

**PRIORITY 1:**

To review assessment systems and processes to ensure that they impact on the quality of teaching and learning of Reading Writing and Mathematics and ensure good progress – in year and from previous starting points

**Led by: JM****Monitored and Evaluated by: SLT/staff****Context for Action:**

- Attainment at the end of KS 2 was well below the national average in all three combined subjects RWM
- Progress from the end of KS 1 to the end of KS2 was below the national average for RWM
- Attainment at the end of KS1 in combined subjects was lower than national average
- No accelerated progress at the end of KS1

**Overarching Success Criteria:**

- All pupils to make at least expected progress
- Pupils under-achieving at the end of 2018 make better than expected progress
- Pupils to achieve individual attainment targets
- Pupils in KS1 to achieve better than expected progress

**Resources:**

- Timetable adjustment to include more maths and English.
- CPD training for all staff in mastery maths delivery and English
- Additional teaching Assistant employed for maths intervention
- PALs English
- Tracking Grids
- Termly tracking
- FFT Aspire
- Reflections gap test
- Reasoning programme for Ks1 teacher and intervention support (NW2 Hub)
- Mastery Maths approach/ White Rose/Classroom Secrets/ North West 2 Maths Hub/Tutor teach/CPD all staff/AHT with Fairfield Road/progression frameworks (support teacher assessment)/Booster increased to twice weekly/ NFER analysis tool/

Objective	Actions	Success Criteria	Who	Monitoring	Evaluation
<b>To support accurate teacher summative assessment</b>	<ul style="list-style-type: none"> <li>Introduce end of term assessments NFER – Maths/Reading</li> <li>Timetable inter school moderation for writing with Mottram C of E</li> <li>Use past SATs papers / scaled scores to track Year 6 progress through the year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' end of term assessments are accurate</li> <li>Lesson observations show that lessons are accurately pitched</li> </ul>	<p>JM</p> <p>JM LH</p> <p>LH</p>	<p>Assessment purchased and to be implemented in assessment week 26.11.18</p> <p>Scaled scores have been added to a tracking template and shared with staff. Past papers have been scrutinised using Question Level analysis from GOV.UK</p>	<p>£1,000</p> <p>Purchased and Implemented throughout the school.</p> <p>Results provide a scaled score which has been very useful to use in conjunction with FFT</p>
<b>To ensure that teacher's formative assessments are used to inform planning</b>	<ul style="list-style-type: none"> <li>Introduce PALs to support formative assessment in writing and links to planning</li> <li>Question level analysis of tests to identify areas of strength and areas of teaching</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are accurately pitched</li> <li>Teachers adjust planning in lesson to support those who need additional support or challenge</li> </ul>	<p>ALL</p> <p>ALL</p>	<p>PAL now in use throughout all key stages.</p> <p>Question level analysis has identified target areas and future focus.</p>	<p>£1,000</p> <p>Staff feel supported with planning and making accurate assessment judgements</p>
<b>To track pupil progress and attainment – in year and from the previous key stage - so that all staff know the next steps for all children</b>	<ul style="list-style-type: none"> <li>Set up SIMs Tracker and input historical data</li> <li>Train all staff in the use of SIMs – inputting data, retrieval of information for individuals and for significant groups</li> <li>Purchase FFT Aspire to support target setting – in year and from previous ks</li> <li>Set ambitious targets</li> <li>Use scaled scores to set precise</li> </ul>	<ul style="list-style-type: none"> <li>The SLT and the Governing Body have a clear understanding of the performance of pupils and significant groups within the school</li> <li>Governors are able to ask challenging questions where there is underperformance</li> </ul>	<p>JM/MM</p> <p>JM</p> <p>JM</p> <p>JM/All</p> <p>JM/All</p>	<p>SIMS tracker in production. FFT Aspire also purchased to track performance at relevant ends of key stages.</p> <p>Target setting reflects ambitious outcomes and a monitoring programme to revisit target setting is in place for the year,</p>	<p>£ 500</p> <p>FFT £90</p> <p>Tracking and predictions are now effective with regular pupil progress meetings that now tracks both achievement and progress.</p>

	targets for year 6			scaled scores have been used as indicators.	
<b>To ensure that teacher feedback is manageable and purposeful and supports pupil progress</b>	<ul style="list-style-type: none"> <li>Review marking and feedback policy – balance of written and oral feedback – marking within the lesson</li> </ul>	<ul style="list-style-type: none"> <li>A policy for ‘Marking and Feedback’ is agreed and implemented.</li> <li>Feedback in lessons is purposeful and helps children to move on in their learning</li> <li>Books are marked in line with school policy an support learning.</li> </ul>	<p>JM</p> <p>JM/All</p> <p>JM/All</p>	<p>Addressed during staff meeting September</p> <p>Staff training delivered to enable staff to share feedback to pupils within lesson at the point of learning. Early book scrutiny taken place to identify key marking weakness and strengths. Introduction of a characteristics of learning scale for pupils to measure their own learning attitude and how it impacts on their outcomes. Shared individual book scrutiny alongside staff to discuss the effectiveness of marking. 6.11.18</p>	
<b>To ensure that provision for under-achieving pupils meets their needs and enables them to make better than expected progress</b>	<ul style="list-style-type: none"> <li>Appoint a TA to deliver interventions for Year 6</li> </ul>	<ul style="list-style-type: none"> <li>Focus SEN groups are set up with a robust timetable of regular support and input</li> <li>Impact will be measurable and pupil progress improved</li> </ul>	JM/AW	Tracking of pupil’s current results against future performance to gauge impact of support (5.11.18)	£ 18,000



**PRIORITY 2:**

**To develop a whole school approach to the teaching and learning of Mathematics that ensures good progress and raises attainment**

**Context for Action:**

- Attainment at the end of KS 2 was well below the national average in maths
- Progress from the end of KS 1 to the end of KS2 was below the national average for maths
- Too many middle learners did not achieve the expected scaled score
- Attainment at the end of KS1 was below the national average in maths
- Progress at the end of KS 1 in relation to outcomes in EYFS

**Overarching Success Criteria:**

- Increase in attainment moving to be in line with national averages at the end of KS2
- Progress from KS1 to KS2 moving to be in line with national averages at the end of KS2
- Pupils under-achieving at the end of 2018 make better than expected progress
- Pupils to achieve individual attainment targets
- Progress from EYFS is maintained or bettered throughout KS1.

**Resources**

- Consultancy support from MM/maths hub
- Mastery approach
- White rose/classroom secrets
- Intervention groups
- New timetable
- NFER assessment
- Additional teaching Assistant
- Target tracker

Objective	Actions	Success Criteria	Who	Monitoring	Evaluation
<b>To develop effective leadership of Mathematics across the school</b>	<ul style="list-style-type: none"> <li>• Opportunities to work with Marie Marten</li> <li>• Opportunities to shadow maths lead in observing lessons and carry out book scrutiny</li> <li>• Further develop subject knowledge by attendance on 'Mastery' Programme</li> <li>• External support from Mastery Lead specialist</li> <li>• To work alongside Fairfield Road Primary</li> <li>• To introduce Maths No Problem</li> </ul>	<ul style="list-style-type: none"> <li>• Shared consensus of all the elements required for effective teaching and learning</li> <li>• Staff have a shared consensus of the knowledge and skills required to provide quality teaching opportunities</li> <li>• Up to date, key training disseminated to staff</li> <li>• Continued CPD</li> <li>• Opportunity to work collaboratively and learn from effective practise in another setting</li> <li>• The introduction of new resources to help support fluency teaching</li> </ul>	<p>JM/LH</p> <p>LH</p> <p>LH</p> <p>LH/Mastery lead</p>	<ul style="list-style-type: none"> <li>• Observation, learning walks and work scrutiny (autumn 1), show that staff are delivering well sequenced lessons already addressing mastery techniques.</li> </ul>	<p>£ 500</p> <p>All staff has worked alongside the Mastery Maths Hub.</p> <p>The use of white rpse hub is embedded with staff also</p> <p>Maths No problem</p> <p>£607.50</p> <p>Free</p>
<b>To embed a whole school approach to the teaching of mathematics that is consistent and progressive</b>	<ul style="list-style-type: none"> <li>• Deliver whole staff training on reasoning</li> <li>• Staff to plan each lesson so that there is Reasoning</li> <li>• Carry out a skills</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning embedded throughout school and evidence of progression measurable</li> <li>• All staff will have</li> </ul>	<p>LH/ One Education</p> <p>JM/LH/ALL</p> <p>LH</p>	<ul style="list-style-type: none"> <li>• Lesson Obs show that there is a consistent approach to the teaching of Mathematics</li> <li>• Opportunities for Reasoning are planned for in new timetable 12.11.18</li> </ul>	<p>Free</p> <p>Staff feedback is that they feel they supported by the training they have benefited from and the</p>

	<p>audit</p> <ul style="list-style-type: none"> <li>Plan and deliver INSET to address areas for development from skills audit</li> <li>Staff to look at the progression within different areas of Mathematics</li> <li>All key stages to implement a new timetable for maths including pre/over teach/key skills and reasoning daily.</li> </ul>	<p>better knowledge and skills and weak subject knowledge will be addressed.</p> <ul style="list-style-type: none"> <li>Teaching of maths shows evidence of clear progression steps and impacts on progress and attainment</li> <li>Staff are confident of the next steps when planning an effective teaching sequence</li> <li>Results will improve, children will gain confidence and staff will be more skilled</li> </ul>	<p>LH</p> <p>JM/LH/All</p>	<ul style="list-style-type: none"> <li>Skills Audit completed September 2018</li> <li>Maths staff meeting ongoing and Inset for 8.1.1</li> <li>New timetable in operation from 12.11.18</li> <li>Moderation and shared book scrutiny to discuss progression and teaching sequence</li> <li>Staff all using white rose hub and classroom secrets to ensure that no gaps occur by using other schemes.</li> <li>Children have a new approach to maths and are engaged with the pace of the new timetable and the different aspects of maths.</li> <li>Pupils are more enthused by maths and performing to a better standard</li> </ul>	<p>focus on the subject has developed confidence and knowledge</p> <p>Children are finding the pace of lessons engaging with much fewer children off task.</p> <p>Pupils have enjoyed the challenge of playing TT rock stars at home. This has impacted on their speed accuracy in maths lessons.</p>
<p><b>To accelerate the progress of under-achieving pupils in Year 6 and KS1</b></p>	<ul style="list-style-type: none"> <li>Maths Consultant to work with Year 6 teacher to plan timetable for acquisition of key skills</li> <li>Review timetabling so that 'same day catch up' and pre-teaching can take</li> </ul>	<ul style="list-style-type: none"> <li>Bespoke delivery of maths to address key areas and to maximise the opportunity for good outcomes for pupils.</li> <li>Misconceptions can be addressed at the point of</li> </ul>	<p>LH/MM/JM</p>	<ul style="list-style-type: none"> <li>Date booked with MM to address this spring 1 so that the programme of teaching can commence Commencing 12.11.18</li> <li>Early indications are that the new timetable is having a positive impact.</li> <li>Continue to review and</li> </ul>	<p>Free</p>

	<p>place</p> <ul style="list-style-type: none"> <li>• Teaching Assistant to provide intervention</li> </ul>	<p>learning in order to allow pupils to progress better.</p> <ul style="list-style-type: none"> <li>• Lower achievers (SEN) will make measurable progress and develop more confidence in maths</li> </ul>		<p>track data to ensure that this continues</p>	
<p><b>To ensure that all staff understand what a good maths lesson looks like</b></p>	<ul style="list-style-type: none"> <li>• In a staff meeting look at the elements of a good maths lesson</li> <li>• Display a list of the features in each classroom</li> <li>• Display on the website.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths teaching is consistently good across the whole school and pupil's results reflect this.</li> <li>• All staff using the same reference points to ensure that expectations are benchmarked</li> </ul>	<p>JM/LH/All</p>	<ul style="list-style-type: none"> <li>• Maths across school has been standardised and expectations shared with a whole school commitment to raising standards.</li> <li>• Staff are equipped with ongoing training that is impacting on teaching.</li> </ul>	<p>Free</p>



**PRIORITY 3:**

To implement the Characteristics of Learning throughout school to ensure that children's attributes and attitudes support effective learning

**Led By: JM**

**Monitored and Evaluated by: SLT/staff**

**Context for Action:**

- Attainment throughout school has been hampered by weak approaches to learning
- Opportunities for challenge are often received negatively with pupils fearing failure
- Cooperation and managing feelings and behaviour better

**Overarching Success Criteria:**

- Improved engagement across all subjects and in all situations.
- Recognising when performance has a direct link to an attitude or behaviour
- Being able to change a negative response to a positive one independently
- Sharing viewpoint with others and assuming different roles in school life

**Resources:**

- Characteristics of learning target
- Pupil rating scheme
- PSHE
- Assemblies and worship
- reflection time

Objective	Actions	Success Criteria	Who	Monitoring	Evaluation
<p><b>Address common behaviours which impact negatively on learning and progress</b></p>	<ul style="list-style-type: none"> <li>• Use of the Characteristics of Effective Learners to identify common areas for development</li> <li>• Classes display on their walls and in children's books class and individual targets</li> <li>• Children evaluate their behaviour each week against their target</li> <li>• To identify a staff member for training and send on course</li> <li>• Staff member to train all other staff</li> </ul>	<ul style="list-style-type: none"> <li>• Children are aware of the impact of their behaviour or attitude and take responsibility for this.</li> <li>• Children are able to recognise and gauge their attitude to leaning and make positive changes</li> <li>• Attitudes to challenge are addressed</li> <li>• Children will evaluate and manage situations better</li> <li>• All classes will commence P4c in Autumn 2019</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>LJ/All</p>	<ul style="list-style-type: none"> <li>• Behaviour monitoring suggests that pupils are managing their attitude to learning more effectively.</li> <li>• P5C to be monitored during learning walks and book scrutiny in the next academic year.</li> </ul>	<p>£70 P4c training purchased</p> <ul style="list-style-type: none"> <li>• Levels of motivation across all key stages have increased</li> <li>• Children are able to accept more challenge and critique their own work</li> </ul>

<p><b>To develop integrity and team building skills</b></p>	<ul style="list-style-type: none"> <li>• To introduce a forest school</li> <li>• To participate in forest school accredited training</li> <li>• To develop leadership for an individual at level 3</li> <li>• To disseminate training to other staff at level 1</li> </ul>	<ul style="list-style-type: none"> <li>• All children will be given the opportunity to experience learning away from the classroom</li> <li>• Pupils will develop an understanding of nature and conservation skills</li> <li>• Children will practise tolerance and endeavour to build character</li> </ul>	<p>JM/DH</p>	<ul style="list-style-type: none"> <li>• The Heys Forest School</li> </ul>	<p>£750</p>
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**PRIORITY 4:****To develop effective leadership across the school so that there is a clear and concise vision.****Context for Action:**

- The previous long serving Head Teacher left at the end of the Summer term and the deputy is now Acting Head Teacher
- There is little history of distributive leadership
- The Governing Body needs support in developing their strategic role in holding the school to account

**Overarching Success Criteria:**

- **The Governing Body have a clear understanding of their strategic role in supporting and challenging the Head Teacher and holding her to account for agreed actions. They are able to discharge their role effectively.**
- **The English and Maths Leads have a clear understanding of the role and responsibilities in developing their subject. They have a clear view of the quality of teaching and learning and have a clear plan for addressing**

**Resources:**

- **Governor services training package**
- **NGA membership**
- **Mentoring training**

<b>Objective</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Who</b>	<b>Monitoring</b>	<b>Evaluation</b>
To develop middle leadership	To reinstate curriculum leadership across the school	Staff will take effective charge of a subject area	JM/LH/ALL	JM/LH	
To encourage staff to become actively engaged in monitoring and tracking performance in their subject area	To re-introduce curriculum team staff meetings to provide training and time for staff to develop an understanding of their area	Staff will be able to describe their attainment and progress for filtered groups of pupils.	All	JM/LH	Monitoring of all subjects and analysis of performance has been actioned during progress meetings
To engage staff in identifying priorities for their subject	To engage staff in setting termly actions for their subject and evaluating the success.	All staff will have a clear understanding of how their subject is developing, know what has been actioned and what needs to be done next.	All	JM/LH	To be a key focus September 2019 to address curriculum teams
To focus on science as a key area of the curriculum in line with staff visioning for the future	To priorities science over other topic subjects To change the timetable so that science gets a 3 week block each half term To refresh the curriculum for science to include more interesting and engaging subject matter To ensure full coverage of the science curriculum in the long term plan To identify a key lead in	The long term plan has been radically altered to ensure that coverage of the essential key areas is correct.  More engaging subject matter has been included to inspired scientist of the future. Hayley Dawson has attended Science training lead by Manchester University Membership of the newly created Tameside Science Hub Staff	HD/JM/all staff	JM/HD	New timetable/longterm plan to come into full effect in September 2019 Science <a href="#">£250</a>

	the subject and training requirements	Staff training in place to disseminate practise.			
To develop the potential of a middle leader by providing more responsibility and training to meet the threshold.	To give the responsibility of mentoring a student and attending the relevant training associated with this role.	The NQT will have a successful year and feel supported during this by her school mentor. The mentor will have taken on an additional role of responsibility in school.	HD	JM/LH	NQT/Mentor £850
To strengthen the governing body to develop their strategic lead	To engage the support of the LA and diocese to help develop a plan to support governance. To ensure that training programmes are available for all governors	Governors will feel better supported with training and leadership. The range of governors will be from a field of expertise. To join the NGA Full membership of Governor Services package	JM/JR/CP/JS/TB/KS/HK	KS/JM	NGA £90 Full membership of governor services package £800