Snettisham Primary School

School Improvement Planning 2018/2019/2020
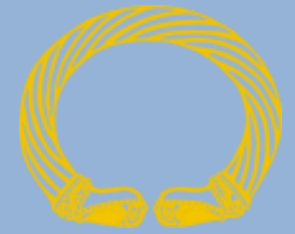
"Learning Together, Succeeding Together"

West Norfolk Academies Trust
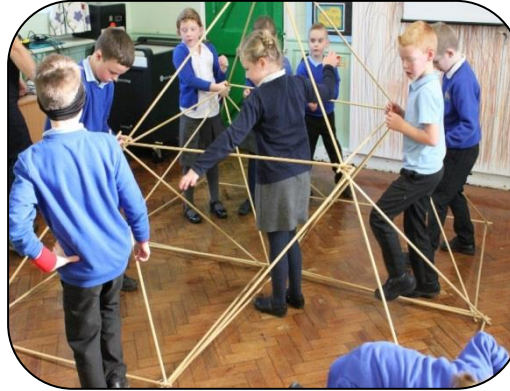
Context

- Following a long period from 2011-2015 where the school had both financial and strategic instability, including an Ofsted inspection which placed Snettisham Primary School in Special Measures, the school joined West Norfolk Academies Trust.
- WNAT brought stability to the school through investment into buildings, EYFS education and access to strong leaders that moved the school out of Inadequate and developed a good community of support around the school.
- In 2016 Snettisham and Heacham Junior were joined through a shared experienced Headteacher and Deputy from Heacham Junior.
- This Executive Team was in place In May 2017 when Snettisham Primary School was judged as GOOD in Ofsted across all judgements – brilliant!
- Securing good teaching continues to be a challenge, with good, experienced teachers difficult to recruit in our rural coastal area. One KS2 post was advertised twice with no applications.
- The number on roll has decreased each year with YR intake in 2017 low at only 9 children but the school currently has four classes without splitting Key Stages and numbers are projected to grow from 2018.
- In April 2018 the head retired and a new Executive Headteacher was appointed across three schools – linking both Heacham Infant, Junior and Snettisham under one Head and Deputy with two AHT to support leadership capacity.
- Our Leadership is stabilised and the vision is strong with a good team that have a sense of purpose to improve outcomes for children in West Norfolk.
- Leaders and Governors are now in good position, supported by West Norfolk Academies Trust, to work smartly and rapidly to enable good progress across the key stages.

Performance Information Across key Stages ~ Overall upward trend in APS over three years

EYFS	2016 Snettisham	2016 National	2017 Snettisham	2017 National	2018 Snettisham	2018 National
GLD %	67	69	76.9	70.7	67	71.5
APS	33	34.4	34.5	34.5	35.1	34.6

EYFS	2016 (9 in cohort)	2017 (13 in cohort)	2018 (9 in cohort)
Listening and attention	1.78	2.23	2.22
Understanding	1.78	2.08	2.00
Speaking	2.00	1.92	2.00
Moving and handling	2.11	2.31	2.22
Health and self-care	1.78	2.00	2.22
Confidence/awareness	1.78	2.23	2.11
Feelings and behaviour	1.89	2.00	2.11
Making relationships	1.89	1.92	2.11
Reading	2.11	1.85	1.78
Writing	1.78	1.77	1.78
Number	2.22	1.92	1.89
Shape, space and measure	1.89	1.92	1.89
People and communities	1.89	2.00	2.00
The world	1.89	1.92	2.00
Technology	1.89	2.23	2.22
Exploring media	2.00	2.08	2.22
Being imaginative	2.00	2.08	2.33
Average Pupil Score	1.81	2.02	2.07
% strands above 2.0 APS	35%	59%	76%

In EYFS, pupils achieve in line with national averages in GLD and make good progress from average starting points on entry to school. Overall, Average Pupil Score (APS) across subjects is stable and close to average in many subjects. Much impact can be demonstrated in increased attainment across subjects over three years. Particularly in listening and attention, physical development and expressive arts and design and these areas have now had outcomes above average for two years. Good teaching and learning, as well as the instalment of a specialist EYFS classroom in January 2017, have also ensured upward trends in PSED. Progress is good from starting points across all strands – higher progress is evidenced for Reading and Maths. Progress gaps between groups are very small; Boys (-0.27) and PP/SEN pupils make more progress than non PP/SEN (+0.37/+0.31) **Pupil Outcomes are good in EYFS.**
Next Steps:
- ▪ Increase number of pupils working at greater depth (Exceeding) across strands , particularly for more able/PP
- ▪ Reading, Writing, Number and Space Shape and Measures - why so low for the last two years?
- ▪ Continue to embed English and Maths Mastery to help support improved attainment – 8 week plans? Maths Mastery - resources? Parental workshops? Increase book exchange?

KS1 -Overview

KS1 Outcomes	% EXS+ Reading	% GDS Reading	% EXS+ Writing	% GDS Writing	% EXS+ Maths	% GDS Maths	% EXS+ RWM Combined	% GDS RWM Combined
2018 National	76	26	70	16	76	22	65	12
2018 School (11 in cohort – each child 9%)	73	9	64	9	55	9	45	0
2018 Diff Nat	-3	-17	-6	-7	-21	-13	-20	-12
2017 National	76	25	68	16	75	21	64	11
2017 School (18 in cohort – each child 6%)	67	0	61	0	61	11	56	0
2017 Diff Nat	-9	-25	-7	-16	-14	-10	-8	-11
2016 National	74	24	65	13	73	18	60	9
2016 School (11 in cohort – each child 9%)	64	9	73	18	73	18	36	9
2016 Diff Nat	-10	-15	+8	+5	0	0	-24	0

Over time data in KS1 has been broadly in line with national averages for expected outcomes in reading and writing. Outcomes in 2018 are in line with national averages for reading and writing at the expected standard but are below in maths and the combined measure. 36% (4 out of 11) of this cohort are on the SEN register, one of which has high need SEN top up funding and this has had a significant impact upon attainment overall. These children are also 36% (4 out of 11) summer born and that has resulted in lower % of GDS.

Y1 outcomes for phonics test are in line with national averages (within 1 child) and this has been sustained for three years.

KS2 - Overview

KS2 Outcomes	% EXS+ Reading	% GDS Reading	Reading Progress	% EXS+ Writing	% GDS Writing	Writing Progress	% EXS+ Maths	% GDS Maths	Maths Progress	% EXS+ RWM Combined	% GDS RWM Combined
2018 National	75	21	0	78	18	0	76	21	0	64	10
2018 School	67	7	-3.7	40	0	-8.5	67	7	-2.7	27	0
2018 Diff Nat	-8	-14		-38	-18		-9	-14		-37	-10
2017 National	72	25	0	76	18	0	75	23	0	61	9
2017 School	63	13	+0.2	63	6	-1	63	19	+0.1	50	0
2017 Diff Nat	-9	-12		-13	-12		-12	-4		-11	-9
2016 National	66	19	0	74	15	0	70	17	0	53	5
2016 School	85	23	+0.3	85	38	+1.6	69	8	-2	62	8
2016 Diff Nat	+19	+4		+11	+23		-1	-9		+9	+3

Following a very successful year in 2016 KS2 data has been low for the last two years. Attainment in reading and mathematics at the expected standard improved upon 2017 outcomes 63% (2017) -67% (2018), however there was a fall in attainment at the greater depth standard. Following external writing moderation outcomes were disappointing with 40% achieving the expected standard and 0% at GDS.

Attainment must become higher in reading, writing and mathematics to accelerate progress for pupils at this school, to keep them in line with prior attainment AND exceed national averages. Scaled scores are lower than national averages - Mathematics scaled score: 101.7 and Reading scaled score 103.8. Few Y6 children attain GDS and therefore expectations must be much higher across KS2.

Strong Concerns

1. Even though Snettisham has smaller cohorts and higher levels of SEN, attainment and progress are not sufficiently good at KS1 or KS2
2. Maths attainment has dipped at KS1 and writing affected outcomes in KS2 due to expectations not being high enough
3. Not enough pupils are attaining at a higher levels compared to NA in all Key Stages
4. Progress scores remain lower than NA in KS2 as attainment has not been raised high enough

Ofsted 2017

Key action points arising from 'Good' Ofsted inspection May 2017

Improve teaching so that most able pupils are challenged consistently in all classes and subjects;

- Teachers plan lessons which extend the most able pupils;

- Teachers move on the most able pupils to more challenging tasks swiftly when they are ready;

- Effective practice in meeting the needs of most able pupils is identified in the school and its partner school and is shared more widely.

Improve the proportion of pupils making accelerated progress by ensuring that;

- Leaders' checks on teaching focus more closely on how effectively teaching is securing rapid progress;

- Teacher's identify with greater precision where pupils have gaps in learning and plan lessons which address these

- Leaders provide better opportunities for parents of disadvantaged pupils to work with teachers to help some of these pupils to catch up more quickly.

What are our key priorities this year to meet school and Ofsted findings?

- We must secure consistency in **Quality First Teaching across the Key Stages** and increase the amount of Outstanding practice as not all teaching and learning is good. **Baseline for T+L - July 2018** ~ 4 classes: YrR/1, Y2/3(NQT), Y3/4/6 (job share), Y5/6. 50% (2/4 classes) provide consistently good teaching triangulated across work collections, progress reports and observations, 25% (1/4classes) provide mostly good provision but 25% (1/4 classes) require improvement and suppport. Not all **pupil outcomes** are good, particularly in Writing and Reading, so we must increase attainment, particularly **to challenge the most able to get greater depth.**
- **English and Mathematics need additional pace and structure** through 8 week plans to ensure pupils gain good regular periods of driven and visible learning. Sept-Oct Mathematics, Oct- Jan Reading, Feb- April Writing
- Not all teachers use **formative assessment to improve lessons and give feedback to pupils**, nor to **track progress of groups from starting points** (the classes have been frequently shared with teachers).
- **Curriculum provision** needs to be refreshed to **ensure pace, coverage and enrichment is embedded** throughout with proven strategies that developed impact (eg POR/PWP) shared across schools by subject leaders.
- Leaders and governors need to **drive pace of change through relentlessly following a clear monitoring plan** to retain strengths of each school and motivate staff to manage pace of shift.
- Characteristics Of Effective Learning should be introduced across KS1 and KS2 so that **pupils attitudes and aptitudes are acknowledged and valued across the broad curriculum.**

Improve Quality Of Teaching , Learning and Assessment – Responsibility of Louise Jackson – Gov Link ~ Sue Lunnun and Andy Gee

- Consistently good Teaching, Learning and Assessment to be evidenced with 80% good (4/5) and 40% outstanding (2/5) .
- All work collections are kept meticulously (labelled well, neat, tidy, good HW for staff and pupils) and show clear progress, quality and quantity (feedback to acknowledge every few pages) and visible learning sequences (extended learning not worksheets) for all pupils across all subjects
- Staff can confidently discuss and evidence attainment and progress against year group expectations through frequent formative assessment and moderation opportunities (monthly)

What Am I Looking For when we monitor lessons? What will we measure ?
Children that have challenging and interesting lessons. Teachers that pitch learning high and enable children to reach objective though verbal feedback, good use of TA to support teacher, creativity, open questions and resources. Teachers and TAs that notice what children are learning in each lesson and can deliver next steps. Teachers that push the children to achieve (in a nice way)

Priority	Rationale	Detail	Who	When	Milestone
Ensure all staff understand their accountability in delivering high **standards** and **expectations for teaching, learning and pupil outcomes That they are judged as consistently good.** (visible learning, exciting lessons, motivated pupils, fast and accurate feedback to pupils that stretches and challenges, work collections show QUALITY extended learning)	Ofsted action " Increase amount of outstanding teaching " To share our ambitious vision to increase proportions of the best teaching and learning through developing pedagogy and raising expectations and **standards** (target 80%+ on track for attainment/**all children to make progress**)	Meet and induct staff into **LEARNING expectations** for teaching, learning and assessment in Autumn term Using OSIRIS, across school induction and teaching intervention at HJS to quickly communicate and agree with staff **what good learning looks like with focus on engagement, feedback to pupils and what challenge means.** YOT – (Year group Objective Tracker) Introduce age expectation grids to increase teachers understanding of formative assessment for each age range – re-evaluate these according to teach sequence with red/orange/yellow/green/code – on-going prior assessment and next steps teaching for learning.	Louise with CPD Louise introduce DH/AH for check	Sept-Oct 2018	**Teachers to understand and start to implement strategies given and be ON BOARD** (a buzz developing around school with families, pupils and staff)
Teachers have increased ability to describe and deliver good lessons and these are quality assured through drop ins and work collection checks	To reach a consistently good judgement for teaching and learning so we can increase pupil outcomes To raise teachers and Tas expectations of pace of change.	**LJ to lead observe and feedback of teaching and learning with SLT**, check work collections and drop into lessons frequently particularly for those staff where performance is not consistent (**twice every 6 weeks and weekly for those that need support**) Feedback and ensure improvement is made on targets set and recorded on **Teacher on page – compare to baseline data in aims above. Strong management of those that do not improve must take place quickly in October/November**	LJ to take one day for each AHT/DHT EH to check YOT files monthly	Before October 17 - repeat Each month through to July19 **Baseline Sept**	Do all classes /books **have displays of children's learning that is current and engaging? That demonstrate challenge in learning? Are planned improvements being delivered? Is % of T+L increasing termly? Where's evidence?**

8

Staff learn about proven and evidence based strategies and begin to implement ideas in the environment *Interesting and relevant subject matter, wow starter, fast pace, active learning (note taking, talking partners, personalised challenge sheets) open questions, instant feedback , check on success criteria and misconceptions, children do the work!* so that they work as a team focused on children's learning and progress	To refresh a learning culture within the schools and to challenge children through better trained and skilled staff	Through in schools CPD, staff to agree features of good learning through T+L intervention and staff meetings Teachers meet with phase leaders twice a term to look at work collections , quality, outcomes, presentation Infant and Junior to link staff with good school phase equivalent (Cromer Junior/Chapel Break) to reflect on good quality teaching and learning and bring back innovative ideas to raise challenge in classroom Targeted CPD for Y2/3 and Y4 to increase consistency in Key Stages with Talking partners, Getting it right mathematics, Number sense, T4W and POR used in lessons during lesson obs and drop ins . These are proven quality first teaching strategies that will improve quality of teaching from Y1-Y6	BS/LJ link for KS1 support CE link with EJ/CS LJ to Havering-Broadford Primary with AS Teachers expected to apply ideas and pin point impact	On Going CPD planned through year Link visits /Phase meeting start Autumn 18	Drop ins and learning walks to evidence a more exciting and interesting learning environment where new ideas are used to challenge and engage children. Children questionnaires and work colllections show increased examples of challenge and interest (baseline from NB /RJ commissioned reports)
Use short burst projects in Read/Write /Maths to raise standards for most able Staff be highly informed about standards expected to meet Age Related Expectations.	To make sure pitch and expectation is good for staff and that high expectations exist for all pupils	Deliver teacher lead 8 week projects – Maths , Read, then Write to get rapid achievement pace through year as well as raise standards in Q1stT Teachers are senior teachers and are delivering project and responsible for identifying impact – projects are targeted through QLA and NFER outcomes (fluency, reading, vocab are priorities this year)	Jo Moores Fluency Ellie Jones/Claire Reading/Vocab Catherine T/JM SSiF/Louise	Sept-Oct Nov-Jan Ongoing	Can subject lead show impact on attitudes, engagement? Increased outcomes? Can subject leads/AHT implement consistent strategies in every class?
TAs to be well deployed in classes across schools and to mirror the skills of a teacher	Education Endowment Foundation evidence shows best effect size links to	VNET training for teaching assistants to be used to develop core principles for job role (open questions, feedback, challenge and discuss misconceptions, intervention) Performance management meetings to give scores for ability and targets to improve.	VNET Train all TAs		Have Tas increased quality of attention and interaction with pupils? Do they use questioning and vocab skills as model for thinking/ learning? Are PM records reflecting individual ability and next steps?

9

Priority 2 – Increase Pupil Outcomes   Responsibility of Emma Hunt and Louise Jackson   Link Governor ~ Stuart Dark

- Outcomes for pupils in core subjects begin to exceed national averages across key stages through increased challenge and expectation from good teaching and learning **(KS2 = 80% Read, 30% GDS, 80% Maths, 70% 20%, Write 70%, 20% KS1 = 82% Read/Maths 27% GDS, Write 73% and 20% GDS, Y1 phonics 77% , EYFS = 77% GLD)**
- Pupils scaled score averages increase to above NA scaled scores (105) through pacey scrutiny of QLA by teachers and subject leaders and adjusting/checking class provision and intervention against exemplification materials
- Curriculum audit ensures gaps are identified and filled so that pupils can achieve across subjects and this is tracked in work collections and target trackers

Priority	Rationale	Actions	Responsible	Timescale	Measurable Milestones
Raise performance of pupils across the curriculum by driving the pace on very high expectations particularly for the most able so that outcomes in GDS increase at each Key Stage	Ofsted action "Not enough teaching is sufficiently challenging to extend the thinking of the most-able pupils"	Teachers demonstrate that they know about reasons why outcomes met /not met from 17/18 – case studies written to help us avoid pitfalls and know our learners. Complete performance management for **staff that identifies approx. 80% + exp targets** and 30% **GDS as aspirational target** .Meet for quick performance and progress check-ups monthly and more often for those who are a concern using the year group tracker of objectives (em/dev/emb) to frame the conversation and moderate across years /schools	Louise/Emma lead PM for all teachers SLT meet for progress reviews	Sept-October 18 Monthly checks	**Are case studies complete that tell us next steps? Have all teachers agreed the review and new targets for year? Are records clear and complete?**
Set a fast pace of plan, do ,assess , review classroom learning to achieve targets through increasing teacher knowledge and accurate assessment of every child	To ensure cohorts for 2019 have accelerated progress for all and that targeted pupils and vulnerable groups make better progress	Quality Assurance Framework to be rigorous with Regular review of standards in work collections, progress reviews, performance management reviews and termly testing (see QA monitoring and staff meeting focus) Use Pixl and Sats past papers in in Y2/6 and NFER to check attainment is on track according to Trust timescale (sept/dec/Feb) Pira/Puma Phonics in Y1- **Deliver in class target intervention in Nov, January, March, April for specified pupils** following analysis of provision/coverage and attainment .Use more able as group focus for reading/maths to ensure we can boost scaled scores sufficiently Termly assessment of foundation subjects needs to be meaningful so that staff can identify what pupils need to know next in wider curriculum (YOT analysis)	SLT check and monitor pupil progress Emma/Jo /Ellie to check and report on RWM and headline analysis for staff and govs LJ and subject leaders look at YOT outcomes to discuss progress and provision	regular six weekly meetings pupil progress meetings termly	**Are staff showing good knowledge of Year grp expectations? Are they completing formative tracker regularly? Do teachers make sure they know and help all children progress? Can staff speak about individual children's attainment and progress? Does test data exceed shadow data and match judgment?**
Track progress of all pupils *(termly)* using the school tracker. Identify underperforming children every term and implement intervention groups, led by qualified teachers and skilled Tas.	To ensure targeted teaching and intervention is used to give more quality time to enable some to catch and ensure progress is made from KS1 start	Identify strengths and weaknesses following tracking outcomes and immediately direct resources and provision into weaker area . Look at most able from KS1 and ensure they are on track to maintain GDS Identify vulnerable groups and plan strategies to narrow gaps alongside the SENCO and SLT – Tas and pupils can remain in class to	Emma produce reports with SLT support track RWM outcomes and immediately direct resources and provision		Is intervention planned and delivered to identified marginal pupils? Is it of quality? Are regular checks on progress taking place- can teachers and SLT talk about individual child progress?

Priority 3. Leadership and Management   Responsibility of Louise Jackson and Emma Hunt   Link Gov ~ Andy Gee

- To have convincing and robust evidence of a positive impact in raising standards for all Key Stages by July 2019 (increased quality in teaching and learning from 2018 baseline / increased pupil outcomes from 2018, closely linked to targets for 2019)
- For leaders to provide firm and accurate direction, clear action planning and energy that drives forward improvements in key focus areas – engagement, challenge and feedback
- To ensure safeguarding is effective and curriculum content is enriched

Priority	Rationale	Actions	Responsible	Timescale	Measurable Milestones
School leaders must communicate vision quickly - Staff and Gov's must understand their roles and responsibilities and act on the priorities that underpin our direction. Teachers must be held to account for following and supporting the direction set.	Newly amalgamated staff and governors need to know both schools and school procedures before Oftsed readiness Dec 2018 where we will aim to be making good improvements. Leaders must work together to ensure we do not get distracted from purpose to improve schools	School Improvement Priorities to be communicated to all stakeholders quickly through- ● Displays about improvement projects and WOW work in foyer that puts learning at heart of what we do and makes progress visible – lose pupil of week and introduce learning of week – groups from each class to show learning ● Staff training day 4th/5th Sept and Jan 2nd (govs invited) to cover all the improvement information – safeguard, outstanding T+L , new formative teacher assessment process used that provides frequent info about attainment/progress across whole curriculum, COEL measures for KS1and KS2 ● Perform manage dates for interviews and evidence required to assess performance - targets to include class %targets, subject leader target and T+L quality target ● Parents forums that gathers opinions of parents and allows them to register parent view ● Subject leadership requirements for each half term ● Formative assessment records that link to frequent work collection checks to be maintained from Y1-Y6 ● Schools and Trust Year group meetings happen and are well led by SLT across schools – impact is shown in consistency between schools and standards are raised	LJ/EH responsible for sharing improvements All teachers and SLT and govs to listen and understand so that they know what has to be done Osiris Education Beccy Millar Complete Teaching Intervention Autumn Louise complete safeguard train Sept 18 /Feb 19 Catherine introduce COEL LJ/EH to write monitoring schedules (see appendix) and complete PM Subject leaders to write action plans	Deep dive audit planned **for each half term** in line with 8 week plans Teachers weekly learning assembly Sept-Oct Sept – half term check ups	**Is the pace of monitoring being maintained and shared across staff? Are new leaders accurate in their observations? Do leaders meet and dig deep to describe best learning expectations? Is this being recorded?** Is this core work kept up? How do we know if all staff are completing well? How effective are they at improving T+L? Which is having most impact? Have PM been reviewed half termly? Where are records?
To update the SEF and create an evidence folder related to Ofsted guidance. To become very familiar with Ofsted criteria for Good / Outstanding so we can accurately self-evaluate To create a clear monitoring & SEF schedule for the year.	So new leaders can quickly know school strengths and weaknesses to take and monitor effective action that will link to improvement	Have the SEF complete and ready for Inspection from staff/ gov/advisor/Ofsted – share on Gdrive/email/presentations Have a robust schedule for monitoring completed that includes Senior and Middle leaders and shared observation/feedback to staff to manage quality of judgements and raise expectations Make sure SLT are adding to key documents on shared on google drive – Teaching On A Page /Learning On A Page	Written by LJ, implemented by SLT/Govs/Subject leads By Sept 18	**Autumn term 18** Spring 19,Summer 20 Review progress	Is there a cultural shift where teachers are comfortable to reflect and evaluate on going learning? Are the improvements evident in class, pupil learning? Is it recorded well on Teacher On A Page? **Are leaders communicating same expectations and vision**

SLT to make sure all statutory regulations are complete and of good quality (SCR, Personnel files, Website H&S, safeguarding, policies, Fire posters, E-safety, SES, Local offer, CP, policies are in a cycle of review and adoption, talk to us posters and first aid poster).

Increase attendance expectations at HJS for pupils, staff and families and maintain higher trend at HIS – aim for 96%+ | To ensure that we have covered all statutory duties whilst becoming familiar with new schools and management across schools.

Attendance at HJS dipped drastically in 2017/8 due to some children with school anxiety and school procedures to monitor pupil attendance not being robust | Complete audits statutory responsibility for safeguarding/ personnel files/ website / H+S/ SEN

Teachers add attendance through PA – admin follow up absence quickly- reasons, codes, texts, safeguard issues reported. Newsletter updates for attendance making clear the procedures and expectaions - admin team to monitor and report on pupils below 92% to HT letters out with warning. Meetings for those that fall below 90%. Punctuality is expected from school hesitant- not authorised absence without clear medical notes. attendance hot choc rewards for children weekly- texts to parents | Louise and Vickie review SCR Personel files

Safeguard requirement checks and website - **Autumn term 18** Policy schedule – ongoing start with stat CP policies

LJ/Admin staff | **Autumn term 18** Spring 19,Summer 20 Review progress

Autumn term 18 Spring 19,Summer 20 Review progress | **through meetings and CPD?**

Where are gaps in policy? Website? Files and records? Is the schedule completed to review and update?

Do DSL have job description and know about it ?

Is attendance good at HJS now certain children have left? Are FSM pupils attending in line with non fsm? |

Priority 4 - Improve The Curriculum   Responsible: Louise/ Catherine   Link Gov Laura Goodwin

- Consult with pupils, families and staff to audit strengths and weaknesses of the curriculum offer across schools
- Introduce a strategy to frequently review and assess foundation subjects across year groups using Age Related Expectations and compare these in phase meetings inorder to embed higher challenge and expectation
- Introduce a well -being curriculum (COEL and Restorative practices) as an integral part of our school day where pupils attitudes, positivity , collaboration and resilience are acknowledged and tracked

Priority	Rationale	Actions	Responsible	Timescale	Measurable Milestones
To monitor the new curriculum map for coverage and skills progression.	To look for learning gaps in foundation subjects for learners – to check that our children have a full, exciting and relevant curriculum offer in line with national curriculum expectations	Monthly checks of Year group Objective Trackers YOT) show that majority of pupils are attaining within age related expectations across subjects	Subject leaders and SLT	**Starting Autumn 18**	Are these showing good coverage and progress? Is it matched in work collections?
Ensure that the foundation tracking system is implemented and SLT monitor impact.

Introduce characteristics of effective (see appendix) learning into KS2 so that the whole child can be taught , motivated and engaged | Tracking foundation skills on PA is effective way for staff to look at quality of the subject across schools – ch should attain in line with RWM and some children will excel in foundation subjects more than core. Therfore we have a duty to acknowledge and develop this talent. | Subject leaders to complete curriculum audit , pupil discussions, work collection checks and report on next steps to improve provision.

Train the team to observe these skills and monitor them progressively Ensure all staff have them to refer to during lessons and that colour coordinated stickers are available and evident in books/ learning journeys Run assemblies that introduce themes to children and make posters and wall display | Louise/ Catherine train

Louise

Louise/Teachers | **Sept 18 Inset – introduce them and embed them into Teaching and learning policy Sept**

Staff meeting autumn term | Have all subjects been audited with standards reviewed reported on and clear next steps?

Do staff know standards in COEL? Are they being identified in work collection with shiny stickers |
| COEL to include emphasis on positive mental health, communication, collaboration and self esteem | Children should have a variety of life skills and attitudes that are taught progressively and assessed alongside academics
Evidence shows that children's mental health can be concerning with few resources outside school and home to support them | Monitor lessons/work collections for evidence of these COEL (characteristics of effective learning) being referred to and assessed – ask pupils what they think. Use EYFS staff to help train KS1/2 to pick these out of longer observations and record them

Collect best fit judgement for each child during assessment period which is termly – analyse outcomes and enter onto tracker | CT/SW/Leaders

All teachers /Leaders | **Termly observations and half termly drop ins**

Termly with other subjects | Are staff using the measure to feedback to children on the wider skills? Is there evidence in books of this process? Are pupils aware of curriculum? Is display up |

13

Priority 5. Extend consistently good provision in for EYFS

- Outstanding teaching, learning and assessment to be evidenced throughout year in YN and YR – consistently good work collections, adult/child interactions/ vocab and language used/ progress from starting points
- Maintain outcomes in EYFS that are above national average and accelerate evidence of progress particularly for more able, boys, PP and YN and in areas that need additional provision (PD, shape/space/English) so APS is at 35
- All Staff to describe fluently , with data examples, of how innovative methods increase outstanding practise , particularly through the SSIF project "Unlocking Talent and Fulfilling Potential"

Priority	Reason	Action	Responsible	Timescale	Measurable Milestones
Ensure **EYFS retain the improvement in provision and standards** by embedding and sharing our EYFS practise in School/Trust Leaders, governors and staff find it easy to talk about our provision being **outstanding** and be able to describe/evidence across Teaching/Learning /Assessment Baseline entry data closely and **increase evidence of progress made through Nursery so it is in line with Reception**	*To meet Ofsted action* *children's progress is accelerated in the Nursery and Reception Years by making sure that the provision, teaching and assessment are of consistently high quality* *To ensure our strategy for EYFS is addressing needs of pupils in both classes and delivery is consistent and sustained in planning, provision and progress in YN and YR* *To sustain a judgement of outstanding from Ofsted frameworkso our school can*	**Conduct professional dialogues in Performance Management** with teachers and staff to ensure consistency and fluency in describing practise; ask EYFs teachers to complete data analysis of attainment /progress over time – **Complete clear baseline with samples taken to evidence assessments for quality assurance.** Ensure the baseline is accurate to reflect best fit across all areas so that if a child is low in speech and understanding this key area is used to reflect a lower than average starting point.Meet with other settinngs **Use Nelli to increase vocab and T4W for writing – make case studies that prove progress for more able – scribe stories and vocab for children frequently** Observe teaching and learning looking for **evidence of consistency in YN-YR and innovative practise, look for sustained quality and involvement across all staff interactions** with pupils **Retain quality of Learning journeys and**	Louise Jackson Shona Waters Catherine Tuckwood Shona/Catherine Shona/Catherine SW/CT Louise Jackson	Septem 2018 Before October 18 **Baseline Sept** , targets for sept, Data Collection checks Oct/Dec/Jan/March/May Each half term through to July19	**who are vulnerable groups? What are we doing to accelerate progress? What subjects need CPD or focus? Is there pattern in YN/ YR REVIEW last year against previous – where is progress accelerated? Produce report to evidence** **How do we know our judgments are accurate?** Are children increasing vocab and spoken sentences ?

14

Increase provision in key areas that have had lower outcomes – eg- PD, reading/ writing, shape, space and measure	*continue to work towards outstanding at next Ofsted*	**influence KS1 staff** with the process and adult roles that lead to evidence through CPD in school/trust	SW/CT CT **use phase meetings** to train all staff to complete observations well and link to DM age bands	**Sept/Nov/Feb/April/June** CPD dates for booked staff training	**Is progress good enough? Where is the evidence? Are all adults in tune with our good practise? Is there consistency between classes?**

Our Continuum for the Characteristics of Effective Learning EYFS, KS1 and KS2

Early Years and Key Stage One	*Engagement, Enjoyment and Exploration*		
Stages	**Finding out and exploring**	**Playing with what I know**	**Being willing to have a go**
Bronze	I am curious about objects, events and people	I pretend with objects	I initiate activities
	I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
	I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
	I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'
Silver	**Finding and exploring more**	**Extending my play beyond me**	**Becoming more Resilient**
	I am beginning to follow instruction and direction to find out more	I pretend and play purposefully across a range of resources and activities	I can start activities and complete them after a longer period of time
	I can express interest and involvement in many areas of learning	I can use my previous experiences to explain new activities	I am positive about new experiences
	I have a growing awareness and respect for a wider world	I can pretend to be someone else in play and include others within that	I can recover from difficulties or unexplained situations
	I can find and use resources and tools to help me explore	I can work with others as part of a group, letting them have turns and ideas too	I can work with others as part of a group without
Gold	**Discovering and Achieving**	**Learning Together**	**Sustaining Perseverance**
	I relish experiencing new sights, places and people beyond the familiar	I can lead others and help others in my group, others enjoy getting help from me	I am able to sustain interest in learning over a whole learning sequence
	I enjoy these new experiences and use them shape my own broader views	I act and think with respect, kindness and fairness for all people	I know that mistakes are part of learning and enjoy reflecting on them
	I am able to research and find out more on my own through pleasure of learning	I can take open ended ideas from adults around me and make and explain my own ideas around them	I can quickly repair and recover from difficulties and know that I can do something if I keep trying

Early Years and Key Stage One		Motivation, Attention and Self esteem	
	Being involved and concentrating	**Feeling ,talking, understanding**	**Enjoy achieving what I set out to do**
Bronze	I can focus on an activity for a period of time	I can talk about what I know to myself and others	When I meet a goal I am satisfied
	I find some things fascinating	I am able to name and describe many things around me and from what I experience	I am proud of how I do things (not just the end result)
	I am not easily distracted	I am beginning to learn new words and use them	I enjoy challenge for my own sake, not just for praise and rewards.
	I pay attention to details	I can describe a simple range of feelings	I can find enjoyment in learning at home and school
	Developing attention	**Linking language and emotions**	**Being proud of myself and others**
Silver	I can talk about what has just been said or read	I am able to explain how I feel with a range of adjectives and examples	I can talk about my strengths and weaknesses clearly and know myself well
	I can focus on something for a longer time and recall main points	I know a wider range of words to explain my emotions	I am happy to show and talk about my strengths to others
	I do not let others interfere with my concentration	I have learnt more complex words to describe the world around me and I use them in extended sentences	I can encourage others to try and achieve
	I can find ways to continue paying attention	I think about others feelings as well as my own and I can talk about	I can ask for help from adults and friends and feel okay about this
	Attention and Learning	**Managing myself alongside others**	**Supporting others in our community**
Gold	I can focus on something for a long time and recall many details	I can explain how I feel and how it is affecting me so that I can resolve issues	I can encourage others to be proud, confident and join in with activities and play
	I can recall details quickly and also later on but remembering, rehearsing	I am able to recognise if I need to stop something and take some time out	I can think of ways to improve the routines and experiences for others as well as myself
	I can find ways to recall information by making notes/pictures	I am able to reflect on my emotions and begin to change some of my behaviours	I can help with roles and responsibilities to help others over time

Thinking creatively and critically

	Having my own ideas	Making links	Choosing ways to do things
Bronze	I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
	I find ways to solve problems	I make predictions	I think about how well my activity is going
	I think of new ways to do things	I test my ideas to see if they were correct or not	I change how I do things sometimes
	I find the things to do them with	I think about grouping, sequencing and cause and effect	I think about how well my approach worked
	Understanding my ideas	**Developing my reasoning**	**Knowing about my thinking**
Silver	I can tell you about my ideas and share them	I can observe and explain in words and pictures	I can work with another and explain my ideas
	I can use what I know and make something of my own	I can complete multi step tasks	I can use different ways to learn - memory, reasoning, problem solving
	I can adapt my idea and make it better	I can use questions to find out and explore	I am able to set my own goals and targets
	I can use a range of tools and resources	I can make more complex links across subjects	I can think of ways to help others acheive
	Creating and communicating	**Analysing the world around me**	**Thinking effectively**
Gold	I am able to influence what others do with my ideas	I can consider beliefs and attitudes that differ to mine	I can take on different learning styles and know which I am good at and which I need support with
	I can learn from others and apply that to my own innovative idea	I can gather information and research and decide what is relevant	I can apply different sorts of thinking to different sorts of situations
	I can plan what I need and use the resources with skill to complete my idea	Carry out enquiry by exploring different events, phenomenon and experiences	I can decide which goals are best for me and how I am going to achieve them

Key Stage 2	Characteristic Of Effective Learning		Engagement and Enjoyment
	Copper	Titanium	Rose Gold
Be Positive	I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.	I see positive opportunities in mistakes and failures and don't let my worries hold me back.	I make ideas real by experimenting with different designs, actions and outcomes.
	I can experiment and investigate real life issues and make links between areas.	I can experiment with objects and ideas in a playful way and apply what has been learnt across situations.	I develop my own accurate value judgements about the merits of my work.
	I show curiosity and confidence when approaching new tasks and challenges.	I make connections with others to talk about events and learning.	I am confident to learn from mistakes and build on my own and others' ideas and experiences. I value other people's ideas.
Be Happy and Helpful	I am proud, confident and join in with activities and games no matter what the outcome will be .	I can talk about myself and feel happy- my strengths and skills - with pride and I do not dwell on my weaknesses	I know when I experience difficulties that I can talk to someone to help me resolve them – I know that no one is perfect
	I can help with roles and responsibilities to help others over time	I enjoy helping others and taking responsibility. I can name a variety of responsibilities that I have (eg- pets, jobs at school, tidying, clubs)	I seek out roles that support others and myself- I can take the lead and let others lead depending on the role

	Characteristic Of Effective Learning	Metacognition and Critical Thinking	
	Copper	Titanium	Rose Gold
Be ready	I ask more focused questions about the learning task, clarify the purpose and what needs to be done. I recognise when I have completed tasks similar in the past.	I recognise when I have completed tasks similar in the past. I can use my own and others' ideas to identify, locate and select various sources of information.	I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious.
	I am prepared and organised for my day. I am at school on time and have good attendance. I am beginning to identify my audience and purpose when communicating.	I set goals for my work, break tasks into smaller parts and plan the next steps. I am at school on time and have good attendance	I am at school on time and have good attendance. I relish being ready for challenges including homework , clubs and competitions.
Be reflective	I am systematic and work through the stages in a task. I can explain my methods and opinions, and the reasons for my choices and actions	I can identify patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting.	I can discriminate between fact and opinion and question the reliability of evidence. I will explain and justify methods, opinions and conclusions.
	I can recognise the differences between why, what, where, when, and how questions.	I understand more than one point of view. I can examine my options and weigh up pros and cons.	I like to try alternative problem-solving solutions and approaches. I can use different types of questions systematically and with purpose.

	Characteristic Of Effective Learning		Motivation, Attention and Self Esteem
	Copper	Titanium	Rose Gold
Be collaborative	I have become more adept at turn-taking, sharing and cooperating when working in a group or team.	I demonstrate fairness to others and I recognise and respect other people's feelings and ideas.	I am willing to help others with their learning. I understand and have learned to respond to their feedback.
	I can decide what needs to be done in a group and take responsibility for aspects of the work.	I have become more independent in my social and interpersonal skills.	I work with their peers to reach agreements and begin to manage our disagreements quickly and with measured reactions.
Be articulate	I am able to describe what I am doing and thinking when asked with a good range of verbs and adjectives.	I am able to adapt my behaviour and use my language skills to suit and describe different situations. I use a wider range of vocabulary and grammar than previously with words collected from my experiences and reading.	I relish learning and using new words and say them accordingly in formal and informal situations – being adventurous but not always accurate. I am mindful of using correct spoken English and check own language to amend it in more formal situations
Be Resilient	I try hard at learning and tasks even if they are hard , trying a few ways to solve my problems	I endeavour to do my best and I check my work routinely for accuracy and precision.	Evaluate what they have learned and compare their approaches with others. Make links between their learning in different contexts.
	I feel happy to seek help from other people.	I persist with tasks asking for help from others and finding resources to help me so that I don't sit being stuck.	I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.

Appendix 3 In school meetings and training

Week	Thursdays All Schools Staff Meet 3-4:30pm	Week	Monday Snettisham Schools Staff Meet combined 3:15-4:30pm
1 INSET 13th Sept	School ImprovementEstablish SD priorities , staff responsibilities, dates for Performance management and papers/evidence needed Louise lead Hand over QLA and make VD Emma Lead	11th Sept	Maths short burst plan lead by Jo Moores Maths working walls/ concrete resources/planning challenge? Engagement?
Joint schools YG at Gaywood 20th Sept	What do we need to discuss, compare and focus on – standards in our year group – baseline? Targets? Marking?	18th	Maths short burst plan lead by Jo Moores Use of TAs/Vocab/ using mastery books
27th Sept 4th Oct 11th Oct Focus CPD	What does Good Teaching and assessment look like? Louise YOTS, whole class success criteria, wow starters, check Prior attainment, verbal feedback, high expectations, link subjects	25th	Maths Short burst plan lead by Jo Moores GDS/
	What does Good Learning and assessment look like? Discuss how children should respond to teaching, visible learning, quotes, displays Emma	2nd Oct	Review and next steps
	What do good work collections look like? All staff **Bring** good examples of learning, neat, extended, independent, response to feedback and learning sequences	16th OCT	Any key issues?
1st nov SDP check 8th Nov SDP check	STAY in OWN School –learning walk led by SLT Check for visible learning with classroom walks – reflect on our vision. Is there consistency? Is learning visible? Are we following our principles? Where is evidence?	30th oct	Writing Improvement short burst lead by Emma/Claire Book corners/ reading evidence
	Characteristics of effective learning – Lead by Catherine Tuckwood Feedback on new system- how is it working? Can we see attributes in children and staff? Add to PA at end of term. Can we do Vocabulary assessments for lower/PP bring transcripts and evidence.	6th Nov	Writing short burst lead by Emma/Claire Guided reading/reading challenge
15th Nov 22nd Nov Acheivement	Update PA with data across **all** subjects	13th Nov	Reading short burst lead by Emma/Claire More able reading/inference/vocab
	Check groups for progress	20th Nov	Reading short burst lead by Emma/Claire
4th Dec Safeguard/ behaviour	Safeguarding – Complete presentation for CWD in NCC training folder – how do we compare?	27th Nov	Review and next steps
All schools data review and input following testing			

Appendix 4   Quality Assurance Framework

Monitoring and Evaluation Schedule 2018/19

		Teachers	Subject Leaders	Senior Leadership Team
Autumn 1st		• Baseline with writing/reading and number for 1st page of book • Create good provision – read area, maths/eng working wall, success criteria space • Prepare for PM meetings • Start YOTs and update – check groups and most able • Deliver WOW starter and display • End of ½ term assessments using YOT • QLA analysis for teaching focus and set up interventions • SEND children – OBTLs Issued	● Complete report for 17/18 to summarise standards ● Start action plans & identify areas for development ● Pupil discussions ● Display learning walk ● English, Maths, Science subject leaders analyse data from testing (inc. groups) ● Progression in plans? ● Plan some WOW days – black history month , big draw, science special ● ENG/MA – standardise and moderate against exemplification	● Analyse EYFS baseline data ● Y2/6 SATs evaluation ● QLA reviews for school weakness ● PM – Review & Setting ● Review job descriptions ● Provision mapping & set intervention groups ● Complete SEF/Improvement term ● Provision drop in looking for engagement, challenge and feedback ● Learning drop in looking for engagement, challenge and feedback ● Safeguarding Review DSL ● Catch up Early help
Autumn 2nd		• Learning walks with other classes to check provision consistent • Work scrutiny for progress from baseline in phase meetings • Parents consultations • Pupil progress meetings and identify target children • OBTLS evaluated & new targets set. • Foundation Subject records completed YOTs and update – check groups and most able • Phase meetings moderation against exemplification YR/Y2Y6 and NC other	● Pupil interviews and work scrutiny ● Phonics observations ● Pupil Premium progress check ● P.E. lesson monitoring ● Maths Network Meetings ● English Network Meetings ● EYFS Network Meetings ● Triangulated Subject monitoring (History, Maths, Eng) ENG/MA – standardise and moderate against exemplification ●	● Drop-ins ● Lesson observations re. performance management ● Book Scrutiny ● Analyse end of term assessment ● Check data dashboard & evaluate ● Raise analysis ● Observations of teaching assistants. ● Review SIDP ● Update SEF
Spring 1st		• Learning walk • End of ½ term assessment – • Complete pupil progress meetings and identify target children • Update Pupil Asset	● KS1 writing scrutiny - link to SIDP priorities and pupil progress data. ● English SL identified KS1 children at risk of under-achieving – actions to be taken ● Triangulated subject monitoring (Sci & MFL & P.E.) ENG/MA – standardise and moderate against exemplification	● Drop-ins ● Book Scrutiny ● Provision mapping & evaluating impact of interventions ● Pupil progress meetings & review and set interventions ● Review and update SEF ● Pupil interviews ● Safeguarding Review DSL

Spring 2nd	• Learning walk • End of term assessment • Complete pupil progress meetings and identify target children. • Update Pupil Asset • Provision Mapping / interventions evaluated • OBTLs evaluated – new targets set • Parent Consultations • Foundation Subject records completed	• English, Maths subject leaders analyse data from testing • Phonics observations (sound discovery) • Complete brief report to governors on actions taken and impact on pupil progress. • Maths Network Meetings • English Network Meetings • EYFS Network Meetings • SMSC Audit (incl. PSHE & British Values)	• Drop-ins • Lesson observations linked to PM • Book Scrutiny • PM – Review • Analyse end of term assessment • Subject leader Action Plan mid-year review • Review and update SIDP • Parent Questionnaires • Pupil Questionnaire
Summer 1st	• Learning walk • KS1 & KS2 Assessments • End of ½ term assessment • Update Pupil Asset • Complete pupil progress meetings and identify target children	• Learning walk focusing on subject areas • Intervention observations • Triangulated Maths and Eng monitoring	• Drop-ins • Book Scrutiny • Pupil progress meetings & review and set interventions • Parent / pupil questionnaire – analyse responses • Safeguarding Review DSL
Summer 2nd	• Learning walk • Annual reports to parents including test outcomes when known • Moderation of final assessments in writing and Maths – agree levels between current and receiving teachers. • Set targets for next year • End of term assessment • Complete pupil progress meetings and identify target children • Foundation Subject records completed	• English, Maths and Science subject leaders analyse data from testing – end of year report to governors on outcomes from action plans. • Phonics observations • Triangulated subject monitoring (DT, Music, RE, Art, Geo) • Maths Network Meetings • English Network Meetings • EYFS Network Meetings	• Initial analysis of KS1 and KS2 results • Drop-ins • Book Scrutiny • Lesson observations linked to PM. • Analyse end of term assessment • SIDP priorities set

Appendix 5 2018/19 Assessment and Monitoring Cycle for West Norfolk Academy Trust (Primary Sector) – set by Trust

	Week	
S E P T	3/9	5/9 - LS and JD attending CPD at Springwood 6/9 – LS in West Lynn
	10/9	11/9 JD in schools 14/9 LS at Heacham Junior EYFS baseline assessment to be completed by 21.9.18
	17/9	2018 SATS KS2 in all schools to baseline – data to be reported to Autumn Trustee meeting 18/9 JD in school 20/9 Teachers' meeting at Gaywood
	24/9	TARGETED MONITORING – Jane/Lee to focus on relevance of planned interventions 25/9 JD in schools
O C T	1/10	2/10 – JD and LS paired lesson obs (after HT meeting 9.00) – focus initially on new teaching staff
	8/10	9/10 - JD and LS paired lesson obs
	15/10	16/10 - JD and LS paired lesson obs (after HT meeting 9.00) Y6 PIXL assessment
		HALF TERM
N O V	29/10	2017 KS1 SATS JD and LS to attend a sample of pupil progress meetings.
	5/11	Lee/Jane to review progress towards end of Key Stage targets – work sampling and meet with English and Maths SLs. 6/11 JD in schools
	12/11	13/11 JD in schools
	19/11	20/11 JD in schools
	26/11	AUTUMN DATA COLLECTION – EYFS, Y2, Y6 27/11 JD in schools
D E C	3/12	SDP : PROGRESS REVIEW, 4/12 JD in schools End of term assessments PiXl, 3,4, 5, 6, PiXL 1, Phonics using 2017 test

	10/12	*TRUSTEES' MEETING - Trustees to receive data from EYFS baseline, Y6 SATS baseline, Y2 SATS paper, targets for end of year attainment*
	17/12	
		CHRISTMAS
J A N	7/1	
	14/1	**Academies Improvement Director to review progress towards end of Key Stage targets**
	21/1	
	28/1	**All schools to do 2018 SATS with Y6 – or 2017 paper if planning to test again round Easter**
F E B	4/2	**Y6 SATS PiXL**
	11/2	
		HALF TERM
	25/2	**All schools to do Y2 2018 SATS paper**
M A R	4/3	**SPRING DATA COLLECTION - PiXL 3,4,5, 6 PiXL 1**
	11/3	**SDP : PROGRESS REVIEW**
	18/3	**TRUSTEES' MEETING : FEEDBACK** **Y6 SATS PIXL?**
	25/3	
A P R	1/4	
		EASTER
	22/4	
	29/4	
M A Y	6/5	**KEY STAGE 1 TEST PERIOD BEGINS**
	13/5	**KEY STAGE 2 TEST PERIOD (SPAG 13/5, reading 14/5, Maths 1 and 2 15/5, Maths 3 16/5)**
	20/5	
		HALF TERM
J	3/6	**No science sampling this year**

U **N** **E**	**10/6**	**PHONICS SCREENING CHECK WEEK**
	17/6	
	24/6	
J **U** **L** **Y**	**1/7**	**ESTABLISHING SDP PRIORITY VISIT** **PiXL for all non-statutory test year groups**