

HERTFORDSHIRE COUNTY COUNCIL

STANDARDS AND SCHOOL EFFECTIVENESS

Radburn Primary School
Radburn Way
Letchworth
Hertfordshire
SG6 2JZ

Unique Reference Number: 117354
School Inspection Number: 358126
DfE Number: 9192453
Inspection Dates: 07 - 08 March 2011

LA STATEMENT OF ACTION

April 2011

Introduction

Hertfordshire Local Authority has clear procedures for supporting schools given a Notice to Improve. Such schools are supported by an Action Group (AG) established and led by the school effectiveness adviser (SEA) linked to the school. The AG can include representatives from across the education department with expertise, for example, in finance, personnel, curriculum and school management. The AG, through the leadership of the SEA, has primary responsibility for implementing the national and local procedures.

Description of the School

Radburn Primary is slightly smaller than average primary schools. The school is situated on the Jackmans Estate which is predominately social housing, and is recognised as an area of multiple deprivation and is in the highest 3% of the country for child poverty. Attainment on entry to school is below average. The number of pupils eligible for free school meals is above average at 34%. The proportion of pupils with a statements or who have learning difficulties is above what is normally found, 33% SEN/D and 2.3% Statement . The school has 11% BME pupils and 4% EAL. Due to the retirement of the previous Headteacher, a new, experienced substantive Headteacher was appointed in September 2010.

LA awareness of the issues at Radburn Primary School

- The school's previous inspection was in May 2008. Inspectors judged the school to be satisfactory and providing satisfactory value for money. The areas for improvement identified were: Raise the quality of Teaching and Learning to a consistently high standard so that pupils' achievement improves English, mathematics and science. Ensure leaders and managers, including governors, check that strategic decisions always have a positive impact on the learning and achievement of pupils. Ensure that subjects are linked in interesting ways and that activities give pupils more opportunities to investigate and explore so that pupils' achievement improves, particularly for the more able pupils.
- Following an LA review by the SEA of outcomes for pupils in 2010, the school was identified as causing concern. As a result, intensive support was provided, which has included support for behaviour management, SEN/D adviser support and additional consultant support to improve the quality of Teaching and Learning.
- Additional strategic support has been provided to the Headteacher by an identified LA SEA since February 2011.
- The school had recognised that standards in the core subjects were low and requested additional support from the LA.
- The link adviser is working with a range of LA advisers and consultants to support the school in sustaining, and increasing the pace of improvement.

Action of Local Authority:

- The school was notified that it was to be placed on the Schools Causing Concern register in November 2010.
- The SEA/SIP undertook 4 visits to the school during the autumn term to support the teaching and learning adviser with implementation and review of the Hertfordshire Support Programme (HSP)
- The school was provided with a teaching and learning consultant who worked intensively with the teaching staff during a 5 day consecutive visit programme.
- Additional funds have been provided to the school to allow development of senior leaders in their monitoring role.

- Additional LA officers have been provided to support behaviour management in classrooms and advice for SEN/D,
- The LA has supported the governors, Headteacher and senior management team in amending the school development plan to take full account of the key issues for action from the inspection.

Support for the school in preparing its School Plan

- The chair of the governing body is a member of the Action Group, and this ensures strong links with the governing body enabling it to monitor the school development plan more effectively.
- The link adviser, chair of governors, Headteacher and deputy Headteacher have taken the main responsibility for the preparation of the amended school development plan.
- The teaching staff have been involved in the preparation of the plan.
- The governing body, supported by the link adviser, has made considerable efforts to ensure that parents are fully consulted and involved at this critical stage for the school. A meeting for parents was held a few days after they had received the report. Parents at the meeting had a good opportunity to air their concerns and make clear their expectations of progress.
- Parents will be regularly informed of progress towards the targets in the action plan through the school's newsletters and through individual parent consultations.
- The LA maintains a strong and high quality school improvement and advisory service, which is well placed to support the school throughout the period of the plan and beyond.
- The LA approves the format of the amendments to the school development plan, which has all the required elements. It addresses the issues for action fully.
- Success criteria and monitoring and evaluation procedures have been identified for each objective. The monitoring procedures cross-reference to a detailed monitoring timetable, which is specific and ensures that the monitoring will be implemented.

EXERCISE OF LA POWERS

Scope for Closure

Current pupil forecasts indicate that there will be little or no spare capacity in Letchworth primary schools or even a deficit of Reception places until at least the end of the forecast period (the 2016/17 academic year) so in school place planning terms the closure of Radburn Primary School would be problematic.

Appointment of additional governors

An additional governor will be appointed to further support the chair and increase governing body capacity. The chair is an experienced governor. The governing body has responded quickly to the report and has taken clear advice from the LA.

Withdrawal of delegation

The LA has no plans to withdraw delegation.

Summary of actions by the LA prior to and after the inspection

The LA

- Before the inspection, supported the Headteacher with all aspects of school self-evaluation, including tracking pupil progress, and monitoring teaching and learning. Support has been provided through the Hertfordshire Support Programme (HSP).
- Provided targeted advisory support and related advice.
- Provided targeted support for identified members of staff.
- Immediately after the inspection, provided information to the Headteacher, and governing body about procedures for schools given a Notice to Improve.
- Continued the LA's programme of additional support before, during and after the inspection.
- Gave swift and substantial help with school development planning (continuing).
- Provided advice on managing the press and other communications.
- Attended a meeting for parents and informed them about the LA's procedures.
- The Headteacher, Chair of Governors and school adviser attended an Ofsted seminar in April 2011.

Further Action proposed by the LA

- The school's link adviser will co-ordinate the support provided by the LA and will convene half-termly meetings of the Action Group and call upon the expertise of the full interdepartmental team as necessary.
- The link adviser and Headteacher have been closely involved in the production of the amended school plan and the LA's support is integrated into this.
- A separate LA action plan follows this statement and this summarises the LA actions.
- The effectiveness of the LA support will be judged in relation to the school's rate of improvement against the quantifiable targets set for each key issue, which are within the amendments to the school's plan (which is also attached).
- In particular, the effectiveness of LA support will be evaluated by:
 - the link adviser through regular monitoring visits – including Dec'11, Feb'12 and May'12 Progress Checks; together with Dec'11, Mar'12 and July'12 "Stock-Take" Days.
 - the action group through their half-termly reviews of progress
 - an LA adviser, not connected to the school, who will monitor overall progress and effectiveness of support after four to six months
 - the Head of School Effectiveness (Primary), who will monitor and evaluate reports from the above and review progress half-termly with the link adviser
 - A departmental group of LA officers and advisers who evaluate reports from the above and judge the effectiveness of the LA's actions. This group meets termly.
- The overall success criteria for the LA support will be judged against the successful completion of the outcome targets (or progress towards them) in each improvement.
- At the end of the autumn term 2011, the LA will formally review the school's progress. This will be done by a review team consisting of two LA advisers. The action group will meet with the review team and use their report to evaluate the effectiveness of its work and identify future actions.
- The LA is confident that the resources currently available to the school are sufficient to meet the requirements of the amended school plan.

The commitment of the LA

Within the amended school plan the LA is committed to: -

- monitoring directly and indirectly the quality of teaching and other aspects of the plan where indicated, at least half-termly
- advising on setting targets to improve teaching
- leading school-based INSET and providing access to other training for teaching and support staff
- advising the Headteacher and deputy head on their leadership and management roles
- advising and supporting the governors in developing and undertaking their roles
- supporting the school in its own efforts to evaluate quality
- evaluating progress and feeding back to staff, managers and governors
- underwriting additional expenditure to ensure the quality and continuity of support for managers and subject leaders
- advising, as necessary, on the appointment of new staff
- monitoring all aspects of the plan through the Action Group and reporting progress, through the Head of School Effectiveness (Primary), to the Director each term

Target Date for Removal of Notice to Improve

The above actions will enable the school to make sufficient progress to ensure that a notice to improve is no longer necessary by July 2012.

1. LA ACTION PLAN: SUMMARY OF LA COSTS IN AMENDED SCHOOL DEVELOPMENT PLAN

LA Staff	Issue (Cross-referenced to school plan)	ACTION SUMMARY (see school plan for success criteria and evaluation)	Cost to LA from SLA and SCC Budget 2011/2012 budget
Lead Primary Consultant HSP, Primary Consultants and local authority advisers for SEN/D and Behaviour support. DSEA.	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.	Use the Hertfordshire Support Programme effectively and flexibly, targeting consultant support through a programme of planned visits and PDMs. Ensure robust teacher assessment in reading, writing and mathematics Develop a consistent whole school approach to planning of reading, writing and mathematics to meet identified learning needs.	Lead PC -15 days at £597.00 per day £8955.00 (for priority 1 and 3) DSEA – £8955.00 (for priority 1,2, 3 and 4) 5 days Behaviour support - £2985.00 5 day SEN/D support – £2985.00 Total £14925.00
DSEA and Attendance Improvement Officer (AIO)	Improvement Priority 2 Raise the overall attendance rate to at least average by: <ul style="list-style-type: none"> • working closely with families whose children have low attendance • monitoring the effectiveness of the actions taken. 	More rigorous analysis of attendance data to target actions more specifically. Working even more closely with families whose children do not attend on a regular enough basis. Headteacher (HT) and AIO to meet monthly to review progress and support actions. Half termly meetings with AIO and DSEA through Action Group.	School AIO (Centrally funded)
DSEA, Lead consultant HSP, Additional consultants for numeracy and literacy, AST for KS2, Additional SEA support specifically for HT	Improvement Priority 3 Strengthen the monitoring and development of teaching by key leaders by: - identifying the main weaknesses in teaching	Ensure senior leaders are trained to identify the weaknesses in teaching and learning across the school. Direct support for HT through 1:1 SEA support	5 days support at £597.00 per day (Additional Numeracy PC and Literacy PC) £2985.00 5 days support at £597.00 per day (Additional SEA) to support HT

	- providing high quality coaching, support and training to improve the weaknesses in teachers' practice		£2985.00
			Total £5970.00
Costs to school			Supply cover for staff training £5,000
			Total £5,000
TOTAL COST TO SUPPOT PLAN			£34850.00

2. LA ACTION PLAN: BREAKDOWN SUMMARY OF LA COSTS IN AMENDED SCHOOL DEVELOPMENT PLAN

LA Staff	Issue (Cross-referenced to school plan)	ACTION SUMMARY (see school plan for success criteria and evaluation)	Cost to LA from SLA and SCC Budget 2011/2012 budget
Lead Primary Consultant HSP	(1.1; 1.2; 1.3, 3.1, 3.2) Improvement in assessment and planning	Evaluation of overall impact and improvement through HSP support and PDMs to support marking and feedback for all staff	15 days at £597.00 per day £8955.00 (PC)
AIO	(2.1, 2.3) Policy review/Intervention by AIO	Review with HT the policy and identify families requiring intervention and action	Cost centrally devolved
District School Effectiveness Adviser (DSEA)	Improvement in assessment and planning and improve the quality of Teaching and Learning. Effective monitoring and delivery. (1.1, 1.2, 1.3, 3.1, 3.2)	Joint lesson observations with senior leaders. Planning and work scrutiny each half term. Scrutiny of evidence base provided by school against the priority areas through visits and action groups.	15 days at £597.00 per day £8955.00 (DSEA)
SEA	1:1 support for HT (3.3)	SEA to provide individualised and targeted support for HT. One visit every two weeks.	5 days support at £597.00 per day £2985.00 (SEA)
SEN/D Adviser support	1.2, 1.2	Support for school SENCo	5 days support at £597.00 per day £2985.00
PC	(3.1; 3.2) Enhanced subject leader skills	Training for lesson observation, moderation of teacher assessment, use of APP and work scrutiny	5 days support at £597.00 per day £2985.00
AST Support	Improve the quality of Teaching and Learning in KS2	Support for planning and lesson observations	10 days (8 in class) costs covered centrally
Behaviour Support	Behaviour strategies	Provide additional strategies for behaviour management to identified classes	5 days support at £597.00 per day £2985.00

3. LA ACTION PLAN: SUMMARY OF OTHER MONITORING AND COSTS NOT IN SCHOOL ACTION PLAN

Issue	School Plan Reference	Action Summary	2010-2011 LA	Success Criteria/Evaluation
DISTRICT SCHOOL EFFECTIVENESS ADVISER (DSEA)	N/A	Monitoring visits, once every two weeks (in addition to monitoring teaching)	£8955.00	School action plan is on target. Reported to Action Group and Senior Adviser
DSEA		Termly attendance at GB meetings	£597.00	GB is informed of progress
LA OFFICER ATTENDANCE AT ACTION GROUP	N/A	Attendance of an average of 5 advisers/officers at half-termly meetings	£3850.00	Action Group monitors effectiveness of LA support and reports to Senior Adviser
LA HEAD OF SCHOOL EFFECTIVENESS	N/A	Half-termly scrutiny of Action Group reports and feedback to link adviser	£2388.00	Senior Adviser evaluates effectiveness of LA support and reports back to School Effectiveness Adviser and Director of Education
LA ADVISER (external)	N/A	Termly monitoring visits to scrutinise progress and effectiveness of LA support, reporting to senior adviser	£1800.00	Reports to Senior Adviser on overall progress & identifies issues for further LA support
LA REVIEW GROUP (led by above)	N/A	Overall evaluation of progress and effectiveness of LA support after two terms (2 advisers)	£1400.00	School is judged to be at least satisfactory against the key issues (See Ofsted report)
TOTAL LA COSTS OF MONITORING NOT IN SCHOOL ACTION PLAN			£18990.00	

Hertfordshire Support Programme – Single Plan for Raising Attainment – 2010 -2011 (Updated in July 2011 for 2011/12)

School: Radburn Primary School	School No: 025	Term: Spring 2011 (updated with progress data each term)
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<p>Priority 1: Raising attainment and accelerating progress</p>	<p>School's Outcomes towards HCC targets – July 2010</p> <ul style="list-style-type: none"> 45% Y6 children achieving combined attainment L4 in English and mathematics 83% children making at least 2 levels progress throughout KS2 in English 43% children making at least 2 levels progress throughout KS2 in mathematics 		<p>Monitoring Group: Senior Leadership Team & Chair of Governors – Lorna Alcock</p>																				
<p>Review Dates:</p> <p>July'11 (Summer) Review:</p> <p>Oct'11 (Autumn) Review: 03.10.2011 at the school</p> <p>Mar'12 (Spring) Review:</p> <p>July'12 (Summer) (Final) Review:</p> <p>Stocktake Days / Progress Check: Dec'11 Mar'12 July'12</p>	<p>Key Stage 1 School target for:</p> <p>July'11: Level 2+ 63% reading 60% writing 73% maths Level 3+ 16% reading 7% writing 16% maths</p> <p>July'12: Level 2+ 86% reading 86% writing 92% maths Level 3+ 18% reading 19% writing 23% maths</p>	<p>Key Stage 2 School target for:</p> <p>July'11: Level 4+ 72 % English 70% Maths Level 5+ 19% English 22% Maths <i>Combined Eng & Maths % L4+ 67% English 2 levels progress 83 % Maths 2 levels progress 70 %</i></p> <p>July'12: Level 4+ 88% English 88% Maths Level 5 27% English 31% Maths <i>Combined English and Maths L4+ 88% 2 levels Progress English 84% 2 levels Progress Maths 86% (see page 10)</i></p>	<p>Support and quality assurance:</p> <table> <tr> <td>S Anderson</td> <td>DSEA</td> </tr> <tr> <td>S. Emmett</td> <td>HSP PC</td> </tr> <tr> <td>J. Wren</td> <td>SEN/D</td> </tr> <tr> <td>C.Luck</td> <td>EYFS</td> </tr> <tr> <td>S. Emmett</td> <td>1 to 1</td> </tr> <tr> <td>H. East</td> <td>SEAL</td> </tr> <tr> <td>A. McInnes</td> <td>Numeracy</td> </tr> <tr> <td>E Cox</td> <td>AST</td> </tr> <tr> <td>Y Sharif</td> <td>AIO</td> </tr> <tr> <td>R Hurst</td> <td>HR</td> </tr> </table>	S Anderson	DSEA	S. Emmett	HSP PC	J. Wren	SEN/D	C.Luck	EYFS	S. Emmett	1 to 1	H. East	SEAL	A. McInnes	Numeracy	E Cox	AST	Y Sharif	AIO	R Hurst	HR
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A. McInnes	Numeracy																						
E Cox	AST																						
Y Sharif	AIO																						
R Hurst	HR																						
<p>Attendance/Absence:</p> <p>July'11 Target: 92.8%</p> <p>Oct'11 Target: 93%</p> <p>Mar'12 Target: 94%</p> <p>July'12 Target: 95%</p>	<p>The percentage of children working at or above age-related expectations by July 2011:</p> <table border="1"> <tr> <td>Year R</td> <td colspan="2">50% achieve 78 points overall including 6 scale points for CLLD and PSED by end of Reception</td> </tr> <tr> <td>Year 1</td> <td>July'11: Reading from 15% to 37%(Mar) to 63% Writing from 4% to 63%(Mar) to 75%</td> <td>Mathematics from 33% to 60% (Mar) to 73%</td> </tr> <tr> <td>Year 2</td> <td>Reading from 40% to 42% (Mar) to 63% Writing from 41% to 39%(Mar) to 60% *Secure level 2 (2b) and above</td> <td>Mathematics from 40% to 52%(Mar) to 73% *Secure level 2 (2b) and above</td> </tr> </table>			Year R	50% achieve 78 points overall including 6 scale points for CLLD and PSED by end of Reception		Year 1	July'11: Reading from 15% to 37%(Mar) to 63% Writing from 4% to 63%(Mar) to 75%	Mathematics from 33% to 60% (Mar) to 73%	Year 2	Reading from 40% to 42% (Mar) to 63% Writing from 41% to 39%(Mar) to 60% *Secure level 2 (2b) and above	Mathematics from 40% to 52%(Mar) to 73% *Secure level 2 (2b) and above											
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<p><i>N.B., To ensure accelerated progress, the children in the identified target groups need to make at least 2/3rds to 1 whole NC level progress in an academic year, dependent upon their starting point and their potential to improve</i></p>	Year 3	Reading from 32% to 25% (Mar) to 50% Writing from 26% to 30% (Mar) to 55%	Mathematics from 58% to 50% (Mar) to 65%	
	Year 4	Reading from 85% to 39% (Mar) to 66% Writing from 80% to 41%(Mar) to 71% **Secure level 3 (3b) and above <i>By end of year, 1 level of progress from KS1 in Eng 81.0%</i>	Mathematics from 95% to 55% (Mar) to 77%** ** Secure level 3 (3b) and above <i>By end of year, 1 level of progress from KS1 in Maths 76.0% target</i>	
		Combined Eng & Maths % (Mar 3b+) 73.0% combined level progress from K1 ** Secure level 3 (3b) and above		
	Year 5	Reading from 93% to 64% (Mar) to 85% July Writing from 87% to 61% (Mar) to 81% <i>(Previous inaccurate data)</i>	Mathematics from 83% to 61% (Mar) to 76% July <i>(Previous inaccurate data)</i>	
	Year 6	Reading from 81% to 65% (Mar) to 72% July Writing from 72% to 55% (Mar) to 64% July **Secure level 4 (4b)and above	Mathematics from 84% to 55% (Mar) to 70% July **Secure level 4 (4b) and above	
		Combined Eng & Maths % L4 and above 67% **Secure level 4 (4b) and above <i>English 2 levels progress 82 % Maths 2 levels progress 70 %</i>		
	The Percentage of children working at or above age-related expectations by 2011-12			
	Year R	Oct'11: 20% achieve 78 points overall including 6 scale points for CLLD and PSED Mar'12: 40% achieve 78 points overall including 6 scale points for CLLD and PSED July'12: 60% achieve 78 points overall including 6 scale points for CLLD and PSED		
	Year 1	Oct'11: Reading 34 %; Writing 38 % Mar'12: Reading 58 %; Writing 58 % July'12: Reading 84 %; Writing 84 %	Oct'11: Maths 45 % Mar'12: Maths 65 % July'12: Maths 88%	
	Year 2	Oct'11: Reading 63 %; Writing 75 % Mar'12: Reading 75 %; Writing 80 % July'12: Reading 86 %; Writing 86 %	Oct'11: Maths 73 % Mar'12: Maths 82 % July'12: Maths 92 %	

	Year 3	Oct'11: Reading 71 %; Writing 60 % Mar'12: Reading 78 %; Writing 70 % July'12: Reading 87 %; Writing 80 %	Oct'11: Maths 73 % Mar'12: Maths 79 % July'12: Maths 86 %
	Year 4	Oct'11: Reading 50 %; Writing 55 % Mar'12: Reading 65 %; Writing 65 % July'12: Reading 81 %; Writing 80 %	Oct'11: Maths 65 % Mar'12: Maths 69 % July'12: Maths 81 %
	Year 5	Oct'11: Reading 66 %; Writing 71 % Mar'12: Reading 75 %; Writing 80 % July'12: Reading 82 %; Writing 86 %	Oct'11: Maths 77 % Mar'12: Maths 82 % July'12: Maths 86 %
	Year 6	Oct'11: Reading 85 %; Writing 80 % Mar'12: Reading 87 %; Writing 84 % July'12: Reading 89 %; Writing 88 %	Oct'11: Maths 74 % Mar'12: Maths 80 % July'12: Maths 88 %
	Combined English and Maths L4+ 88%		2 levels Progress English 82% 2 levels Progress Maths 84%

Improvement Priority 1				Priority Target :			Evaluation:			
<p>Improve the quality of teaching and pupils' progress by ensuring that in all lessons:</p> <ul style="list-style-type: none"> – 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. 				<p>Key entitlements: To ensure children progress 2 National Curriculum levels per key stage</p> <p>At least 80% of pupils in Year 2 meet or exceed level 2, in writing, reading and mathematics. In Year 4, 80% of pupils meet or exceed level 3 in English and Mathematics 80% of pupils in Year 6 to meet or exceed level 4+ in English and level 4+ mathematics.</p>			<p><i>Full review by advisers not connected with the school December 2011 reported to Action Group and Director of Education</i></p>			
Ref	Tasks and Actions	LA staff	School Lead Person	LA Resources/ Costs	Start/ End/ Review	Success Criteria	Monitoring			
							when	who	how	Reported to
1.1	Use the Hertfordshire Support Programme	HSP PC SEN/D	HT / DHT	15 days SEA time £8995.00	April 2011	Pupils working significantly below age-related expectations make at least expected progress (negotiated pupil by	June'11 Progress Check	HT	Written report based on	Action Group to inform further

<p>(HSP)effectively and flexibly, targeting consultant support through a programme of planned visits and PDMs to:</p> <p>Support SLT with adjusting provision and set realistic challenging targets;</p> <p>Train subject leaders to monitor and evaluate standards so that they are able to challenge and support colleagues;</p> <p>Support half termly review of the Single Plan to drive school improvement.</p> <p>To provide INSET for class teachers.</p> <p>Support the SLT with reviewing the impact of planned activity.</p> <p>Support SENCo to ensure early identification and support.</p>	Adviser		<p>7 days consultant time £4179.00</p>		<p>pupil based on knowledge of the child and prior attainment)</p> <p>SENCo is able to provide specific intervention that ensures all identified SEN pupils make expected progress</p>	<p>July'11 Review</p>	<p>SENCo DSEA/ PC SEN/D lead</p>	<p>termly stock take days</p>	<p>planning and intervention</p>
			<p>5 days SEND adviser (also 1.2) £2985.00</p>	<p>Autumn 2011</p>	<p>50% identified pupils make accelerated progress.</p>	<p>Oct'11 Review Dec'11 Progress Check</p>			
				<p>Spring 2012</p>	<p>80% identified pupils make accelerated progress.</p>	<p>Feb'12 Progress Check Mar'12 Review</p>			
				<p>Summer 2012</p>	<p>All pupils in KS1 to make at least 8 AP progress across 5 terms.</p> <p>In KS2, all pupils to make at least 2 levels progress of 12 AP</p> <p>SEN/D pupils make at least expected progress against national expectations.</p>	<p>May'12 Progress Check End July 2012</p>			

1.2	<p>Develop a consistent whole school approach to planning of reading, writing and mathematics to meet identified learning needs by:</p> <p>Training staff to differentiate their planning effectively, using APP and the renewed frameworks;</p> <p>Using pupil information gathered during pupil progress meetings to hold staff to account;</p> <p>Ensuring teachers use tracking information effectively to inform planning;</p> <p>Conducting paired lesson observations, work and planning scrutiny to secure accurate school self evaluation.</p>	PC SEN/D Adviser	HT	<p>5 days consultant support £2985.00</p> <p>£5000 for supply cover</p>	April 2011	<p>The majority of planning is based on secure assessment, judged to meet the needs of all children so that they are appropriately challenged</p> <p>The majority of lesson observations which indicate tasks are pitched at right level and provide appropriate challenge;</p> <p>The majority of work scrutiny which indicates that pupils are making satisfactory progress.</p>	<p>June'11 Progress Check</p> <p>July Review 2011</p>	<p>SEA</p> <p>HT</p> <p>SLs</p>	<p>Written report from planning / work scrutiny</p> <p>Evidence from Lesson Obs</p>	Action Group
					Autumn 2011	<p>The large majority of planning is based on secure assessment, judged to meet the needs of all children so that they are appropriately challenged</p> <p>The large majority of lesson observations which indicate tasks are pitched at right level and provide appropriate challenge;</p> <p>The large majority of work scrutiny which indicates that pupils are making satisfactory progress.</p>	<p>Oct'11 Review</p> <p>Dec'11 Progress Check</p>			
					Spring 2012	<p>Most planning is based on secure assessment, judged to meet the needs of all children so that they are appropriately challenged</p> <p>Most lesson observations</p>	<p>Feb'12 Progress Check</p> <p>Mar'12 Review</p>			

						<p>which indicate tasks are pitched at right level and provide appropriate challenge;</p> <p>most work scrutiny which indicates that pupils are making satisfactory progress.</p>			
					Summer 2012	<p>Almost all of planning is based on secure assessment, judged to meet the needs of all children so that they are appropriately challenged</p> <p>Almost all of lesson observations which indicate tasks are pitched at right level and provide appropriate challenge;</p> <p>Almost all of work scrutiny which indicates that pupils are making satisfactory progress.</p>	<p>May'12 Progress Check</p> <p>End July 2012</p>		
1.3	<p>To develop effective use of day to day AfL</p> <p>Audit current provision</p> <p>Develop understanding of the key principles</p> <p>Revisit 'Excellent Teaching' criteria</p>				April 2011	CPD in place for all staff to strengthen AfL	<p>June'11 Progress Check</p> <p>July Review 2011</p>		
					Autumn 2011	Lesson observations indicate that the use of assessment is at least satisfactory.	<p>Oct'11 Review</p> <p>Dec'11 Progress Check</p>		

<p>CPD – AfL day to day including improving the marking policy and revisit developmental marking/feedback</p> <p>Cont. CPD and support for teachers</p> <p>Secure the effective use of LO and SC to ensure they impact on pupils' learning</p> <p>Teaching coaching for identified teachers</p>				Spring 2012	80% Lesson observations indicate that the use of assessment is good.	Feb'12 Progress Check Mar'12 Review			
				Summer 2012	<p>Lesson observations indicate that the use of assessment is good.</p> <p>Refer to progress indicators in 1.1</p>	<p>May'12 Progress Check</p> <p>End July 2012</p>			

Improvement Priority 2				Priority Target :			Evaluation:				
Raise the overall attendance rate to at least average by: <ul style="list-style-type: none"> working closely with families whose children have low attendance monitoring the effectiveness of the actions taken. 				Attendance across the whole school is at least in line with national averages by the end of the summer term 2012			<i>Full review by advisers not connected with the school January 2011 reported to Action Group and Director of Education</i>				
Ref	Tasks and Actions	LA staff	School Lead Person	LA Resources/ Costs	Start/ End/ Review	Success Criteria	Monitoring				
							when	who	how	Reported to	
2.1	Review the attendance policy	DSEA AIO	HT	Centrally funded	April 2011	Attendance of pupils at the school increases to 92.8% by the end of summer 2011.	June'11 Progress Check	DSEA / HT GB	Data scrutiny	Action by school and AIO	Action Group
	staff meeting to begin to review current policy				July Review 2011						
	meeting with governors to begin to review current policy				Autumn 2011	Attendance of pupils at the school increases to 93% by the end of Autumn 2011	Oct'11 Review Dec'11 Progress Check				
	school council to discuss ways that policy could be improved				Spring 2012	Attendance of pupils at the school increases to 94% by the end of Spring 2012	Feb'12 Progress Check Mar'12 Review				
					Summer 2012	Attendance of pupils at the school increases to 95% by the end of July 2012	May'12 Progress Check				

							End July'12			
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	DSEA AIO	HT	Centrally funded	April 2011	Weekly attendance data for all classes and specific targets to reach 92.8% by July 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 92.8% attendance target.	June'11 Progress Check July Review 2011	DSEA / HT GB	Data scrutiny Action by school and AIO	Action Group
					Autumn 2011	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.	Oct'11 Review Dec'11 Progress Check			
					Spring 2012	Weekly attendance data for all classes and specific targets to reach 94% by March 2012. Evaluation of pupil data for	Feb'12 Progress Check Mar'12			

						<p>those identified with less than 90% attendance. Data shared with teachers and parents</p> <p>Pupils identified at PPMs and specific action set and shared with GB and LA officers.</p> <p>Half termly attendance figures indicate improvement towards the 94% attendance target.</p>	Review			
					Summer 2012	<p>Weekly attendance data for all classes and specific targets to reach 95% by July 2012.</p> <p>Evaluation of pupil data for those identified with less than 90% attendance. Data shared with teachers and parents</p> <p>Pupils identified at PPMs and specific action set and shared with GB and LA officers.</p> <p>Half termly attendance figures indicate improvement towards the 95% attendance target.</p>	<p>May'12 Progress Check</p> <p>End July 2012</p>			
2.3	<p>Intervention by school and AIO AIO to make regular visits to support HT</p> <p>Phone calls made to the parents/carers by the school secretary on the day</p>	AIO	HT	Centrally-Funded	April 2011	<p>All parents identified with children whose attendance is below satisfactory (94.8%), are contacted and actions in place which leads to sustained improved attendance over time.</p>	<p>June'11 Progress Check</p> <p>July Review 2011</p>	DSEA / HT	Data scrutiny	Action Group
					Autumn 2011	<p>Majority of pupils with satisfactory attendance</p>	<p>Oct'11 Review</p> <p>Dec'11 Progress</p>			

	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 response. Teachers to find opportunities to speak to parents on a more regular basis						Check			
					Spring 2012	Large majority pupils with satisfactory attendance	Feb'12 Progress Check Mar'12 Review			
					Summer 2012	Almost all pupils with satisfactory attendance.	May'12 Progress Check End July 2012			
2.4	To develop innovative strategies to improve attendance Attend course Make links with other schools with effective attendance strategies	AIO	HT	Centrally-Funded	April 2011	The school is provided with a range of additional intervention strategies that supports improvement for identified individuals.	June'11 Progress Check July Review 2011	DSEA / HT GB	Data scrutiny Action by school and AIO	Action Group
					Autumn 2011	The school is proactive in using a range of additional intervention strategies that supports improvement for identified individuals.	Oct'11 Review Dec'11 Progress Check			
					Spring 2012	The school consolidates a range of additional intervention strategies to support improvement in attendance for identified individuals.	Feb'12 Progress Check Mar'12 Review			
					Summer 2012	Intervention strategies supporting improved	May'12 Progress			

						attendance for identified individuals embedded.	Check End July 2012			
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Improvement Priority 3				Priority Target :			Evaluation:			
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				Teaching and learning is improved so that 80% of teaching is judged to be good or better by July 2012.			Full review by advisers not connected with the school January 2012 reported to Action Group and Director of Education			
Ref .	Tasks and Actions	LA staff	School Lead Person	LA Resources/ Costs	Start/ End/ Review	Success Criteria	Monitoring			
							when	who	how	Reported to
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	SEA	HT	See section 1.1 PC and DSEA (HSP)	April 2011	Support and training for staff with APP materials for effective use of AfL.	June'11 Progress Check	DSEA	HSP Review	Action Group / GB and LA
		PC			Autumn 2011		Oct'11 Review / Nov'11 Assessment			
					Spring 2012		Dec'11 Progress Check			
						Staff confidence in use of APP to periodically assess writing. Focus with Nov'11 meeting for assessments – enabling moderation (in-house).	Feb'12 Progress Check			
						Staff confidence in use of APP to periodically assess maths. Meeting on 31.01.12 to moderate (in-house); and on 14.03.12 across cluster of schools (50% of pupils on-track).	Mar'12 Review			

	<p>Training and support to ensure robust teacher assessment in reading, writing and mathematics</p> <p>Providing standardisation training and supporting agreement trialing;</p> <p>Moderating teacher assessment;</p> <p>Holding teachers to account in PPMs/PMgt</p>				<p>Summer 2012</p>	<p>Robust AfL, assessment, agreement trialing, and moderation in place throughout the school (80% of pupils on-track).</p>	<p>May'12 Progress Check</p> <p>End July 2012</p>			
3.2	<p>Lead and support a programme of targeted coaching and consultancy to improve learning and teaching of reading, writing and mathematics.</p>	PC	HT	<p>PC support through HSP (See section 1.1)</p> <p>DSEA</p>	<p>April 2011</p>	<p>CPD in place for all staff to strengthen targeted coaching and consultancy to improve learning and teaching of reading, writing and mathematics.</p> <p>At least 50% of teaching judged as good</p>	<p>June'11 Progress Check</p> <p>July Review 2011</p>	HT DSEA	<p>Staff evaluations</p> <p>Lesson observations</p> <p>Work and planning scrutiny</p>	<p>Action Group /GB /LA</p>
					<p>Autumn 2011</p>	<p>Challenging and engaging tasks enable pupils to make at least satisfactory progress.</p> <p>60% of teaching judged to be good.</p>	<p>Oct'11 Review</p> <p>Dec'11 Progress Check</p>			
					<p>Spring 2012</p>	<p>Challenging and engaging tasks enable pupils to meet their challenging targets and 50% of target pupils make</p>	<p>Feb'12 Progress Check</p>			

						accelerated progress to reach age appropriate levels. 70% of teaching judged to be good	Mar'12 Review			
					Summer 2012	Challenging and engaging tasks enable pupils to write: <ul style="list-style-type: none"> • With increased confidence; • For a range of audiences and purpose; • Across the curriculum; • So that pupils meet their challenging targets and 80% of target pupils make accelerated progress to reach age appropriate levels by July 2012 80% of teaching judged to be good Single Plan target summary sheet	May'12 Progress Check End July 2012			
3.3	Model and develop the use of PPMs to raise teachers expectations, ensure accountability,	PC	HT / DHT	PC (see section 1.1)	April 2011	Expectations modelled to all staff of PPMs by HT/DHT.	June'11 Progress Check July Review 2011	HT / DHT	PPMs – data analysis	Action Group /GB /LA
					Autumn 2011	Clear expectations and preparation by all staff for PPMs	Oct'11 Review Dec'11 Progress Check			

					Spring 2012	Clear expectations and preparation by all staff for PPMs – 50% of pupils on-track.	Feb'12 Progress Check Mar'12 Review			
					Summer 2012	Clear expectations and preparation by all staff for PPMs– 80% of pupils on-track.	May'12 Progress Check End July 2012			
3.4	1:1 support for HT to support strategic leadership against all priority areas.	SEA	HT	SEA	April 2011	HT confident to plan and manage all review meetings and action plans	June'11 Progress Check July Review 2011	SEA	Note of visit reports	Weekly / fortnightly meetings
					Autumn 2011	HT confident to plan and prepare all strategic areas	Oct'11 Review Dec'11 Progress Check			
					Spring 2012	HT confident to plan and manage all strategic areas	Feb'12 Progress Check Mar'12 Review			
					Summer 2012	HT confident to plan and manage all strategic areas independently.	May'12 Progress Check End July 2012			

Improvement Priority 4 (School based from original plan) That Leadership and Management is judged as good.				Priority Target : <i>By the review in Jan 2012 the leadership and management is judged to be at least satisfactory in all areas and good in the majority of indicators. By the end of the academic year 2012 the L&M is judged as good for all areas including governors.</i>			Evaluation: <i>Full review by advisers not connected with the school January 2011 reported to Action Group and Director of Education</i>					
Ref	Tasks and Actions	LA staff	School Lead Person	LA Resources/ Costs	Start/ End/ Review	Success Criteria	Monitoring					
							when	who	how	Report ed to		
4.1	To develop the effectiveness of the SLT SLT Development All SLT to plan and evaluate own area of school improvement Dec	DSEA /SEA/P C	HT	PC support through HSP DSEA 1:1SEA support (See breakdown of LA costs)	April 2011	CPD available for development of SLT	June'11 Progress Check	HT DSEA PC	Monitoring Reports	Action Group/ GB/LA		
					Autumn 2011	Evaluation of school improvement by SLT	July Review 2011				Oct'11 Review	Subject leaders files Subject leaders interviews
					Spring 2012	Effective and strategic evaluation of school improvement by SLT	Dec'11 Progress Check				Feb'12 Progress Check	
					Summer 2012	The senior leadership team (SLT) takes a strategic lead including a tight cycle of improvement Roles and responsibilities are clear	Mar'12 Review				May'12 Progress Check	

4.2	To further develop the lesson research project SLT and TN to put together timetable TN to share and develop with other teachers and support staff	DSEA /PC	HT	HSP (See breakdown of LA costs)	April 2011	CPD available for development of staff	June'11 Progress Check July Review 2011	HT DSEA PC	Teacher interviews Oct/ Nov Monitoring of progress in areas of responsibility Dec through lesson observation	Action Group/ GB/LA
					Autumn 2011	Further CPD available for development of staff – peer support in place.	Oct'11 Review Dec'11 Progress Check			
					Spring 2012	Strategic use of pupil voice and feedback	Feb'12 Progress Check Mar'12 Review			
					Summer 2012	That key teachers take a lead in developing other staff All key staff will have received training and development This will support development pupil voice This will support development of feedback to pupils	May'12 Progress Check End July 2012			
4.3	To develop the effectiveness of subject leaders. Meet with SLT to decide on focus Audit current	PC /DSEA	HT	HSP (See breakdown of LA costs)	April 2011	CPD from PC available for development of subject leaders	June'11 Progress Check July Review 2011	HT DSEA PC	teacher interviews, pupil interviews, work scrutiny Lesson	Action Group/ GB/LA

	provision and achievement Develop monitoring and evaluation activities Design activities				Autumn 2011 Spring 2012 Summer 2012	Clarity and monitoring of action plan and data analysis by core subject leaders Monitoring and evaluation by all subject leaders. Subject leaders take a strategic lead including a tight cycle of improvement. School leadership monitoring and evaluation focuses on the impact of planned activities on pupil progress and attainment.	Oct'11 Review Dec'11 Progress Check Feb'12 Progress Check Mar'12 Review May'12 Progress Check End July 2012		obser- vation Work sampling Pupil interviews Teacher feedback Monitor report on current position Review design activities	
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	Governance DSEA	CoG	Additional Governor	April 2011 Autumn 2011	CPD available for development of GB.] All governors are able to talk clearly about task, actions and monitoring actions the school has undertaken through the single plan at the review meeting at the end of the autumn term Further in-house training in place, together with clarity of governor role.	June'11 Progress Check July Review 2011 Oct'11 Review Dec'11 Progress Check	HT DSEA PC	GB minutes	Action Group/G B/LA

<p>COG to link between LA and FGB</p> <p>Individual governors to undertake critical friend and effective governorship training</p> <p>Individual governors to undertake governor visits in accordance with the governor visits policy</p>				Spring 2012	Governor meeting minutes showing effective challenge of school leadership	Feb'12 Progress Check Mar'12 Review			
				Summer 2012	Governor meeting minutes substantiate effective challenge of school leadership	May'12 Progress Check End July 2012			