Ref:	Tasks and Actions:	Success Criteria – DEC 2011	Comments
	IMPROVEMENT PRIORITY 1 **Improve the quality of teaching and pupils' progress by ensuring that in all lessons:** **–** expectations of learning and behaviour are consistently high – assessment is used effectively to plan teaching and match tasks to pupils' needs so that they are challenged – ensure that the lesson and pupils' learning maintain a brisk pace.		
1.1	**Use the Hertfordshire Support Programme (HSP)effectively and flexibly, targeting consultant support through a programme of planned visits and PDMs to:** Support SLT with adjusting provision and set realistic challenging targets; Train subject leaders to monitor and evaluate standards so that they are able to challenge and support colleagues; Support half termly review of the Single Plan to drive school improvement. To provide INSET for class teachers. Support the SLT with reviewing the impact of planned activity. Support SENCo to ensure early identification and support.	Over 50% identified pupils made accelerated progress. SENCo is able to provide specific intervention that ensures all identified SEN pupils make expected progress	• Most progress has been made in writing across the school – 84% of pupils 2APS gain in Autumn Term'11. • Strongest evidence of expected progress currently in upper KS2. • EFYS strong evidence of progress in PSRN • Very large majority of SEND pupils made expected progress in English (Maths yet to be developed). • Half-termly single plan review in place. • Subject leader support with Teaching and Learning Adviser (TLA) to evaluate standards
1.2	Develop a consistent whole school approach to planning of reading, writing and mathematics to meet identified learning needs by: Training staff to differentiate their planning effectively, using APP and the renewed frameworks;	The large majority of planning is based on secure assessment, judged to meet the needs of all children so that they are appropriately challenged The large majority of lesson observations which indicate tasks are pitched at right level and provide	• Inadequate teaching clearly identified and supported • One staffing change at the end of term. • Where teaching is good – evidence exists of some satisfactory progress baselines of assessment have been clearly established. • PPMs continue to have greater impact and knowledge for all staff of pupil progress and accountability.

	Using pupil information gathered during pupil progress meetings to hold staff to account; Ensuring teachers use tracking information effectively to inform planning; Conducting paired lesson observations, work and planning scrutiny to secure accurate school self evaluation.	appropriate challenge; The large majority of work scrutiny which indicates that pupils are making satisfactory progress.	
1.3	**To develop effective use of day to day AfL** Audit current provision Develop understanding of the key principles Revisit 'Excellent Teaching' criteria CPD – AfL day to day including improving the marking policy and revisit developmental marking/feedback Cont. CPD and support for teachers Secure the effective use of LO and SC to ensure they impact on pupils' learning Teaching coaching for identified teachers	Continued CPD in place for all staff to strengthen AfL Staff new to the school in Sept'11 supported with AfL Lesson observations indicate that the use of assessment is at least satisfactory	• Subject Leader support for staff to strengthen AfL. • Evidence of continued use of LO and SC in lesson observations. • SC continues to be effectively focused on learning • Upper KS2 Pupils generating own SC in some classes • Two teachers using and sharing Shirley Clarke Project materials

IMPROVEMENT PRIORITY 2

Raise the overall attendance rate to at least average by:

- **working closely with families whose children have low attendance**
- **monitoring the effectiveness of the actions taken.**

2.1	**Review the attendance policy**	Attendance of pupils at the school increases to 93% by the end of Autumn	• Current attendance 94.2% (exceeded target). • Continued action regarding attendance and

	staff meeting to begin to review current policy meeting with governors to begin to review current policy school council to discuss ways that policy could be improved	2011	support from AIO
2.2	**Identify and target families with unsatisfactory attendance (<94%)** monitor the attendance of all pupils weekly Track the academic progress of pupils for whom attendance is 90% or less and share with parents Target pupils with unsatisfactory at PPM GB to write to all parents explaining the importance of regular school attendance Identification of families where attendance is persistent or below average. Evaluation of attendance data each half term	Weekly attendance data for all classes and specific targets to reach 93% by end of Autumn 2011. Evaluation of pupil data for those identified with less than 90% attendance. Data shared with teachers and parents Pupils identified at PPMs and specific action set and shared with GB and LA officers. Half termly attendance figures indicate improvement towards the 93% attendance target.	• <90% attendance – pupil progress data evaluated – in Sp&L, Writing and Maths make similar progress to other pupils (most pupils making 2ASP gain during Aut'11). • In Reading only 63% of <90% attendance pupils made 2APS (80% of all pupils made 2APS) . • Attendance issues raised regarding pupils during PPMs. • Attendance data monitored on a daily, and summarised weekly by Office and SLT. • Attendance data outcomes shared with pupils and staff on a weekly basis. • Persistent absentees reduced to 14 (previously 17 pupils) now only 3 pupils with less than 80% attendance (1 CP issue, 1 distance from school issue, 1 medical issue)
2.3	**Intervention by school and AIO** AIO to make regular visits to support HT Phone calls made to the parents/carers by the school secretary on the day Letters to be sent next day if there is no suitable response. Follow up letter to sent within a week of the initial letter if there is no suitable	Majority of pupils with satisfactory attendance	• AIO – regular visits; meeting visits; home visits to parents, liaison with other professionals (police, health service, social workers) • Phone calls – first day of absence; letters sent next day if no suitable response; follow-up letter next week if no suitable reply • CAFs and other family support • Fixed-penalty notice procedures initiated, and further development imminent.

	response. Teachers to find opportunities to speak to parents on a more regular basis		
2.4	**To develop innovative strategies to improve attendance** Attend course Make links with other schools with effective attendance strategies	The school is proactive in using a range of additional intervention strategies that supports improvement for identified individuals.	• AIO continues to share successful strategies used in other schools. • Wake & Shake Club – continued to be funded by the school. • Further strategies in development (requirement for medical letter evidence of illness, action plans for all pupils with persistent absentee[<85%] • Whole approach to "Ready to Learn" – to strengthen attendance importance
IMPROVEMENT PRIORITY 3 **Strengthen the monitoring and development of teaching by key leaders by:** **- identifying the main weaknesses in teaching** **- providing high quality coaching, support and training to improve the weaknesses in teachers' practice**			
3.1	**To develop the effective use of periodic AfL** CPD – Periodic assessment of writing using APP Moderation of Teacher Assessment using APP – in house Moderation of maths using APP – CPD Moderation of TA using APP – across the cluster Training and support to ensure robust teacher assessment in reading, writing and mathematics Providing standardisation training and supporting agreement trailing;	Staff confidence in use of APP to periodically assess writing. Focus with Nov'11 meeting for assessments – enabling moderation (in-house).	• "Big Write" in place for extended writing on weekly basis throughout the school • Further SL support to develop APP assessment moderation • Staff moderation of assessment led by SL • SLT support for accountability in PPMs

	Moderating teacher assessment; Holding teachers to account in PPMs/PMgt		
3.2	Lead and support a programme of targeted coaching and consultancy to improve learning and teaching of reading, writing and mathematics	CPD in place for all staff to strengthen targeted coaching and consultancy to improve learning and teaching of reading, writing and mathematics. At least 60% of teaching judged as good	• Improvement of 50% of lessons now consistently good • Satisfactory lesson often exemplify elements of good teaching • Staff continue to have targeted CPD Inset and training provided by SL, school staff, LA Officers
3.3	Model and develop the use of PPMs to raise teachers expectations, ensure accountability,	Clear expectations and preparation by most staff for PPMs	• KS1 staff fully prepared for PPMs • KS2 staff – only 1 member fully prepared, other staff continuing to need development of preparation
3.4	1:1 support for HT to support strategic leadership against all priority areas.	HT confident to plan and prepare all strategic	• HT confidently planned paperwork and reported to review and action group meetings. • HT confidently led the school, through successful HMI monitoring visit
IMPROVEMENT PRIORITY 4 **(School based from original plan)** **That Leadership and Management is judged as good.**			
4.1	**To develop the effectiveness of the SLT** SLT Development All SLT to plan and evaluate own area of school improvement Dec	Evaluation of school improvement by SLT	• DSEA support continued for leadership – increasing SLT confidence. • Confidence in lead from SLs – staff inset training, targeted support for specific staff, organising own programmes of monitoring and evaluation
4.2	**To further develop the lesson research project** SLT and TN to put together timetable	Further CPD available for development of staff – peer support in place. (see comment)	• Through prioritising this action has been put on hold for the current time • Development work in this area has been incorporated into the Building Learning Power Project

	TN to share and develop with other teachers and support staff		
4.3	**To develop the effectiveness of subject leaders.** Meet with SLT to decide on focus Audit current provision and achievement Develop monitoring and evaluation activities Design activities	Clarity and monitoring of action plan and data analysis by core subject leaders	• Continued and targeted TLA and HT support for subject leadership • Further independent SL development for 2012 planned
4.4	**To develop the effectiveness of the governing body in monitoring and evaluation against the key priorities** Head to inform through the Headteacher's report, to include progress and data COG to attend action group meetings COG to link between LA and FGB Individual governors to undertake critical friend and effective governorship training Individual governors to undertake governor visits in accordance with the governor visits policy	Further in-house training in place, together with clarity of governor role.	• Most governors able to talk clearly about task, actions and monitoring actions the school has undertaken (greater understanding of school data) • New governors are gaining confidence in this area. • Questions raised at meetings more focused on key issues and Ofsted agenda very clear focus • Variety of governors in school to do learning walks, visits to other schools, attended LA Officer visit feedback

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13.12.11