overview of targets</p> <p>HTs word – confidential</p> <p>Calendar entries</p> <p>'Governors' section on website</p> <p>NLE action plan</p> <p>NLE action plan (Shelley)</p>	<p>Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training</p> <p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Sept' INSET, Staff meetings, Raise Online un-validated data</p> <p>Staff meetings, Raise Online un-validated data</p> <p>Non-contact time CPD – Reviewer training</p> <p>Non-contact time</p> <p>Staff meeting/ INSET days</p> <p>Governor meeting/ HT: CoG meeting</p> <p>Meeting with NLE</p> <p>Meeting with NLE</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p><i>1. Have the actions been completed?</i> <i>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</i> <i>3. What needs to be done now to achieve the success criteria?</i> <i>4. How can the issue be prevented from happening again?</i> <i>5. Have the new procedures been embedded in practice?</i></p> <p><i>Green files and assessment grids contain a full picture of life in each class. They illustrate the progress and attainment that each child is making/achieving. Green files contain a range of scrutiny information, including observations, pupil interviews, book scrutinies, planning scrutinies. There is evidence of action against these observations and responses to their follow ups. Information from scrutinies is collected in a monitoring file.</i></p>
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***Please see attached achievement ambitions for 2016-2017 document (at end)

**Some actions completed in KS1
Ensure that these actions are embedded

GETTING TO GOOD – The Achievement of Pupils

School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

 <p>Attainment Objectives: KS2 Green files are successful at monitoring all key aspects of the school</p>	<p>Progress, as identified in 'Green File's RECORD OF PUPIL'S PROGRESS MEETINGS will be above national expectations as indicated.</p> <p>Attainment, as identified in 'Green File's ATTAINMENT TRACKER, will be above national expectations as indicated.</p>	<p><u>Global Actions</u></p> <p>Target setting 1. Ensure the percentage of pupils targeted for each expectation on FFT Aspire (emerging, expected and exceeding) are accurate.</p> <p>Tracking progress of the child 1. Through half-termly pupil progress meetings with DHT and CT the child's journey is monitored with three tier intervention as required. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p>Tracking progress on intervention 1. 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Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><u>Specific Actions</u></p> <p>***Please see End of KS2 Assessment Action Plan 2016-2017</p> <p>Staff awareness sessions, data training</p> <p>Coaching Model used with teams to dev. RO action plans Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p>PM targets</p> <p>Self-evaluation of Teachers Standards</p> <p>Moderation/ INSET/ Networks</p> <p>Partner Governors</p> <p>Strengthening SLT</p> <p>Strengthening Writing NLE work</p>	<p><u>Global</u></p> <p>Key Stage Leaders will complete pupil progress meetings, with use of 'Green Files' identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <p>Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion</p> <p>(as per 'Green Files')</p> <p>MN to refresh and update 2016 October 2016</p> <p>MN to lead, teams to action plan October 2016</p> <p>MN & JP to lead December 2016, Review April 2017</p> <p>MN to lead, staff to complete, PM reviewers to evaluate with staff October 2016</p> <p>Timetabled</p> <p>MN and GM to setup December 2016</p> <p>Refer to NLE action plan</p> <p>Refer to NLE action plan (Shelley)</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly) To include:</p> <p>Planning scrutiny, Intervention documentation, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>Calendar entry, HTs word</p> <p>RO action plans on website</p> <p>PM overview of targets</p> <p>HTs word – confidential</p> <p>Calendar entries</p> <p>'Governors' section on website</p> <p>NLE action plan</p> <p>NLE action plan (Shelley)</p>	<p>Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training</p> <p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Sept' INSET, Staff meetings, Raise Online un-validated data</p> <p>Staff meetings, Raise Online un-validated data</p> <p>Non-contact time CPD – Reviewer training</p> <p>Non-contact time</p> <p>Staff meeting/ INSET days</p> <p>Governor meeting/ HT: CoG meeting</p> <p>Meeting with NLE</p> <p>Meeting with NLE</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 1. 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***Please see attached achievement ambitions for 2016-2017 document (at end)

**Some actions completed in KS2
Ensure that these actions are embedded

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School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

<p>D</p> <p>Ideal: To set challenging work for all pupils, especially the most able.</p> <p>Pupils are provided with appropriate opportunities to work independently on stimulating and thought-provoking tasks.</p> <p>Information about pupils' progress is used consistently and routinely well by all teachers to ensure that the work set for pupils is the right level of difficulty.</p> <p>Work set for pupils is of a high enough level to capture their interest and opportunities are not missed for more-able pupils, in particular, to complete more challenging work independently.</p> <p>No pupils lose concentration because the work set for them is not sufficiently challenging and teachers' expectations of what they can achieve are not high enough.</p> <p>** Actions carried forward to Year 2</p>	<p>'Green File's' SCRUTINY OF CHALLENGE will agree that challenging work is in place.</p> <p>Planning*, observations* and scrutiny* evidences that work is challenging, stimulating and thought provoking.</p> <p>Progress, as identified in 'Green File's' RECORD OF PUPIL'S PROGRESS MEETINGS will be above national expectations as indicated.</p> <p>Records of Pupils Progress meetings* show that discussions are made about challenge for all pupils and concrete actions lead from these. Each CT will have a list of clearly defined interventions to challenge pupils.</p> <p>Teachers will engage with strategies to 'Challenge', as set out in 'Key Levers and Actions'.</p> <p>Evidence of observations* show that pupils are becoming increasingly independent, to show that there is an element of independence the following expectation is placed:</p> <ol style="list-style-type: none"> 1. every day (by May 2016); 2. each taught morning or afternoon (by July 2016); 3. each lesson (by Christmas 2016) <p>Evidence shows, through pupil interview* and observation*, that pupils are engaged because they are appropriately challenged.</p> <p>*Green Files will show evidence</p>	<p>Strategies to 'CHALLENGE': (www.howardpark.co.uk/challenge)</p> <p>Review curriculum planning in light of new National Curriculum. Ensure that research and open ended tasks are built into schemes of work.</p> <p>Review schemes of work and ensure that more challenging extensions are in place to stimulate teachers planning. Use staff meetings to share and research ideas.</p> <p>All subject leaders and leadership team attend INSET on new curriculum expectations.</p> <p>Introduce Bloom's Taxonomy</p> <p>Teachers CPD 'Leaders and Facilitators in the Classroom', pupils are encouraged and given responsibility as leaders and facilitators</p> <p>Teachers CPD to 'Flip the Classroom' so that pupils prepare work at home and arrive to lessons ready to apply their knowledge</p> <p>Teachers CPD in using specific techniques such as the Structure of Observed Learning Outcomes (SOLO) taxonomy</p> <p>Tutor 1:1's (1: Groups)</p> <p>Each term, a form tutor will sit down with individual pupils to talk about their assessment tracking information:</p> <ol style="list-style-type: none"> 1. Where the pupil is performing well, and why 2. Areas where attainment is not as strong, and what the pupil thinks is affecting his or her performance 3. How the pupil can improve his or her outcomes in subjects where there is room for improvement <p>Teachers CPD in 'Allowing Pupils to Struggle'</p> <p>Some strategies involve allowing pupils to "struggle" with the material rather than giving them the answers or walking them through solutions step-by-step.</p> <p>Observing OUTSTANDING schools, sharing, mirroring and eval. Coaching to identify strength and weaknesses in 'Challenge'</p> <p>Peer observations</p> <p>Teachers CPD in 'Deep-end Instructions' and 'Socratic Questioning Techniques'</p> <p>The gadfly involves asking lots of little questions. For example, "What do you mean by that?", "Does that always apply?", "What evidence do you have?"</p> <p>The stingray shocks pupils out of their established way of thinking with questions such as, "Imagine if X was not the case, what then?"</p> <p>The midwife asks questions which encourage ideas. For example, "What made you think of that idea?", or "How might that affect things?"</p> <p>The ignoramus encourages pupils to explain their thinking more clearly by pretending to have no understanding of a topic. For example, "So, you mean that...?"</p> <p>Teachers CPD 'Great teaching with challenge'</p> <p>http://headguruteacher.com/2013/01/31/great-lessons-3-challenge/</p>	<p>All leaders and teams (Sept '16)</p> <p>All leaders to monitor (Sept '16)</p> <p>All leaders and teams (Nov '16)</p> <p>2014-15</p> <p>Whole school INSET (Twilight) Summer '16</p> <p>Leaders and teams (Summer 2016)</p> <p>Development work complete by Summer '16</p> <p>Development work complete by Summer '16</p> <p>Leaders introduce to teams by Easter '16 for commencement in Summer term</p> <p>Leaders introduce to teams by Summer '16 for commencement in Autumn term '16</p> <p>MN and JP with NLE to organise MN and JP to coach leaders</p> <p>MN to diarise</p> <p>Development work complete by Summer '16</p> <p>Development work complete by Summer '16</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly)</p> <p>To include:</p> <p>Planning scrutiny, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>The evaluation document kept by each team will be located at http://howardpark.co.uk/ofsted-action-plans/ for inspection</p>	<p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Bloom's Taxonomy Posters http://www.in2edu.com/resources/thinking_resources/blooms_taxonomy_chart.pdf</p> <p>http://thinkonline.smarttutor.co.uk/blooming-orange-blooms-taxonomy-helpful-verbs-poster/</p> <p>CPD resources for:</p> <ul style="list-style-type: none"> • Flip the Classroom • Leaders and Facilitators in the Classroom • SOLO • Allowing Pupils to Struggle • Deep-end Instructions • Socratic Questioning Techniques • Great Teaching with Challenge <p>Time for INSET, CPD, Prep for CPD, time allocation for 1:1/ 1:groups</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? <p>Not sure we can really evidence this Definitely needs to become a focus and look at..</p>
<p>E</p> <p>Ideal: Expecting pupils to write at length more frequently to further develop their skills in spelling, punctuation and grammar.</p> <p>Staff understand the before and after context of their own teaching stage</p> <p>There is a structured and consistent approach to the teaching of spelling, grammar and punctuation across school with staff understanding the contexts in which they teach and know what has come before and what will follow</p>	<p>Planning will show that there is greater opportunity to write at length. 'Green File's' SCRUTINY OF PERSEVERANCE IN WRITING will agree that this is in place</p> <p>Attainment ambition will be met</p> <p>Key Impacts</p> <p>OFSTED/ HMI will see that:</p> <ol style="list-style-type: none"> 1. Over time, pupils have made the progress of which they are capable, particularly the case in writing. 2. The attainment of Year 1 pupils in the national phonics screening check is above the national average. 3. Year 6 pupils did equal to, better to significantly better 	<p>Strategies to 'WRITE MORE, with more': (www.reasonsforwriting.co.uk)</p> <p>Research driven thinking</p> <p>Ensure that early skills planning understands previous stages</p> <p>Planning that does not take into account pupils' earlier learning in phonics. Consequently, activities go over ground covered earlier in the EYFS</p> <p>Ensure that spelling patterns are reinforced throughout school following successful, systematic phonics teaching and that KS2 staff understand the phonics system and taught structure</p> <p>Not making a connection between pupils' poor spelling and the school's lack of rigorous phonics teaching</p> <p>Through staff meeting/ INSET: Ensure that all staff have the highest expectations of what learners should achieve (this includes understanding what has been taught previously as above)</p> <p>Ensure that there is an institution-wide emphasis on speaking and listening skills</p> <p>Ensure that there is a systematic approach to teaching grammatical and punctuation based knowledge and skills</p> <p>Ensure careful assessment and analysis of data determines the next steps and most appropriate curriculum</p>	<p>Sharing good practice in staff meetings to understand the whole perspective; avoid repetition, by Summer '16</p> <p>Sharing good practice in staff meetings to understand the whole perspective, by Summer '16</p> <p>CPD by Summer 2016</p> <p>Leaders: By Autumn 2016</p> <p>Leaders: By December 2016</p> <p>Leaders: By December 2016</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>The evaluation document kept by each team will be located at http://howardpark.co.uk/ofsted-action-plans/ for inspection</p>	<p>CPD resources for:</p> <ul style="list-style-type: none"> • Expectations across school • Reasons for Writing rationale • Everybody Writes program • Talk for Writing • The Effect of Weak Lessons <p>Time for INSET, CPD, Prep for CPD, time allocation for 1:1/ 1: groups</p> <p>CPD (check – Talk for Writing')</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? <p>Pupils are regularly writing at length in their work, particularly in their English books – evidenced through book scrutinies. Predictions indicate that more children</p>

GETTING TO GOOD – The Achievement of Pupils

School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: PUPIL OUTCOMES AT KS1, KS2 AND EYFS




<p>Speaking and listening will have a greater priority in developing excellent writers.</p> <p>Staff will adopt the principles of effective programs in their teaching Careful assessment, evaluation and identification of intervention will be fully embedded in school</p> <p>Intervention will be structured and fully evaluated at appropriate gaps to feedback to the success of these activities</p> <p>All activity will be thoroughly evaluated – where it's not working we will address the issues and redesign our approaches</p>	<p>than their peers nationally in writing.</p> <p>4. The percentage of pupils that made more than expected of them was equal to, above or significantly above the national average in writing.</p> <p>5. The progress of the most-able pupils in school, is good and has little variance between subjects and classes.</p> <p>6. Teachers are consistently providing demanding work for the most able pupils in classes.</p>	<p>Ensure carefully planned provision, which will include additional support or intervention to meets individual needs, through the four stream leaders</p> <p>Ensure that the monitoring of impact is rigorous</p> <p>Ensure that we allow the stepping 'Out of the Box' to enable staff and resources to be used creatively</p> <p>Establishment of <u>Reasons for Writing</u> Program</p> <p>Establishment of the <u>Everybody Writes</u> Program</p> <ol style="list-style-type: none"> 1. Taking writing beyond the classroom 2. Giving pupils exciting stimuli for writing based on their experiences and interests 3. Finding real audiences for pupils' writing (reasons for writing) 4. Exploring writing across the curriculum <p>Establishment of the <u>Talk for Writing</u> Program, including CPD</p> <ol style="list-style-type: none"> 1. Imitation 2. Innovation 3. Independent application <p>Teacher CPD on <u>The Effect of Weak Lessons</u>, to focus on:</p> <ol style="list-style-type: none"> 1. an excessive pace; 2. an overloading of activities; 3. inflexible planning; 4. limited time for pupils to work independently. 5. Concentration, too much or too early, on a narrow range of test or examination skills. <p>Investigate 'Big Writing' and its current use in schools, current resources, impact, value, cost etc. for possible integration from September 2016</p>	<p>Heads of SEND streams by Summer 2016</p> <p>MN and JP MN and JP to facilitate</p> <p>MN and LB</p> <p>JN and CL</p> <p>JN and CL</p> <p>Leaders to facilitate by Summer 2016</p> <p>MN to investigate</p>			<p>will now be working at the expected level or above in writing. These predictions suggest that most classes will be in line with 2016 National averages for KS2 writing. Progress for Y6 also indicates improvement with predictions suggesting a progress level of -2.2, compared to -5.05 in 2016. Predictions also suggest that more children will be achieving beyond the expected standard.</p>
<p>F</p> <p>Ideal: Placing more importance on high standards of presentation of pupils' work</p> <p>There is clear policy and practice follows this</p> <p>The school has high quality, systematic, consistently used and effective resources</p> <p>Staff have a vision of what they can become and this is supported by their visits to see effective practice at other schools</p> <p>The use of an NLE is productive in the development of the school and its actions</p> <p>There is a very clear message in school which is consistently adopted and is having a positive effect</p>	<p>'Green File's' SCRUTINY OF PRESENTATION will agree that high standards of presentation and pride in work is in place.</p> <p>Attainment ambitions will be met, there will be a noted quality of presentation which will be breath-taking</p>	<p>Strategies to 'HANDWRITING with Howard': (http://howardpark.co.uk/1108-2/)</p> <p>Review handwriting policy/ writing policy/ display policy</p> <p>Establish an entitlement for all pupils</p> <p>Establish expectations for teachers of handwriting/presentation</p> <p>Promote continuity and coherence across the school</p> <p>State the school's approaches to handwriting and presentation to promote parents' and carers' understanding of the curriculum</p> <p>Allocate resources and skills</p> <p>Look at other scheme/schools success rate with schemes/non-scheme approach</p> <p>To share good and outstanding teaching practice in school to raise standards further</p> <p>TQI/ NLE and staff to support HT/SLT in making judgements of teaching and advising how to make improvements</p> <p>HT/SLT to observe staff in paired observations</p> <p>Develop internal marketing and motivators strategy</p> <p>Reinforce the highest expectation throughout school, including of taking care of school/ own property, pride in environment, looking after grounds etc.</p> <p>All staff to be exceptional role models in all presentation</p> <p>The school adopts a universal font for all internal academic work and is brand focussed and protective re: internal and external communications</p>	<p>Policy work completed by Summer 2016 by leaders, teams and subject specialists</p> <p>Literacy/ English leaders to audit resources and fact find on new resources by Summer 2016 Autumn 2016</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>The evaluation document kept by each team will be located at http://howardpark.co.uk/ofsted-action-plans/ for inspection</p>	<p>Time for INSET, CPD, Prep for CPD, time allocation for 1:1/ 1: groups</p> <p>Policy guidance Resource budget Non-contact time for visits NLE time through LA Marketing budget Font and branding expenses</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? <p>Scrutinies of work and books evidence that the quality of presentation is improving. During pupil interviews, pupils talk proudly of their improving handwriting and presentation. Pupils can also explain what they need to do to improve their handwriting.</p>

**** Actions carried forward to Year 2**

****Some actions completed in Year 1 Ensure that these actions are embedded**

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<p>NEW for 2016-17</p>  <p>To introduce Singapore Maths to HP initially in Years 5 and 6, evaluating the outcomes and extending practice if successful</p>	<p>Standards in mathematics will increase. Pupils will be more confident in problem solving and develop greater mastery and depth in mathematical concepts</p>	<ol style="list-style-type: none"> 1. Y5 and Y6 attend INSET on approach; 2. Y5 and Y6 are allocated time to prepare, plan and discuss approach in readiness for Sept '16; 3. Y5 and Y6 prepare resources; 4. Y5 and Y6 launch programme in Sept '16; 5. Evaluation of programme and consideration of development into lower KS2. 	<ol style="list-style-type: none"> 1. June '16 2. Summer term '16 3. Summer term '16 4. September '16 5. Summer term '17 	<p>Governors will see the following to enable them to determine the success of key actions:</p> <p>Observations of lessons Discussion with pupils Evaluation documents</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>The evaluation document kept by each team will be located at http://howardpark.co.uk/ofsted-action-plans/ for inspection.</p>	<p>Resources, INSET, time for preparation</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? <p><i>The maths 'Mastery' curriculum is fully embedded in Y5 and Y6. All classes have been teaching from this scheme/approach since September. Predictions are that more Y6 pupils will achieve the expected level this year. The system has been so successful it has now been implemented throughout KS2 and will be introduced in to KS1 before the end of the academic year.</i></p>
 <p>To develop a cohesive spelling strategy</p>	<p>The standard of spelling will improve resulting in more confident writers producing more accurate pieces.</p>	<ol style="list-style-type: none"> 1. Staff to investigate effective spelling methods in use in other schools and in popular use; 2. Staff to collate evidence based on findings and consideration to be made into the most suitable, fitting method; 3. Purchase and implement strategy; 4. Monitor and evaluate. 	<ol style="list-style-type: none"> 1. By November '16 2. By November '16 3. By January '17 4. By Summer '17 	<p>Governors will see the following to enable them to determine the success of key actions:</p> <p>Observations of lessons Discussion with pupils Evaluation documents</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>The evaluation document kept by each team will be located at http://howardpark.co.uk/ofsted-action-plans/ for inspection.</p>	<p>As identified</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? <p><i>Spelling strategies have been researched and a particular model has been chosen. Selected teachers are trialling this scheme – to be returned to this half term in staff training.</i></p>
 <p>To raise standards in writing</p>	<p>The standard of writing will improve resulting in more confident and able writers producing better quality pieces of work at or exceeding the standards required nationally.</p>	<ol style="list-style-type: none"> 1. Staff are trained in the following: <ol style="list-style-type: none"> 1. Jane Considine's 3 areas of writing; 2. Alan Peat's sentences; 3. Planning Writing with Shelley; 4. Writing Journeys including teacher's first write 	<p>From September 2016</p>	<p>Governors will see the following to enable them to determine the success of key actions:</p> <p>Observations of lessons Discussion with pupils Evaluation documents</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>The evaluation document kept by each team will be located at http://howardpark.co.uk/ofsted-action-plans/ for inspection.</p>	<p>As identified</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again?

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						<p>5. Have the new procedures been embedded in practice?</p> <p><i>Predictions identify that more children will achieve the expected standard in writing than last year, indicating that the new planning and approach to teaching writing is having an impact.</i></p>
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