



WIMBORNE
Academy Trust

Merley First School

2018-19

Signed: ... *J Phillips* Date: October 2018
Print Name
Headteacher/Head of School

Signed: _____ Date: October 2018
Print Name
Chair of AC

Signed: _____ Date: October 2018
Liz West
Chief Executive

Targets for the Coming Year

EYFS

	<u>Expected</u>	<u>Exceeding</u>
<u>GLD</u>	85% (87%)	10% (2%)
<u>Reading</u>	85% (77%)	10% (8%)
<u>Writing</u>	85% (82%)	8% (2%)
<u>Maths</u>	85% (80%)	10% (5%)

	Reading ARE	Reading GD	Writing ARE	Writing GD	Maths ARE	Maths GD
Year 1	90% (87%)	10% (5%)	90% (85%)	10% (2%)	90% (86%)	10% (5%)
Year 2	90% (83%)	20% (18%)	87% (75%)	12% (10%)	95% (89%)	23% (18%)
Year 3	86%	31%	87%	13%	87%	19%
Year 4	90%	52%	83% (76%)	32%	90%	46%

Green = end of EYFS data results for cohort or Y2

Year 1 Phonics = 90% (profile result - 87%) - 58 children

Year 2 Phonics = 67% (6 out of the 9)



Merley First School
School Action Plan
2018-2019

WIMBORNE
 Academy Trust

SLT: JP,CW,MW
 Inclusion Team: HP, AC
 Standards Team JS,MW, 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 to Trust Action Plan (1.1, 1.2, 2.1.3.1, 4.1)

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 spelling and reading 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 by July 18	Staff re introduced to non-negotiables re classroom environment	September 2018	JP	All classrooms have consistent learning environments.	Learning environment allows access for greater depth and progression	Scrutiny of planning, books , learning environment half termly by SLT	SLT time	
	Scrutiny of planning, teaching and marking to ensure high quality lessons are delivered and promote progress and greater depth	July 2018	JP	December - 100% teachers have been observed and judged as good and 50% outstanding April - 100% good and 80% outstanding	100% of teachers are judged as outstanding Trust/School marking policy fully implemented.	Lesson Observations by HT,SLT,SL		
	Ensure effective interventions are in place to allow all children to succeed	July 2018	MW - Maths JS- English HP - SEND CW - PP	December - Any attainment gaps have been narrowed (SEND 2017-2018 R = -0.6, W = -0.5, M = -0.4) (PP 2017-18 R/M = -0.3, W -0.5)	There are no significant gaps between groups of children. Within the range of 0.3 ARE points progress for SEND/PP	Planning IEPs monitored by SENDCO PPM		

<p>1.2 Continue to develop the progress in spelling. To ensure that the skills and knowledge of spelling are developed more consistently including the teaching of the phase spelling patterns (JULIA)</p>	Train all year 2 staff on the teaching of phonics phase 5 and 6	Dec 18	JS	Year 2 staff are planning and teaching phonics. Increase in children spelling age.	Percentage of children achieving ARE in Writing improves Attainment Y2 =85% GD12%	Phonics observations Scrutiny of books and planning	Leadership Time	
	Share with all staff the resources available	September 4th	JS	December - All teaching staff using resources confidently	Attainment Y1 =90 %, GD 10% Y2 =85 % GD 12% Y3 = 74 %,GD 15% Y4 = 78 % GD 30 %	Termly scrutiny of planning, teaching, books and English Working Walls by JS Report to SLT		
	Train all staff on the use of the spelling tracker	September 4th	JS	December - All grids established and being used	Attainment Y1 =90 %, GD 10% Y2 =85 % GD 12% Y3 = 74 %,GD 15% Y4 = 78 % GD 30 %	JS to report to SLT JS to carry out termly monitoring of grids		
	Carry out analysis of spelling results	December, March, June	JS	December - Analysis summary produced by each class teacher	Attainment Y1 =90 %, GD 10% Y2 =85 % GD 12% Y3 = 74 %,GD 15% Y4 = 78 % GD 30 %	Termly scrutiny of planning and analysis		
	Monitor progress of children through the year by use of evidence trails and tracking data	July 19	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 aware of who did not pass standard	June 19	Year 2 teachers	December 17 - Year 2 children (9) re tested and have made improvements on last year's score by 5 points March 19 - Year 2 children re tested and have made improvements on previous score by 8 points	June 19 - Year 2 children meet the standards in the phonic test or make significant improvement of a least 10 points and that 67% achieve phonic pass grade.	Review to SLT and Literacy Lead		

	To improve and develop with parents/carers their understanding of phonics	Ongoing throughout the year	JS	October Audit of parents understanding completed. Parent Workshop 30th October _ INSED Twilight	June 19 - re audit parents Attainment Y1 =90 %, GD 10% Y2 =90 % GD 20% Y3 = 89 %,GD 33% Y4 = 96 % GD 53 %	Home Learning Monitored Results of Audits	INSED Twilight	
1.3 To continue to develop reading to see if it deepens learning for more learners who are ARE. Link with Trust Action Plan (2.2.5)	Carry out an audit of current teachers understanding of the teaching of reading.	Autumn 18 24th September	JP/CW/JS	September A clear structure of the teaching of reading at Merley is established	Attainment Y1 =90 %, GD 10% Y2 =90 % GD 20% Y3 = 89 %,GD 33% Y4 = 96 % GD 53 %	Observations, Book Scrutiny Assessment	Staff meeting	
	Re introduce whole class reading for pleasure	September 18	JP	September Whole class reading for pleasure established	More children attaining ARE and GD Attainment Y1 =90 %, GD 10% Y2 =90 % GD 20% Y3 = 89 %,GD 33% Y4 = 96 % GD 53 %	Learning drop in	Staff Meeting	
	Evaluate impact	Spring /Summer 19	JP	Spring Sample of children questioned re reading	Summer More children attaining ARE and GD Attainment Y1 =90 %, GD 10% Y2 =90 % GD 20% Y3 = 89 %,GD 33% Y4 = 96 % GD 53 %	Children interviews Observations Staff Feedback	Leadership Time Staff Meetings	
1.4 To improve the quality of leadership and teaching in Maths (Mike) Link with Trust Action Plan (3.1, 3.2)	Carry out a skills audit of staff and produce personalised CPD.	On-going throughout the year. End of 1 st half of Autumn term. Autumn term. Staff Meeting 1/10/18	All year 4 staff.	Training provided before end of Autumn term 1.	All staff are confident in teaching of maths. Attainment Y1 = 90%, GD 10% Y2 95% GD 28% Y3 = 85%, GD 25% Y4 = 90% GD 45%	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny. Report to HT	Leadership time.	
	All staff to receive update training on the CPA - increase subject knowledge.	Staff Meeting 1/10/18	MW	December Targeted training provided by the End of Autumn Term All staff using grids	CPA approach being used across the school and a greater level of understanding. Planning links to CPA approach. Attainment	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny. Report to HT	Leadership time.	

					Y1 = 90%, GD 10% Y2 95% GD 28% Y3 = 85%, GD 25% Y4 = 90% GD 45%			
To continue to share good practice	Autumn Term Staff Meeting 12/11/18	MW	November Staff feedback on planning approach and share good examples	CPA approach being used across the school and a greater level of understanding. Planning links to CPA approach. Attainment Y1 = 90%, GD 10% Y2 95% GD 28% Y3 = 85%, GD 25% Y4 = 90% GD 45%	Lesson observations. Book scrutiny. Report to HT	Staff Meeting		
To continue to develop the planning of maths and produce exemplars	On going through the year	All staff	All maths planning	Staff are using correct planning format. Greater evidence in mathematics books of content being covered Attainment Y1 = 90%, GD 10% Y2 95% GD 28% Y3 = 85%, GD 25% Y4 = 90% GD 45%	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny. Report to HT	Leadership time.		
To monitor the teaching of maths	Termly	MW	December Informal learning walk carried out in all classes	100% of Maths teaching and learning to be good and 50% outstanding	Learning Walks Observations Books	Leadership time.		
Continue to use Mastery NCETM and White Rose Hub resources shared to support progression and expectation	On going	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. Attainment Y1 = 90%, GD 10% Y2 95% GD 28% Y3 = 85%, GD 25% Y4 = 90% GD 45%	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny. Half termly SPTO analysis Report to HT	Leadership time.		

	Ensure new staff are familiar with lesson structure and planning approach (AS and MW).	On going	MW and AS	Training provided to identify staff members. Staff using desired lesson structure and planning format.	Planning and lesson deliver follows the required format. Attainment Y4 = 90% GD 45%	Planning scrutiny. Learning walk. Lesson observations. Book scrutiny. Report to HT	Leadership time.	
	Maths lead to attend relevant network meetings and relay information back to staff where appropriate.	On-going throughout the academic year.	MW	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. Report to HT	$\frac{1}{2}$ day supply x 6 = £	
	Target intervention which allows opportunities for children to narrow the gap.	Half termly	MW and SD	December Y2 Target children made 9 months progress	Year 2 target children make expected progress	Lesson planning Evidence from work Progress score Report to HT		
1.5 Evaluate and develop further the schools assessment policy providing pupils with the maximum opportunity to progress and reach their end of year potential	Carry out half termly analysis of data and identify those not on track	Oct, Dec, Feb, April, June	MW - 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	June 100% of children making 3 TP and 20% making more than 3 TP	PPM half termly with SLT	Leadership Time £ 1k	
				April - 100% of children making 2 TP				
Further develop sims tracking system and flight path and introduce EYFS Sims	July 19	JP	October 18 - SL carry out analysis and understand it	June 19 - Tracking system for EYFS being used and understood by EYFS staff	HT reports to AC	Leadership Time		
Priority 2 To continue to develop the Early years Foundation stage provision				Success Criteria GLD continues to be above the national Number of learners at Exceeding increases 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 2019	JP	October - 18 both teachers have been observed and judged at least good. February 19 100% good and 50% outstanding	100% teaching is outstanding	Lesson Observations		
	Develop staff through dialogue, mentoring and support	December 2018	JP	December - EYFS Leader attends network meeting Staff attend trust network and baseline meetings	100% teaching is outstanding	PM EYFS Leader feedback to SLT	SLA £ Network meetings £	
				March - EYFS Leader attends network meeting Staff attend trust network and baseline meetings				
2.2 Enhance outdoor provision to provide children with a rich, varied and imaginative experiences (SHARON)	The outside area zones are clear and labelled.	Autumn 18	ST	November 18 - Outside Zones are clearly labelled and be	Outside area impacts on more learners achieving GLD and Exceeding Attainment GLD 85% Exc 10%	Lesson observations. Audit by EYFS Leader Scrutiny of planning	EYFS Leadership time	
	Plan for covering of area implemented	Autumn 18	JP/ST	December 18 - Outside area covered and being used daily.	Outside area impacts on more learners achieving GLD and Exceeding Attainment GLD 85% Exc 10%	EYFS leader to report to HT	£23k	
2.2 Provision and planning reflects the needs of learners who are predicted GLD to reach achieve exceeding (Sharon)	EYFS team to attend Borough of Poole Early Years Conference (emphasis upon boys emergent writing)	September 2018	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 of planning Report to SLT	£SLA	
	Set up intervention groups as necessary	July 18	ST	October 17- Children who have potential have been identified by baseline February 19 Targeted children are making accelerated progress	Number of children who achieve exceeding increases from last year from 3% to 10%	Half termly assessment data by EYFS Leader Report to SLT	EYFS Leadership time	

	SPTO being used weekly to update progress and attainment in all areas	June 19	ST/KT	October 18 Baseline completed on SPTO December 18 All children making 1 TP progress	April 19 All children making 2TP June All children making 3 TP Spto fully used and kept updated in all areas of learning	EYFS Leader produces half termly analysis and report to SLT. E	Leadership Time £150 x 5 = 750	
2.3 In Maths further develop the CPA approach (Sharon) Link with Trust Action Plan (4.1)	Attend training provided by the trust on CPA approach	Autumn 18	ST/KT	Staff to attend trust training.	Attainment GDL 85% Exc 10 %	EYFS staff to feedback to SLT		
	Review Current practice and plan next steps	Autumn 18	ST/JP	Audit of current practice and steps forward produced	Attainment GLD 85% Exc 10%	EYFS staff to feedback to SLT		
2.4 To further develop speaking and listening skills	To train relevant staff on welcomm, conduct assessment on all children and plan interventions accordingly	Autumn 18	ST/SD	December Carry out baseline of all reception children and other identifies children to identify gaps	April Impact on interventions Attainment in EYFS GLD 85% Exc 10%	EYFS lead to produce report	Purchase WEL COMM £400	
Priority 3 To ensure the continued culture of excellence, high expectations and aspirations for all, through the development of leadership across the school				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 2019	All subject leaders	December 2018 Completed audit of attainment in their subjects	Full completion of audit of progress and greater depth A portfolio of evidence added to	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 2019	MW - Maths JS - English	December 2018 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	

	SENDCO and PP Lead to hold teachers to account	July 2019	SENDCo - HP PP - CW	December 2018 100% of SEN/Disadvantage make 1TP	100% of children make 3TP progress	Half termly reviews of SPTO presented to Assessment Lead /HT	Directed time Leadership time	
			SENDCo - HP PP - CW	April 2018 100% of pupils make 2TP				
	Class teachers are held to account through half termly assessment meetings	July 2019	SLT PP Lead	December 2017 100% of SEN/Disadvantage make 1TP	100% of children make 3TP progress	Updates given at PPM meetings to SLT	Directed Time Meetings £600	
				April 2018 100% of pupils make 2TP				
3.2 Pupil Premium Lead to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils. (Carolyn) Link with Trust Action Plan (1.2)	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.	October 18	PP Lead	October 2018 - 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 within 0.3	SLT to review and agree strategy	Time	
	INSED PP Conference	November 18	PP Lead and Trust		All staff to attend relevant training and PP Strategy written	PP Lead to share with SLT	INSED	

	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	July 19	PP Lead HT	December 2018 - 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 within 0.3	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 2019	PP Lead HT	December 2018 - disadvantaged children with poor attendance identified and reasons being addressed.	Attendance of disadvantaged children is in line with that of all children. Attendance gap reduced from 2.1% to 1%	Monthly evaluation of attendance - showing improvement PP to report to HT	Time	
3.3 Professional Development of all staff	NQT receive quality CPD	July 2019	CW	October 2018 - To have liaised with maths and assessment leader.	NQT have completed trust wide training	CW report to SLT	£1000	
				Progress has been made on projects linked to training				

	NQT to complete termly induction assessments facilitated by their mentor	July 2019	CW	December 2018 NQT successfully complete induction 1	NQT complete induction 3	CW report to SLT termly	£300	
				April 2016 NQT successfully complete induction 2				
	Performance Management (Teachers) identifies areas for professional development	July 2019	JP CW MW	October 2018 all teaching staff have met re review and new targets have been set	Training can show an impact on teaching and learning (see school targets above)	JP CW MW	£7000	
	Performance Management identifies areas for professional development for TA's/Office/Site Manager	July 2019	All teaching staff HW for SEN TA's JP Office and Site Manager	October 2018 all teaching staff have met with TA's re review and new targets have been set March 2019 - Mid Year review	Training can show an impact on teaching and learning (see school targets above)	All staff to carry out and feedback to HT	Assembly time	