



WIMBORNE
Academy Trust

Merley First School

2017 - 18

Signed: Date: XXXX 2017
Print Name
Headteacher/Head of School

Signed: Date: XXXX 2017
Print Name
Chair of Governors

Signed: Date: XXXX 2017
Liz West
Chief Executive

Targets for the Coming Year

EYFS

	<u>Expected</u>	<u>Exceeding</u>
<u>GLD</u>	80% (77%)	10% (9%)
<u>Reading</u>	90% (87%)	20% (18%)
<u>Writing</u>	80% (77%)	10% (9%)
<u>Maths</u>	90% (87%)	20% (19%)

	Reading ARE	Reading GD	Writing ARE	Writing GD	Maths ARE	Maths GD
Year 1	95%	18%	90%	10%	98%	20%
Year 2	92%	30%	90%	8%	90%	15%
Year 3	95%	53%	92%	30%	93%	45%
Year 4	97%	37%	92%	23%	96%	23%



Merley First School
School Action Plan
2017-2018

WIMBORNE
 Academy Trust

SLT: JP,CW,DG
 Inclusion Team: HP, AC
 Standards Team JS,DG, CW, HP, JP

RAG status rating:

White: Not started
 Red: Not achieved past deadline
 Amber: In process
 Green: Achieved

Priority 1 Quality of Teaching, Learning and Assessment

To be judged as outstanding teachers as we are determined that all children achieve well, have a deep knowledge and understanding of the subject they teach and have high expectations for all.
 (Link with Trust Action Plan 1.1, 1.3, 2.1, 2.3, 3.1)

Success Criteria

Teachers plan learning very effectively and content is progressive and demands more of pupils
 Teachers provide adequate time for practice to embed skills and knowledge
 100% of teaching to be outstanding
 Quality of teaching is highly effective across the school

Teachers embed reading and writing across the curriculum and ensure writing attainment and progress continues to improve in each year group.

Ensure that maths attainment and progress continues to improve in each year group

% of pupils meeting the required standard in phonics continues to be above the national average

The gap between the disadvantaged and non-disadvantaged continues to reduce in terms of attainment and progress.

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
1.1 100% of teaching to be outstanding over time	Training of all staff on planning for greater depth	December 2017	JP/External Advisor	All teachers have received external support on planning for greater depth	Planning is clear and show opportunities for greater depth and progression	Scrutiny of planning, books half termly by SLT	SLT time £600	
	Scrutiny of planning, teaching and marking to ensure high quality lessons are delivered and promote progress and greater depth	July 2018	JP	December - All teachers have been observed	All teachers are judged as outstanding Trust/School marking policy fully implemented.	Lesson Observations by HT,SLT,SL	£1000	
	Ensure effective interventions are in place to allow all children to succeed	July 2018	DG - Maths JS- English HP - SEND CW - PP	December - Any attainment gaps have been narrowed	There are no significant gaps between groups of children	Planning IEPs monitored by SENCO PPM		
1.2 To ensure that writing is taught consistently (JULIA)	Train all staff on teaching the sequence of writing	Dec 17	JS	Sept 17: Staff meeting on teaching the sequence of writing	Scrutiny reflects consistent approach to planning of the	Termly scrutiny of planning, teaching,	Leadership Time: 2 days per	

					teaching of writing across the school	books and English Working Walls by JS	term for scrutiny	
	Train all staff on the consistent teaching of contextualised grammar	April 18	JS	Sept 17: Staff meeting on teaching of contextualised grammar	Scrutiny reflects consistent approach to planning of contextualised grammar	Termly scrutiny of planning, teaching, books and English Working Walls by JS		
	Termly scrutiny of planning, teaching, work and English learning environments	Nov '17, Mar 18 and June 18	JS	Nov 17: Autumn scrutiny completed	Scrutiny reflects consistent approach to the teaching of writing across the school	Termly scrutiny of planning, teaching, books and English Working Walls by JS		
1.3 To ensure that Guided Reading is being taught consistently and ensuring effective questioning develops reading skills and comprehension (JULIA)	Train all staff on the planning and teaching of guided reading and effective record keeping/evidence	Dec 17	JS	Sept 17: Staff meeting on the planning and teaching of guided reading	Scrutiny reflects consistent approach to planning and teaching of guided reading and evidence recorded effectively	JS to carry out learning walk re guided reading	Staff Meeting Leadership time	
	JS to attend "Hooked on Books" training	Feb 18	JS	Feb - Support and introduce to teachers in @Book Talk' into daily practice	'Book Talk' fully embedded across the school	JS to carry out review and report to SLT	"Hooked on Books" training £180 February Staff Meeting	
	Termly scrutiny of reading planning, teaching and reading assessment records/evidence	Dec 17, Apr 18 and July 18	JS	Dec 17: Autumn scrutiny completed	Scrutiny reflects consistent approach to planning and teaching of guided reading and evidence recorded effectively	JS to carry out half termly assessments and feedback to SLT Carry out termly reviews and report to SLT	Leadership Time: 1 day per term for scrutiny	
1.4 To enhance the phonic provision and monitoring of	Reintroduce Letters and Sounds in EYFS	October 17	ST	EYFS reintroduce Letters and Sounds linked to Jolly Phonics actions	Letters and Sounds fully embedded in EYFS	Lesson Observation by JS	£100	

children to ensure increased standard	Monitor progress of children through the year by use of evidence trails and tracking data	July 18	JP	December Children made improvements from starting point March Children made improvements from previous point	June 100% of children make expected progress in Year 1	Tracking system termly monitored by HT		
	Target Y2 children and ensure teachers are ware of who did not pass standard	June 18	Year 2 teachers	December 17 - Year 2 children retested and have made improvements on last year's score. March 18 - Year 2 children retested and have made improvements on previous score.	June 18 - year 2 children meet the standards in the phonic test or make significant improvement of a least 10 points	Review to SLT and Literacy Lead		
	Set up intervention groups as necessary	July 18	JP	October 17- Children Who are slow moves have been identified and interventions have been put in place	The gap has narrowed	Half termly assessment data by SLT Monitoring of interventions by SENCo and HT	£1000	
1.5 Continue to develop and embed a concrete - pictorial - abstract (CPA) approach to teaching mathematics across the school, thus allowing opportunities for pupils develop mastery and greater depth.	Provide additional training to all staff on the CPA - increase subject knowledge.	On-going throughout the academic year.	DG	Targeted training provided by the Spring term	CPA approach being used across the school. Planning links to CPA approach.	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny.	Leadership time.	
	To continue to develop questioning in mathematics lessons linked to the Bloom's Bunch.	On-going throughout the academic year.	All staff	Termly analysis identifying questions used including; teacher to child, child to child and child to teacher.	Staff and children are using questioning in their mathematics lessons and planning. Evidence in mathematics books of questioning linked to Bloom's Bunch.	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny.	Leadership time. Time to observe practice.	
	Maths No Problem (MNP) to continue to be embedded into year 4.	On-going throughout	All year 4 staff.	Training provided before end of Autumn term 1.	All children in year 4 make 3 or more tracking points progress.	Planning scrutiny. Learning walk. Lesson observations.		

		the year. End of 1 st half of Autumn term. Autumn term.		MNP scheme being followed throughout the year. Parent information evening delivered before Spring term	Staff confident using MNP within lessons	Book scrutiny.		
	Mastery NCETM and White Rose Hub resources shared to support progression and expectation	15.09.2017 (shared) End of Autumn term consistently.	All staff.	Evidence in planning and books of NCETM and White Rose being used by the end of Autumn term.	Children provided with more opportunities for mastery and greater depth. More children achieving greater depth by the end of the academic year.	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny. Half termly SPTO analysis		
	Ensure new staff are familiar with lesson structure and planning approach (SL, CP and AS).	22.09.2018	DG, SL, CP and AS	Training provided to identify staff members. Staff using desired lesson structure and planning format.	Planning and lesson deliver follows the required format.	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny.		
	Maths lead to attend relevant network meetings and relay information back to staff where appropriate.	On-going throughout the academic year.	DG	Meetings attended and relevant information shared with key staff where appropriate.	Meetings attended and key information shared with key staff where appropriate.	Minutes from meetings. Key staff informed.		
	Target intervention which allows opportunities for children to narrow the gap.	Half termly	DG and SD	First Class at Number 1 and 2 delivered to targeted children each half term.	Progress made from baseline assessment to end of intervention.	Lesson planning Evidence from work Progress score		
1.6 Evaluate and develop further the schools assessment policy providing pupil's the maximum opportunity to progress and	Carry out half termly analysis of data and identify those not on track	Oct, Dec, Feb, April, June	DG - Maths JS- English HP - SEND CW - PP	Half termly analysis produced and key points identified.	Analysis are used to impact on attainment and progress	Standards team reports to HT and all staff	Leadership Time	
	Pupil progress meeting held half termly	Oct, Dec, Feb, April, June	SLT	December - 100% of children making 1 TP April - 100% of children making 2 TP	June 100% of children making 3 TP and 20% making more than 3 TP	PPM half termly with SLT	Leadership Time £ 600	

reach their end of year potential	Implement sims tracking system and flight path	July 18	JP	October 17 - SL carry out analysis and understand it	June 18 - Tracking system in place and is having an impact and understood by staff	HT reports to Governors	Leadership Time	
Priority 2 To continue to improve and develop the Early years Foundation stage provision (Link with Trust Action Plan 3.1, 3.2)				Success Criteria GLD continues to be above the national Expected level in writing is increased Gap between boys and girls is reduced in Writing Outdoor learning environment has an increased impact on learning				
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
2.1 Outstanding practice observed in EYFS -To provide stimulating and engaging learning environment both inside and out	Monitor quality of teaching and learning and act on findings	July 2018	JP	October - 17 both teachers have been observed and judged at least good	100% teaching is outstanding	Lesson Observations		
	Develop staff through dialogue, SLE, mentoring and support	December 2017	JP	October 17 - SLE has carried out audit of support and action plan in place December - EYFS Leader attends network meeting	100% teaching is outstanding	PM SLE report to HT EYFS Leader feedback to SLT	Trust	
	Enhance outdoor provision to provide children with a rich, varied and imaginative experiences	February 2018	ST	October 17 - Audit of outdoor provision and needs completed	February 18 - Provisions improved and impacting on learning	EYFS leaders present audit of needs to SLT	£500	
2.2 Provision and planning reflects the needs of boys to ensure maximum progress in Writing (Sharon)	EYFS team to attend Borough of Poole Early Years Conference (emphasis upon boys emergent writing)	Dec 2017	ST	Audit of current provision and identification and implementation of improvements identified.	All teachers have received external support on maximising EYFS provision and changes implemented within base.	EYFS Leader to review effectiveness through assessment of target group.	£SLA	
	Set up intervention groups as necessary	July 18	ST	October 17- Children Who are slow movers have been identified and interventions have been put in place	The gap has narrowed	Half termly assessment data by SLT Monitoring of interventions by SENCo	\$SLA	
	Enhance planning to incorporate a wider variety of VAK learning	July 2018	ST/KT	KT to observe ST and implement similar techniques within	February 18 - Provisions improved and impacting on learning	Monitoring of planning by SLT	£SLA	

	opportunities across the base.			planning and teaching of phonics/writing.				
2.3 Writing is taught effectively (Sharon)	Wider opportunities for VAK styles of learning across the base	July 2018	EYFS Team	Both classes to be using the same VAK teaching techniques within teaching.	The gap will be narrowed.	Observation of teaching practice by EYFS Leader and SLT	£SLA	
	Shared writing to be a daily part of teaching.	July 2018	ST	Children have the opportunity to create stories daily and record them. Letter formation consistently modelled at all times.	Number of exceeded writers to increase.	Half termly assessment data		
	Reintroduce Letters and Sounds in EYFS	Oct 17	ST	EYFS reintroduce Letters and Sounds linked to Jolly Phonics actions	Letters and Sounds fully embedded in EYFS teaching using consistent teaching methods.	Lesson observations		
Priority 3 To ensure the continued pursuit of excellence, high expectations and aspirations for all, through the development of leadership across the school. (Trust wide focus)				Success Criteria Leaders are holding teachers to account and impacting on attainment and progress Precise professional development that encourages challenge and support				
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
3.1 To strengthen the leaderships skills of all staff	Subject leaders hold teachers to account through their action plans	July 2018	All subject leaders	February 2018 Completed audit of first terms coverage	Full completion of audit of coverage and progress and greater depth A portfolio of evidence	Action plans to have been updated and evaluated and presented to SLT termly	Directed time £500	
	Maths and English leaders to hold teachers to account through their action plans	July 2018	DG - Maths JS - English	December 2017 100% of pupils making 1TP April 2018 100% of pupils make 2TP	100% of children make 3TP progress	Half termly reviews of SPTO presented to Assessment Lead	Leadership time £1000	
	SENCO and PP Lead to hold teachers to account	July 2018	SENCo - HP PP - CW	December 2017 100% of SEN/Disadvantage make 1TP April 2018 100% of pupils make 2TP	100% of children make 3TP progress	Half termly reviews of SPTO presented to Assessment Lead /HT	Directed time Leadership time	

	Class teachers are held to account through half termly assessment meetings	July 2018	SLT PP Lead	December 2017 100% of SEN/Disadvantage make 1TP April 2018 100% of pupils make 2TP	100% of children make 3TP progress	Updates given at PPM meetings to SLT	Directed Time Meetings £600	
3.2 Develop further the Pupil Premium Lead to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils. (Carolyn)	Formulate a clear, concise and robust Pupil Premium Strategy which meets all statutory requirements and ensure PP children have good progress and attainment. How: evaluate current strategy, research different formats and be clear about statutory requirements, create proforma for MFS, research effective provision, write and publish strategy.	February 2018	PP Lead	December 2017 - current strategy evaluated, research completed and strategy proforma decided	Updated PP Strategy completed and published on school website Evaluate effectiveness of strategy in closing the gap between disadvantaged and non-disadvantaged children	SLT to review and agree strategy	Time	
	Ensure PP budget is allocated effectively to support best possible outcomes for disadvantaged children - at least 3 points of progress. How: evaluate impact of current spending in terms of children's progress and attainment and effectiveness in removing barriers/closing the gap, research effective provision, allocate budget according to findings and needs of current PP cohort	April 2018	PP Lead HT	December 2017 - current spending priorities evaluated to assess effectiveness of strategies and interventions in terms of value for money	PP budget for 2018-19 effectively allocated to provide/support best outcomes for disadvantaged children	SLT to discuss and evaluate outcomes for children Changes to provision where gap is not closing effectively	Time	

	Ensure attendance of disadvantaged children is at least in line with that of all children How: evaluate attendance, identify PP children with low attendance, investigate reasons for poor attendance, allocate resources to help overcome problems/barriers	July 2018	PP Lead HT	December 2017 - disadvantaged children with poor attendance identified and reasons being addressed	Attendance of disadvantaged children is in line with that of all children	Monthly evaluation of attendance - showing improvement	Time	
3.3 Professional Development of all staff	NQT's receive quality CPD	July 2018	CW	October 2017 - To have liaised with maths and assessment leader Progress has been made on projects linked to training	NQT's have completed trust wide training	CW report to SLT	£1000	
	NQT's to complete termly induction assessments facilitated by their mentor	July 2018	CW	December 2017 NQT's successfully complete induction 1 April 2016 NQT's successfully complete induction 2	NQT complete induction 3	CW report to SLT termly	£300	
	Performance Management identifies areas for professional development	July 2018	JP CW DG	October 2017 all teaching staff have met re review and new targets have been set	Training can show an impact on teaching and learning	JP CW DG	£7000	