



Action Plan for Rapid Improvement 2017-18

Priority

Key Actions

Impact

By July 2018

1. Improve pupils' achievement in maths at the end of Key Stage 2

Lead teachers: Maths team
(Mrs Crook, Mrs Kerrison-Pierce and Mrs Refoy)
Monitoring governor: Mrs Murley

Undertake 360 monitoring of maths.
Half termly pupil progress meetings.
Track progress of key groups.
Undertake maths moderation and collect evidence.
Implement and monitor maths action plans.
External audit of maths practice and provision.
Maths Continuing Professional Development (CPD) for staff including coaching/mentoring, training and use of Iris Connect.

Strong practice identified and remedial action taken to address areas requiring improvement leading to 100% good or better maths teaching.
Appropriate provision in place for any pupils not working securely/on track for Age Related Expectations (ARE) leading to all making sufficient progress and the majority achieving ARE.
Tracking system in place ensures early identification of at risk groups and difference between key groups and others will diminish.
Agreements (internally and externally) made on moderated work and next steps/identified gaps plugged.
Recommendations from maths audit implemented and evidenced through 360 monitoring and improved outcomes.

At least 71% of Key Stage 2 pupils will reach the expected standard in maths.
Key groups will make accelerated progress and attainment gap is diminished.
The percentage of pupils working securely on year group objectives will have significantly increased.

2. Improve pupils' achievement in writing across the school

Lead teachers: English team
(Miss Rhoades, Mrs Arnold and Mrs Voice)
Monitoring governor: Mrs Henderson

Undertake 360 monitoring of writing.
Half termly pupil progress meetings.
Track progress of key groups.
Undertake writing moderation and collect evidence.
Implement and monitor English action plans.
English CPD for staff including coaching/mentoring, training and use of Iris Connect.

Strong practice identified and remedial action taken to address areas requiring improvement leading to 100% good or better writing teaching.
Appropriate provision in place for any pupils not working securely/on track for Age Related Expectations (ARE) leading to all making sufficient progress and the majority achieving ARE.
Tracking system in place ensures early identification of at risk groups and difference between key groups and others will diminish.
Agreements (internally and externally) made on moderated work and next steps/identified gaps plugged.

At least 76% of pupils will reach the expected standard in writing in Key Stage 2.
At least 70% of pupils will reach the expected standards in writing in Key Stage 1 and 17% will reach greater depth standard.
At least 75% of pupils will reach expected standard in writing in EYFS.
Key groups will make accelerated progress and the attainment gap will diminish.
The percentage of pupils working securely on year group objectives will have significantly increased.

3. Improve the quality of teaching in maths and writing across the school

Lead teachers: Mrs Tedbury, Mrs Ronchetti and Mrs Robins
Monitoring governor: Mrs Crowter

Implement and monitor CPD action plan.
Senior Leadership Team to work with each year group half termly to support the medium term planning process.
Monitor implementation of new Teaching and Learning policy, including quality of learning environments.

Teachers regularly using Iris Connect for self-reflection leading to improved classroom practice and pupil progress.
Teachers regularly participating in coaching groups leading to improved classroom practice and pupil progress.
Planning driven by high quality texts and engaging and challenging themes meeting the needs and interests of all pupils.
Strong evidence in pupils' work to exemplify the standards they are working at.
Teachers identifying and planning high quality outcomes.
Provision and practice reflects consistent implementation of the Teaching and Learning policy and evidenced in 360 monitoring.

Effective use of assessment moves pupils' learning on.
Teaching is inclusive so that all pupils are engaged, supported and challenged appropriately.
100% of teaching is consistently good or better.

4. Refine assessment processes and tracking systems across the school

Lead teachers: Mrs Morris and Mr Anderson
Monitoring governor: Mr Littlejohn

Carry out initial baseline assessments in all year groups and undertake gap analysis.
Evaluate effectiveness and usefulness of assessment tools.
Use internal data analysis from 2016-17 outcomes to inform planning, provision, pupil progress meetings and 360 monitoring.
Implement and monitor Assessment for Learning action plan.

Gaps identified, plugged and closed.
Clear starting points and expectations for each year group.
Progress towards year group milestones closely monitored.
Areas to target reflected in and addressed through planning.
Effective whole school assessment and tracking system in place.
Analysis informs focus of pupil progress meetings and 360 monitoring.
Strong evidence (increased quality and range) to illustrate where pupils are in their learning and progress they have made.

There is a focus on Assessment for Learning.
Effective use of assessment moves pupils' learning on.
Assessments are accurate and informed by high quality evidence.
Pupil outcomes are at least in line with National Averages.