

Seven Fields Primary School Statement of Action

[Post-Ofsted Inspection improvement priorities]

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10/06/19

School Vision statement as agreed April to July 2019

At Seven Fields Primary School, our vision is....

To create a culture of learning and discovery that is stimulating and enjoyable for both children and staff.

We will achieve this by ensuring....

- an exciting, engaging and enriched curriculum is taught well so all (both staff and pupils) are enthused to learn
- the relationships among learners and staff reflect a positive and respectful culture
- pupils are ambitious for their own aspirations and have positive attitudes to their education by developing their intellectual curiosity.
- teachers develop detailed knowledge and skills that enable pupils to learn across the curriculum and, as a result, achieve well

At the end of their stay at Seven Fields...

- Pupils will become resilient, confident and independent learners who know how to keep physically and mentally healthy.
- We will have known and nurtured each child in a holistic manner.
- We will have extended our community relationships and links ensuring they are consistent and organised.
- We will have ensured the communication within our school family is positive, balanced and fair.
- We will have built upon and shared each other's expertise.
- We will have helped our pupils to discover and develop their interests and talents.

The following document outlines the school's response to its most recent Ofsted inspection 14th-15th May 2019 at which it was judged to require Special measures. As Ofsted has produced a new Education Inspection Framework (EIF) to commence from September 2019, the school has taken the Areas for Improvement (AFi's) from pages 2 and 3 of the report and merged them into the following headings: The quality of education Leadership and Management, Behaviour and attitudes, Personal development and Early Years education.

AFI	What does the school need to do to improve further
1	Improve <i>Leadership and management</i> by ensuring that: <ol style="list-style-type: none"> i. the new headteacher receives the necessary support to discharge his responsibilities effectively ii. middle leaders, including the special educational needs and phonics coordinators, are provided with the time, training and support required to carry out their roles successfully iii. middle leaders develop strategic oversight of their areas of responsibility so that they can evaluate provision and impact more effectively iv. additional funding, particularly the pupil premium, is spent effectively, evaluated for impact and leads to higher achievement for disadvantaged pupils and pupils with SEND v. all staff are provided with the necessary training to teach phonics effectively.
2	Improve <i>the quality of education</i> by ensuring that: <ol style="list-style-type: none"> i. curriculum planning for reading and mathematics throughout the school pays closer attention to the requirements of success in these subjects. ii. all pupils take pride in the presentation and quality of their work iii. staff have the necessary expertise and subject knowledge to plan effective teaching and assess pupils' progress accurately iv. pupils know how to improve their work and are encouraged to do so v. pupils across the ability range are challenged and encouraged to think more deeply

<p>3</p>	<p>Improve pupils' <i>behaviour and attitudes</i> by ensuring that:</p> <ul style="list-style-type: none"> i. pupils demonstrate positive attitudes to learning because they are interested in, and stimulated by the tasks they are set ii. all staff have high expectations of pupils' behaviour and what they can achieve iii. staff systematically analyse patterns of attendance, exclusion, behaviour and bullying to identify the most effective strategies to overcome weaknesses iv. staff continue to act to reduce absence, particularly for those disadvantaged pupils who are persistently absent v. all staff consistently apply the new behaviour policy to tackle offensive language and reduce the number of incidents of poor behaviour and bullying
<p>4</p>	<p>Improve pupils' <i>personal development</i> by ensuring that:</p> <ul style="list-style-type: none"> i. staff, pupils and parents work together to foster a culture in which pupils develop greater self-esteem, higher aspirations and mutual respect ii. Continue to develop SMSCD and British values within our broad and balanced curriculum
<p>5</p>	<p>Improve the Early Years</p> <ul style="list-style-type: none"> i. leaders develop strategic oversight of provision, plan accordingly and improve ongoing assessment of prime learning areas ii. all staff in the nursery and pre-school develop the expertise to enable children to acquire language more rapidly and effectively iii. children in Reception make progress in writing that more closely matches the progress they make in other areas of learning.

Priority 1: Improve Leadership and management

Success Criteria:

- the new headteacher receives the necessary support to discharge his responsibilities effectively
- middle leaders, including the special educational needs and phonics coordinators, are provided with time, training and support so they can evaluate provision and impact more effectively
- middle leaders develop strategic oversight of their areas of responsibility so that they can evaluate provision and impact more effectively
- additional funding, particularly the pupil premium, is spent effectively, evaluated for impact and leads to higher achievement for disadvantaged pupils and pupils with SEND
- all staff are trained to teach phonics effectively.

<i>Ref</i>	<i>Objectives</i>	<i>Specific Actions</i>	<i>Key Personnel</i>	<i>Resources and Costing</i>	<i>Start date</i>	<i>Impact</i>	<i>Milestones with dates</i>	<i>Evaluation evidence</i>
1.1	The new headteacher receives the necessary support to discharge his responsibilities effectively	1.1.1 Develop an accurate Post Ofsted action plan (POAP) that addresses the key areas for improvement from the most recent Ofsted report. Alongside this, establish a new shared 'vision' statement for the school.	HT Seven Fields CoT Other school leaders	Time from school	18 th June 2019	Evening meeting with Trustees and parents	1 st July 2019	Minutes from meetings

		1.1.2	Ensure the school's self-evaluation is evidenced against the POAP	Support from SIA & HT MAT	MER schedule	June 2019	Evening meeting for TRUSTEES to explain DfE expectations	End of term 6 2020	SEF references the POAP
		1.1.3	Provide opportunities for stakeholders (parents/carers, pupils, all staff to contribute to the school's vision.	SF HT	Questionnaire to parents	July 2019	Staff/Parent contributions collated	September 2019	Parents feedback
		1.1.4	Governors to contribute to the shared vision and the school improvement process.	Trustees	1-day dedicated strategy	July 3 rd	Trustees contributions incorporated in vision statement	July Meeting date	Minutes from Trustees meeting
		1.1.5	Carry out a staff restructure in light of significant staff changes	HT/Trustees/Fs4S (HR)	3 days and HR support	Sept 2019	Clarity in terms of roles and responsibilities. Improved quality of T&L	Oct 2019	Restructure chart
		1.1.6	Investigate MAT support	HT/Trustees/RSC	3 days CEO meetings	15 th May 2019	Whole school direction clarified	Jan 2020	School improving towards Good Ofsted

		1.1.7	Develop a stable, well-trained, ambitious leadership team with a clear vision.	SF HT	Visioning and strategy day for staff.	Inset day September 2019	SLT/MLT aware of responsibilities	September Inset day	Structure on website
		1.1.8	Strengthen the board of trustees following a skills audit. Allocate link monitoring areas to Trustees. E.g. Phonics	Chair of Trustees and MAT	Completed skills audit	September 2019 Trustee/ MAT	Board had broader experience	July 2020 following MAT input	Trustee minutes
		1.1.9	Ensure clearly defined roles and responsibilities for all staff including a PP lead and non-classed based SENCo.	SF HT	Staffing structure dedicated 2 meetings	June 11 th 2019	Staffing structure published	September INSET 2019 followed by MAT review	Structure on website
		1.1.10	Ensure website markets the school well and meets statutory requirements	HT/FSE design	£2,800	June 2019	Website is compliant	Sept 1 st 2019	Trustees check website against statutory list

1.2	Middle leaders, including the special educational needs and phonics coordinators, are provided with the time, training and support required to carry out their roles successfully	1.2.1	Establish regular non-contact for middle leaders including phonics co-ordinator and SENCO ensuring their clear schedule of work links to the whole school Monitoring Evaluation and Review (MER) schedule.	DHT	1.5 days/week for MLT non-contact support	From June 10 th 2019	MLT experience MER scheduling for them in line with SLT expectations and action plan focus	June 2019	SLT minutes and Trustee conversations with MLT
		1.2.2	Further develop the link with Ramsbury English Hub to ensure a consistent approach to the teaching of phonics.	English lead Phonics lead	Non -contact for Eng lead 6 days	January 2019	Hub engaged with supporting Early literacy in the school	July 2020 January 2020 school trained	Hub deliver RWINc phonics support
		1.2.3	Establish Read, Write Inc as a whole school approach to the teaching of phonics.	Phonics lead and DHT	2 day whole staff INSET	14 th June September 3 rd and October	Continue to increase phonics outcomes at Y1	From Sept 2019	Section 8 monitoring Trustee NoV
		1.2.4	Support the school SENCo in implementing the Swindon 'core standards' across the school	SENCo/MAT	Dedicated non-teaching time 2 days/week	June 2019	Core standards used by teachers to bring together evidence for pupils with SEND	Conference in June	Standards being used by staff
		1.2.5	Train the SENCo and SENCo	MAT/Swindon	1-3 day	June 2019	24 th June		SENCo report to

		assistant in diagnostic identification of pupil needs and support	SEN team	training		conference leads to better trained SENCo	October 2019	Trustees/link
	1.2.6	SENCo attends cluster group meetings linking with the High Needs Implementation manager and the SEND adviser to establish local offer	SENCo	Afternoon meetings X6/year	From 24 th June SENCo conference	Local offer successfully provides for pupils with SEND and provides good information for their parents	September 2019	Local offer on website
	1.2.7	SENCo establishes a coherent provision map for SEND pupils across the school following use of the Swindon SEN self-evaluation audit tool.	SENCo	Non-contact and dedicated 2week support	June 10th	Greater clarity on how top up funding is spent and contributions made by school. Pupils with SEND are making accelerated progress from their starting points.	Sept 2019	SENCo presents provision map to Trustees/MAT

1.3	Middle leaders develop strategic oversight of their areas of responsibility so that they can evaluate provision and impact more effectively	1.3.1	MER provision for Middle leaders is linked to priority of work for established by SLT at the start of each term.	MLT led by HT and DHT	Non-contact for MLT 1day per week Summer term 180/day	From Term 6 2019	Priorities for MLT clearly communicated	End of term 6 review for term 1 2019	MER focus in shared calendar per term
		1.3.2	Ensure Middle leaders begin their NPQML courses from September 2019.	HT	Half day application process	June 2019	Strengthened levels of teaching accountability	Jan 2020	MLT updates from AP and GW
		1.3.3	Professional interviews 1:1 with all teaching staff and support staff by HT.	HT	Non-contact 6 days HT	September 2019 (term 1)	Greater clarity on staff skillsets	By end of term 1 (autumn)	Enhanced curriculum provision
		1.3.4	Ensure Middle leaders develop accurate subject action plans for Curriculum development with clear and precise actions and measurable impact.	MLT and DHT	Support from MAT and SLT 6 MLT meetings	June ongoing throughout term 6 MAT review	Plans with SMART targets clearly set linked to PM	Plans in place by 18 th July	Intent, Implementation and Impact shared overtly on website
		1.3.5	Establish external support for middle leaders through attendance at local cluster	MLT/Local Cluster SV-consultant	Release time £200 X2 6X year and 2	From July 2019	Greater awareness of resources and up	20 th September	MLT aware and lead access to support.

			board meetings e.g. English Hub Ramsbury and Maths Hub GLOW (Gloucestershire).		days £600/day from SV	1 st July 2019 September 13th	to date knowledge of MLT		Curriculum lead is clear on actions to develop quality of Education
1.4	Additional funding, particularly the pupil premium, is spent effectively, evaluated for impact and leads to higher achievement for disadvantaged pupils and pupils with SEND	1.4.1	Clearly identify who will lead the school's pupil premium strategy.	HT/PP Trustee link	1 meeting	Sep 2019	Ownership of PP clear	October 2019	Staffing structure on website
		1.4.2	Develop a separate pupil premium action plan.	DB	3 days non-contact 250/day	July 2019	Clarity on use of funding informs trustees	Oct 2019	Plan published on website
		1.4.3	Improve quality first teaching for all pupils including PP pupils. Track progress of PP pupils more closely and establish a set of non-negotiables that all teachers maintain.	MLT and GJ	Insight tracking system £2500 Training 2X days £600	July 2019	MLT trained and using Insight to track non-core Curric ARE. More pupils in receipt of PPG are making strong progress	October 2019	Learning walks and school information shows PP as sep. group
		1.4.4	Introduce a performance management target for staff	DB	1 day non-contact	October 2019	Staff plan lessons that provide	October 31 st 2019	Teaching staff aware of PM

		related to improving the outcomes of PP pupils.				pupils with good opportunities to develop their knowledge and skills across the curriculum and make strong progress.		targets linked to PP groups
	1.4.5	Review and update the school's published reports for pupil premium spend and impact.	DB and trustee link with bus manager	3 days investigation and planning	Budget linked-Aug 2019	Funding is directed appropriately and the impact of the spend is monitored by Trustees	Mid Sept 2019	Trustees impact reports
	1.4.6	Trustees hold senior leaders to account for the PP spend.	Trustees	Visit to Oliver Tomkins school	June 27 th 2019	Clarity from visit informs plan spend	Mid Sept 2019	SLT clear on strategies used for PP
	1.4.7	Establish a Trustee link for PP.	Rev Ali	Reg meetings with HT	May 2019	Trustee link has a clear and	May 2019	Trustee minutes and

		1.4.8 Write a PP policy that clearly identifies the school's approach to PP provision	DB/PP lead	2 days	July-Aug 2019	comprehensive understanding of PPG spend and impact By adopting the policy, staff deliver teaching and learning that improves the outcomes for PP pupils.	By Sept Trustee meeting	budget reports Policy in place on website
1.5	All staff are provided with the necessary training to teach phonics effectively.	1.5.1 School dedicates extra In-Service Training days (INSET) to the teaching of phonics.	GJ-Phonics lead	2 Days full training all staff	23 rd Oct 2019 6th Jan 2020	Phonics teaching is consistent across the school	7 th January 2020	Learning Walks demonstrate consistent practice from all staff

Priority 2: Improve the quality of education

Success Criteria:

- curriculum planning for reading and mathematics throughout the school pays closer attention to the requirements of success in these subjects.
- all pupils take pride in the presentation and quality of their work
- staff have the necessary expertise and subject knowledge to plan effective teaching and assess pupils' progress accurately
- pupils know how to improve their work and are encouraged to do so
- pupils across the ability range are challenged and encouraged to think more deeply

<i>Ref</i>	<i>Objectives</i>	<i>Specific Actions</i>	<i>Key Personnel</i>	<i>Resources and Costing</i>	<i>Start date</i>	<i>Impact</i>	<i>Milestones with dates</i>	<i>Evaluation evidence</i>
2.1	Curriculum planning for reading and mathematics throughout the school pays closer attention to the requirements of success in these	<p>2.1.1 Ensure all staff are trained in the use of the new maths scheme of work 'White Rose'</p> <p>2.1.2 Develop a calculation policy in line with SoW</p>	<p>RS/GW and MLT MAT Glow Hub leads and GW</p> <p>GW</p>	<p>Staff meeting reviews X3/year</p> <p>1 day non-contact</p>	<p>October 2019 (term 2) GLOW support</p> <p>Term 2</p>	<p>Staff are aware of levels needed for pupils to reach deepening understanding</p> <p>By adopting the policy, staff deliver teaching</p>	<p>December 2019</p> <p>December 2019</p>	<p>Maths planning scrutiny</p> <p>Policy to Trustees</p>

	subjects.					and learning that improves pupil outcomes			
		2.1.3	Build timetables rock star practise into weekly timetable.	MLT	X3 phase meetings	Aug 2019	Regular pupil mental strategies aid rapid recall	October in MTP	Lesson Obs
		2.1.4	Develop opportunities for pupils to reason within real life contexts.	All teachers	X3 phase meetings	Oct 2019	Pupils make links with maths and its use within context locally	Jan 2020	Pupil conversations demonstrate link made
		2.1.5	Clarify end of year expectations for each teacher through review of NC expectations and tracking through Insight	MLT	X2 SLT and X3 phase meetings PUMA and PIRA tests	Sept 2019	Tracking system can demonstrate ARE for all year groups and pupils	-July 2020	Insight tracking reports
		2.1.6	Embed concrete, pictorial and abstract opportunities enabling pupils to develop their mathematical strategies	GW/GJ	Phase meetings x3	Nov 2019	Pupils make stronger progress in their mathematics	Feb 2020	Learning walks and Consultant review

		2.1.7	Hold parental training session on how the school's approach to teaching mathematics.	GW	Evening meeting	Nov 2019	Consistency of support from parents at home	Nov 2019	Parent Questionnaire feedback
		2.1.8	Ensure the planning for the teaching of reading is rigorous and robust	AP/SLT	SLT meetings and MLT review meetings x3/year	Sept 2019	Reading fluency is improved due to strategic approach	July 2020	Improved reading ages and results
		2.1.9	Develop resources that allow for success in reading within the nursery environment and also around the school.	AP/KL	Phase meetings X3	Oct 2019	Development of Phonics supported by appropriate texts	Dec 2019	Books are phonetically accessible for pupils
		2.1.10	Ensure the school displays include a language rich environment.	GJ/AP	X2 staff meetings	Sep 2019	School displays consistent with presentation, spelling, handwriting and RWinc approaches	October half term	Learning Walks

		2.1.11 Improve the quality of resources within reading by embedding the use of RWInc at EYFS and KS1 as well as developing the library	GJ/AP KL	X3 non-contact	Aug 2019	All books have the appropriate phonetic coverage.	Dec 2019	Pupils can access appropriate texts
		2.1.12 Use high quality texts as a hook for medium term planning in all year groups.	MLT led by AP	X1 staff meeting	Sept, Jan and April 2019-2020	Pupils engaged and enthused by texts as well as curriculum provision	Ongoing Term1-6	Pupils able to speak about book to other adults
		2.1.13 Review the current spelling policy.	AP	X0.5day non-contact	Nov 2019	Consistent application of policy ensures stronger spelling by all pupils in their writing	Dec 2019	Policy applied consistently via learning walk

		2.1.14 Provide termly opportunities for staff to plan together	DB	HLTA rotating provision	Sept 2019	The curriculum is well planned to ensure clear intent, high quality implementation and strong impact on pupils progress and outcomes.	July 2020	MTP analysis
		2.1.15 Clarify expected end of year outcomes for all staff regarding reading and Spelling, Punctuation and grammar (SPG)	AP MLT	X3 meetings per year	Nov 2019	SPG ARE clear to all staff and pupils	Dec 2019	Pupil interviews confirm awareness of ARE
2.2	All pupils take pride in the presentation and quality of their work.	2.2.1 Ensure the implementation of the 'pen licence' for all pupils.	MLT	X1 phase meeting	Sept 2019	Pride in handwriting achieved from pupil success	Oct 2019	Rewards implemented in assemblies
		2.2.2 Develop a pupil 'non-negotiable' expectation that is adhered to consistently by	GJ	X4 staff meetings	July 2019	Pupils clear on staff expectations which are	Sept 2019	Conversations with pupils

		all staff.				consistent		
		2.2.3 Review marking and feedback policy to develop teachers' skills at dynamic marking 'in the moment'	MLT/SLT	X2 staff meetings	Oct 2019	Staff assessments ensure pupils benefit from redirected learning and make strong progress in lessons	End of Dec 2019	Lesson observations demonstrate no learning opportunities being missed
		2.2.4 Encourage a culture of high aspirations amongst pupils through assemblies and rewards for high quality pride and presentation.	DB	Weekly	July 2019	Assemblies linked to rewards and values system of high standards and aspirations	July 2020	Book scrutinies and increased rewards for pride
		2.2.5 Resource appropriately and streamline exercise books to enable pupils to prove they can improve their handwriting and presentation skills.	RS	X1 non-contact with SV	Aug 2019	Books support development of high-quality cursive handwriting	October 2019	Book scrutiny
		2.2.6 Train all adults in the use and	RS/AP	Phase	Nov 2019	Handwriting is	December	Lesson Obs,

		implementation of a new handwriting policy ensuring clarity is overt to pupils regarding expectations.		meetings and X2 TA meetings		taught consistently and pupils take pride in the presentation of their work.	2019	display check and learning walks
2.3	Staff have the necessary expertise and subject knowledge to plan effective teaching and assess pupils' progress accurately	<p>2.3.1 Appoint a leader to review the school's curriculum.</p> <p>2.3.2 Establish a T&L policy that serves to develop strong T&L and assessment. Build teachers' skills-set that model dynamic assessment</p> <p>2.3.3 Audit staff skills and knowledge</p>	<p>DB/RS</p> <p>GJ/DB</p> <p>DB</p>	<p>0.5 day interview</p> <p>X3 staff meetings</p> <p>Terms 1-6</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Successful appointment ensures curriculum direction in place.</p> <p>Consistent implementation of T&L policy</p> <p>Staff potential used to support curriculum</p>	<p>Oct 2019</p> <p>Jan being used July 2020-fully in place</p> <p>July 2020</p>	<p>Leader in structure</p> <p>Policy review by Trustees and Learning Walks</p> <p>Curriculum Map on website</p>

		2.3.4	Using performance management, provide bespoke CPD prog for all	DB/GJ	SLT meetings X3	Sept 15 th 2019	Staff skills gaps plugged	Oct 2019	CPD prog to Trustees
		2.3.5	Review curriculum to ensure it is broad and balanced and reflects Seven Field's context External consultant support to further develop the curriculum. Ensure curriculum is planned and sequenced	RS/SV/DB	X3 non-contact plus 2 day review £1,200 X2 non-contact and phase leader meetings	July 2019	Curriculum has clear rationale for content, choices and sequencing	Dec 2019	Curric 3 I's evidenced to staff and Trustees. Bespoke Curric map produced Work Scrutiny checks links and sequencing
		2.3.6	Ensure ARE's for the curriculum are embedded as part of the new school tracking system (Insight)	DB/MAT support	X2 days staff training X3 days non-contact data input	July 2019	ARE tracking in place and training given on new system	Aug 2019 Termly reviews	Tracking system reports to Trustees
		2.3.7	Develop pupil's cultural	DB/GJ	X3 SLT	October 2019	Knowledge fest		Charter on

		capital. Develop a children's charter linked to cultural capital experiences for each pupil.		meetings X2 staff		used to identify pupil gaps at new topic starts. Experiences checklist developed for SF pupils	Charter ready for Jan 2020	website and launched to community
		2.3.8 Audit gaps in pupil's knowledge and understanding through a Question level analysis (QLA) in core areas of Reading, Writing and mathematics.	MLT	X1 days non-contact post SATs and (Optionals)	Sept 2019	QLA outcomes enables staff to plan to plug gaps in knowledge and understanding	July 2020 Termly reviews	QLA scrutiny by SLT- cross referenced by MLT
		2.3.9 Ensure pupils are able to read to an age-appropriate level and fluency	All staff AP lead	X3 review days	Sept 2019	Reading ages confirm at least 80% pupils are ARE by July 2020	July 2020	Report from Accelerated Reader re: Reading ages
2.4	Pupils know how to improve their work and are encouraged to do so	2.4.1 Ensure all pupils every day in every lesson know the learning objective (LO) and the Success criteria (SC)	All staff	MLT phase meetings X6 focus /year	Sept 2019	Overt LO and SC enable pupils to make progress	July 2020	Learning Walks and Lesson Obs

		2.4.2	Feedback policy is reviewed to ensure teacher's provide dynamic guidance	GJ/SLT	Staff meeting X2	Oct 2019	Pupils' learning is re-directed in lesson time	Jan 2020	Learning Walks and Lesson Obs
		2.4.3	Review of presentation policy so that pupils automatically consider doing their best first time.	RS	Staff meeting X2	Sept 2019	Pupils aware of what 'their best' should look like	Oct 2019	Workscrutiny and conversations with pupils
		2.4.4	New exercise books support pupils' pride in their work and reinforce the new handwriting policy	RS	Non-contact X2 afternoon sessions	July 2019	Books scaffold appropriate pupil handwriting improvement	Dec 2019	Handwriting scrutiny
		2.4.5	Teachers develop classroom strategies that support improvements in pupil independent skills e.g. C3B4me	All staff GJ (non-negotiables) T&L policy	0.5 INSET	November 2019	Pupils become more independent in learning and KS1 pupils rely less on teacher/adult input	Jan 2020	Lesson Obs and Learning Walks
		2.4.6	Whole school rewards designed to acknowledge	GJ/DB	X2 SLT meetings	Nov 2019	Rewards for effort in place pupil see	Jan 2020	Effort display boards

		improvement in effort as well as success.				value in giving their best. (reward wall)		changed termly	
2.5	Pupils across the ability range are challenged and encouraged to think more deeply	2.5.1	Teacher staff INSET on questioning skills	DB/MAT support	X2 staff meetings	Jan 2020	Teachers' questioning skills improve	July 2020	Lesson Obs
		2.5.2	Development of a pupils' charter linked to high aspirations and cultural capital	DB/SK	X2 SLT meetings and 1 Phase meeting	Dec 2019	Checklist of pupil experiences available and embedded as high aspiration culture	March 2020	Checklist on website and published to community
		2.5.3	Design a curriculum that fills pupils' skills gaps in the basics	RS/MLT	X3 Phase meetings	July 2019	Curriculum intent fit for purpose	Oct 2019	Curriculum map
		2.5.4	Review the teaching and learning Policy to adopt some of the Rosenshine principles	GJ	X3 staff meetings	June 2019	T&L adopts principles bespoke to SF	Sept 2019	T&L policy
		2.5.5	Engage pupils in the design of the curriculum. Ensure a 'hook' is embedded in Medium Term Plans and opportunities to develop	RS/all staff	X3 Phase meetings and X2 SLT/MLT scrutiny	July 2019	Pupils have opportunity to experience learning outside the classroom	Oct 2019	Pupil conversations MTP scrutiny

		cultural capital through educational visits.		meetings		based on their knowledge gap audit		
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Priority 3: Improve pupils' behaviour and attitudes

Success Criteria:

- pupils demonstrate positive attitudes to learning because they are interested in, and stimulated by the tasks they are set
- all staff have high expectations of pupils' behaviour and what they can achieve
- staff systematically analyse patterns of attendance, exclusion, behaviour and bullying to identify the most effective strategies to overcome weaknesses
- staff continue to act to reduce absence, particularly for those disadvantaged pupils who are persistently absent
- all staff consistently apply the new behaviour policy to tackle offensive language and reduce the number of incidents of poor behaviour and bullying.

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3.1	Pupils demonstrate positive attitudes to learning because they are interested	3.1.1 Teacher's medium-term plans take account of pupils' prior knowledge. Prospectus curriculum uses 'Knowledge	Phase leaders	MLT X3 Phase meetings	Sept 2019	Medium term plans fill pupil gaps and consolidates	July 2020	MTP scrutiny

	in, and stimulated by the tasks they are set	3.1.2	harvest' Real life engaging and exciting activities are planned as part of units of work that involve experiential learning	MLT	Phase meetings X2	Sept 2019	learning. Pupils enjoy opportunities to share knowledge, skills and talents and demonstrate positive attitudes to learning	July 2020	Pupil conversations
		3.1.3	Pupils have an opportunity to study 'learning to learn' strategies	All teachers- GJ	Whole staff meetings X3	Jan 2020	Pupils know how they learn best/worst and develop appropriate strategies	Feb 2020	Pupil conversations
		3.1.4	Rewards are created linked to positive attitudes to learning	All staff GJ/DB	Non-contact X3 days	November 2019	Effort walls on display around school encouraging positive attitudes	April 2020	Displays around school
		3.1.5	Pupil council has direct input into school development	AP	Pupil Council Meetings non-	October 2019	Pupil council feels consulted and	Dec 2019	Trustee conversations

		planning		contact 2 days		embraces opportunity to shape curriculum provision		with council
		3.1.6 School investigates inspiring curriculum project content to build pupils' cultural capital. E.g. Junior engineering programme. Character Ed.	RS/SLT	SLT X2 meetings	Oct 2019	Project based extra-curricular learning is embedded as part of curric map	Nov 2019	Curri map shows project based extra-curri learning. Website evidence
3.2	All staff have high expectations of pupils' behaviour and what they can achieve	3.2.1 Teacher's reinforce 'the magnificent 7' at every opportunity and build opportunities for pupils to demonstrate this in their planning	SLT/MLT	X2 meetings	June 2019	Pupils able to demonstrate Mag 7 in their work	July 2020	Pupil conversations
		3.2.2 Establish the role of social inclusion officer to complete outreach work	SK/GJ	SLT X2 days interview and JD	Aug 2019	Leader models expectations for teachers who are dealing with pupils displaying	Nov 2019	Behaviour log action checks

		3.2.3 Social emotional and mental health support for a group of low aspiring Y4/5 pupils who are eligible for pupil premium support.	DB	6 week intervention	Oct 2019	challenging behaviour Co-operation and responsibility skills learnt for 'key' group of Y5 pupils. This reduces incidents of poor behaviour	Dec 2019	Y5 improve behaviour (reduced incident logs)
		3.2.4 Establish a culture where poor behaviour is not ignored	SLT	Ongoing Sept-July	June 2019	Poor behaviour tackled quickly, decisively and overtly by all staff as a result incident of poor behaviour are reduced.	Feb 2020	Pupil conversations parent questionnaires
		3.2.5 Separate behaviour logs from CPoms so they can be reviewed more accurately	GJ	Non-contact 1 day	June 2019	SLT and Trustees understand clearly statistical and types of	Sept Trustee meeting	Reports to Trustees

						behaviour around school			
3.3	Staff systematically analyse patterns of attendance, exclusion, behaviour and bullying to identify the most effective strategies to overcome weaknesses	3.3.1	Weekly class attendances to be celebrated publicly in newsletters	DB	Weekly	June 2019	All community aware of levels of attendance across school	Feb 2020	Attendance shared in newsletters
		3.3.2	Pastoral team target poor attendance during TAC meetings where appropriate	SK	Ongoing July 2019-July 2020	July 2019	TAC leaders focus on PA and parents held to account	July 2020	TAC minutes and safeguarding reports EWO minutes
		3.3.3	SLT to meet weekly with Office team to analyse pupil attendance and patterns	DB	Weekly	June 2019	Attendance patterns linked to EWO meetings	July 2020	
		3.3.4	Poor attendance patterns followed up in line with attendance policy	DB/EWO/GJ	EWO meetings X6 per year X3 year	July 5 th	Parents fined where appropriate and attendance improves	Feb 2020 report to Trustees	Attendance report to Trustees
		3.3.5	Trustees to scrutinise patterns of absence of particular groups as reported	Trustees	Trustee meetings	Sept 2019	PA absence decreases to be in line with PA	July 18th	PA data decrease PLASC

		in school meetings						
		3.3.6 Behaviour logs are separated from CPoms	GJ	Weekly uploads	June 2019	nationally Logs analysed weekly with action commentary	July 2020	CPoms commentary
		3.3.7 Data from ABA online questionnaire to be used as a catalyst to target attendance issues through Jigsaw PSHE and weekly assemblies	DB	1day non-contact TA support	June 20 th -	ABA results inform action plan	July 2020	Action plan in place
3.4	Staff continue to act to reduce absence, particularly for those disadvantaged pupils who are persistently absent	3.4.1 Review the role of the social inclusion officer to track proportions of pupils who are classed as Persistent Absentees (PA) and also Pupil Premium (PP) Including SEND cross-overs	IH/SK	fortnightly meeting with SLT	Sept 2019	Reduction of absence and persistent absence to 4.7% and 11% (PA)	Sept 2020	Reports to SLT
		3.4.2 Swindon EWO are involved in families who have PA	IH/EWO	X6	July 3 rd 2019	PA figure reduced to 11%	Sept 2020	IH reports and EWO minutes

		3.4.3	Re-establish Swindon 'Cool cats' initiative that supports improved attendance rates	IH	X2 meetings	November-2019	Reduction of absence and persistent absence to 4.7% and 11% (PA)	Jan 2020	IH reports and EWO minutes
		3.4.4	Review morning provision for b'fast club	GJ/GP	1-day review	October 2019	Increase in PP PA attendance at B'fast club by 15%	Dec 2020	B'fast club registers attendance
		3.4.5	Link Trustee to talk to PP b'fast club attendees	AC	X3/year ongoing	Sept 2019	Safeguard places for PP PA pupils	July 2020	Pupil conversations
3.5	All staff consistently apply the new behaviour policy to tackle offensive language and reduce the number of incidents of poor	3.5.1	School signs up to Anti-Bullying Alliance and creates action plan following audit and on-line questionnaire for pupils	DB	X2 days non-contact	June 2019	Questionnaire enables SLT to focus action plan in bespoke manner. Pupils embrace a range of strategies to keep themselves	Sept 2020 Nov	Questionnaire results

behaviour and bullying.	3.5.2	Staff training sessions on the bespoke application of the behaviour policy	GJ/IH	X2 staff meetings	Sept 19	Consistent application of policy results in decrease in incidents of poor behaviour	learning walk Jan 2020	Learning Walks
	3.5.3	Focus on verbal bullying as part of PSHE Jigsaw programme and 'Circle time'	GW	X3 meetings/year	Sept 2019	Pupils aware that verbal bullying is hurtful and harmful and incidents decrease	July 2020	Pupil conversations and behaviour logs
	3.5.4	Invite NSPCC to complete workshops on cyber bullying and use of social media	GP	2assemblies and sponsorship cost	November 2019	Increased pupil awareness on the issues surrounding social media and cyber-bullying	Dec 2019	Social media incidents reduced in behaviour logs
	3.5.5	Named social inclusion lead	IH	Interviews	Sept 2019	Social inclusion	July 2020	Reduction in
						and others safe		

		to tackle repeat offenders with rehabilitation opportunities		with pupil as required		lead supports behaviour plans of repeat offenders and repeat offences are decreased		repeated incidences by logs
	3.5.6	SLT to communicate to parent's weekly what it is doing to tackle bullying	DB	weekly	June 2019	anti-bullying is high on school's agenda and incidents of bullying will decrease.	June 2020	Newsletters

Priority 4: Improve pupils' personal development

Success Criteria:

- staff, pupils and parents work together to foster a culture in which pupils develop greater self-esteem, higher aspirations and mutual respect
- Continue to develop SMSCD and British values within our broad and balanced curriculum

<i>Ref</i>	<i>Objectives</i>	<i>Specific Actions</i>	<i>Key Personnel</i>	<i>Resources and Costing</i>	<i>Start date</i>	<i>Impact</i>	<i>Milestones with dates</i>	<i>Evaluation evidence</i>
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4.1	Staff, pupils and parents work together to foster a culture in which pupils develop greater self-esteem, higher aspirations and mutual respect	4.1.1	Develop greater connections with external agencies that can support the development of pupils' self-esteem and confidence. E.g. Activate learning, Swindon outdoor ed and PGL centres	DB/SLT/SK	Ongoing X3 SLT briefings	June 2019	Broadened curriculum provision for SF pupils.	Sep 2019 curric map	Curriculum map
		4.1.2	Devise bespoke opportunities for pupils to become more resilient.	DB	X2 staff meetings	April 2020	Pupils develop a greater sense of resilience and increased confidence in tackling problems	May 2020 review of staff response	Learning Walks
		4.1.3	PSHE prog reviewed to enable pupils to further develop their understanding of Fundamental British values (FBV) and how they integrate with the school's values of reflection, integrity and co-operation	TK/PSHE	1 day non-contact observe current practice	October 2019	Pupils understand and practise the school's values in line with FBV's	Dec 2019	Info published on website

		4.1.4	Adopt the new RSEH Education curriculum (Relationships, Sex Education and Health Education)	GW/GJ	X2 days non-contact	October 2019	Ensure pupils develop an age-appropriate understanding of healthy relationships	Dec review complete. Plan launch Jan 2020	Policy sent to Trustees and ratified
4.2	Continue to develop SMSCD and British values within our broad and balanced curriculum	4.2.1	Improve the range, quality and increase the take-up of extra-curricular activities offered by the school	DB/MLT	X3 meetings SLT and at Phase level	Sept 2019	Extra-curricular activities complement the curriculum and support pupils to develop strength of character	Sept 2020	Extra-curricular provision on website
		4.2.2	Ensure Religious Education (RE) is embedded as a separate part of the curriculum and tracked appropriately	DB/GW	X2 staff meetings	July 2019	RE education receives dedicated time allowing pupils to be reflective about their own beliefs and have a knowledge of and	By Oct half term 2019	Curriculum map

		4.2.3 Develop the Seven Fields pupil charter developing pupil's resilience, co-operation, independence skills and includes meaningful opportunities for pupils to be responsible and respectful.	DB/SK	X1 SLT meeting and meetings with pupil council	Sept 2019	respect for different peoples' faiths, feelings and values Pupils have opportunity to measure themselves against opportunities they wouldn't normally receive.	By Jan 2020	Pupil Charter on website. Pupils conversations confirm launch
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Priority 5: Improve the Early Years

Success Criteria:

- leaders develop strategic oversight of provision, plan accordingly and improve ongoing assessment of prime learning areas
- all staff in the nursery and pre-school develop the expertise to enable children to acquire language more rapidly and effectively
- children in Reception make progress in writing that more closely matches the progress they make in other areas of learning.

<i>Ref</i>	<i>Objectives</i>	<i>Specific Actions</i>	<i>Key Personnel</i>	<i>Resources and Costing</i>	<i>Start date</i>	<i>Impact</i>	<i>Milestones with dates</i>	<i>Evaluation evidence</i>
5.1	Leaders develop strategic oversight of provision, plan accordingly and improve ongoing assessment of prime learning areas	5.1.1 Develop an action plan which identifies areas of development and actions to improve	EYFS lead	Non-contact X2 days	June 2019	Leaders develop clearly established targets to improve EYFS provision and outcomes.	Sept 2019	Monitoring by leaders to ensure curriculum is covered
		5.1.2 Leaders to attend cluster groups– Beechcroft and establish working relationship with Goddard Park (similar catchment area)	EYFS lead	X3 meet per year	September 2019	Networking links established to support moderation	July 2020	SLT feedback from EYFS Training records

		5.1.3	Pre-school and Nursery leaders take up fortnightly internal training opportunities	EYFS lead and Rec lead	After-school provision Fortnightly	June 2019	Ensure that children acquire a wide vocabulary, communicate effectively and in Reception, secure a good knowledge of phonics.	July 2020	
		5.1.4	Establish support from Swindon Early Years Advisors in Nursery and Pre-school	Nursery Lead	X3 days/year at £500/day	September 2019	Links with EY advisers to develop staff knowledge and skills about the typical development and characteristics of learning	October 2019	Learning Walks
		5.1.5	Appoint a permanent EYFS leader	SLT	X2 days scrutiny and interview	Sept 2019	Strong and inspirational leadership for EYFS	By Oct half term	Contributions to SLT

		5.1.6	Develop a new tracker system that enables online learning journals and covers the collection of evidence in all <u>areas of learning</u>	GJ/BM	X3 days and X2phase meetings	Oct 2019	Tracking system allows for children's weaknesses to be identified and gaps in learning closed	Dec 2019	Trustee link visit
5.2	All staff in the nursery and pre-school develop the expertise to enable children to acquire language more rapidly and effectively	5.2.1	Use Talk Boost/ ELKlan (Swindon -Speech and Language support) for 3-5-year olds and Swindon Stories across the phase	GJ/ EYFS lead	X6 0.5 non-contact per year	Oct 2019	Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and	Dec 2019 completed training	Learning Walks

		5.2.2 Train adults to model appropriate language	BM/EYFS lead/GJ MAT/Hub support	X3 phase meetings and 2-day training	Oct 2019	understanding of language across the seven areas of learning. Consistent use of language across EYFS ensures that adults communicate well to children.	July 2020 c	Learning Walks
		5.2.3 Ensure the EYFS curriculum is age appropriate.	GJ	X2 phase meetings	Sept 2019	Children develop detailed knowledge and skills across the seven areas of learning in an age appropriate way.	December 2019	Learning Walks
5.3	Children in Reception make progress in writing that more closely	5.3.1 Literacy rich environment to be created across Foundation Stage	GJ/DB	X3 0.5 days learning walks	October 2019	Environments support language development	Jan 2020	Learning Walks

matches the progress they make in other areas of learning.	5.3.2	Improve writing areas across all phases	EYFS lead	X2 phase meetings and X1 day visit	Oct 2019	Child initiated writing activities increase	Jan 2020	Work scrutiny shows improved writing skills
	5.3.3	Handwriting scheme – EYFS take part in letter join cursive writing across policy the school	EYFS lead and BM	X2 phase meeting	Oct 2019	Rec children are expected to use emerging cursive writing in sentence construction	Jan 2020	Work scrutiny
	5.3.4	Squiggle and Wiggle program being used consistently across the phase	Nursery and EYFS lead	X3 0.5 days scrutiny	Oct 2019	Fine motor skills used consistently across EYFS	Jan 2020	Learning Walks
	5.3.5	Establish dough disco across the Foundation stage as daily routine	EYFS lead	X3 0.5 days scrutiny	Oct 2019	Increased practice for children on use of fine motor skills	Jan 2020	Learning Walks
	5.3.6	Embed writing opportunities	BM/GJ	X2 phase	Oct 2019	Children choose	Jan 2020	

		during child-initiated activities		meetings and 1-day X3/term scrutiny	onwards	to communicate through writing during child-initiated activities.		Planning scrutiny
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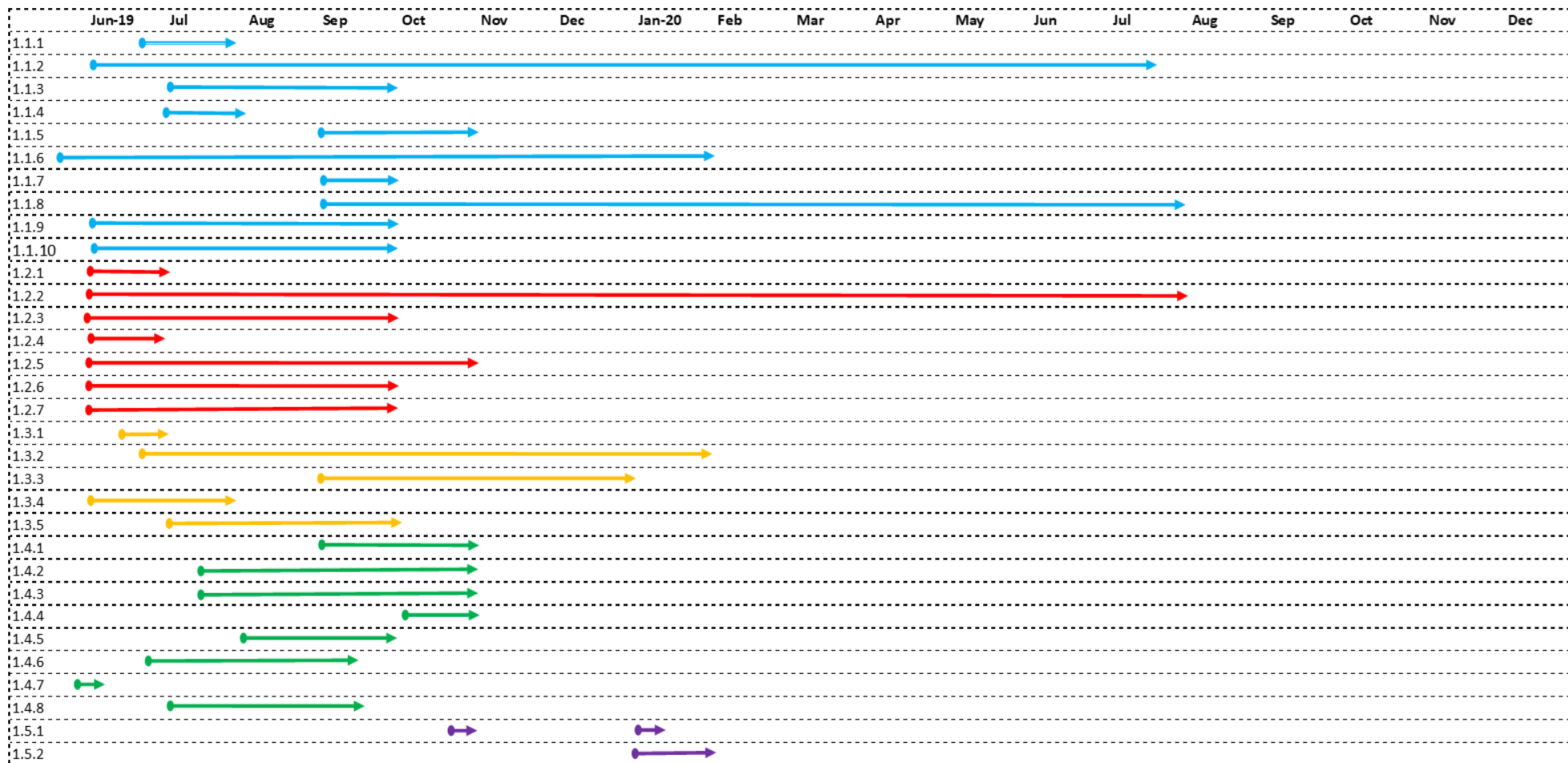
GLOSSARY

AfL	Assessment for Learning
CoT	Chair of Trustees
CPD	Continuing Professional Development
DfE	Department for Education
HT	Headteacher
DHT	Deputy Headteacher
EEF	Education Endowment Foundation
ELKlan	Swindon Speech and Language support
EGPS	English: grammar, punctuation & spelling
EYFS	Early Years Foundation Stage
GSS	Governor Support Service
HLTA	Higher Level Teaching Assistant
HMI	Her Majesty's Inspector
HR	Human Resources
IEP	Individual Education Plan

KS1	Key Stage 1
LKS2	Lower Key Stage 2
UKS2	Upper Key Stage 2
LA	Local Authority
L&M	Leadership and Management
MER	Monitoring Evaluation and Review (schedule)
NC	National Curriculum
NFER	National Foundation for Educational Research
PM	Performance Management
PPA	Planning, Preparation and Assessment
QIG	Quality Improvement Group
SEF	Self Evaluation Form
SENCo	Special Education Needs Co-ordinator
SIA	School Improvement Adviser
SLT	Senior Leadership team
SM	Special Measures
STS	Swindon Teaching School
TA	Teaching Assistant
T&L	Teaching and Learning

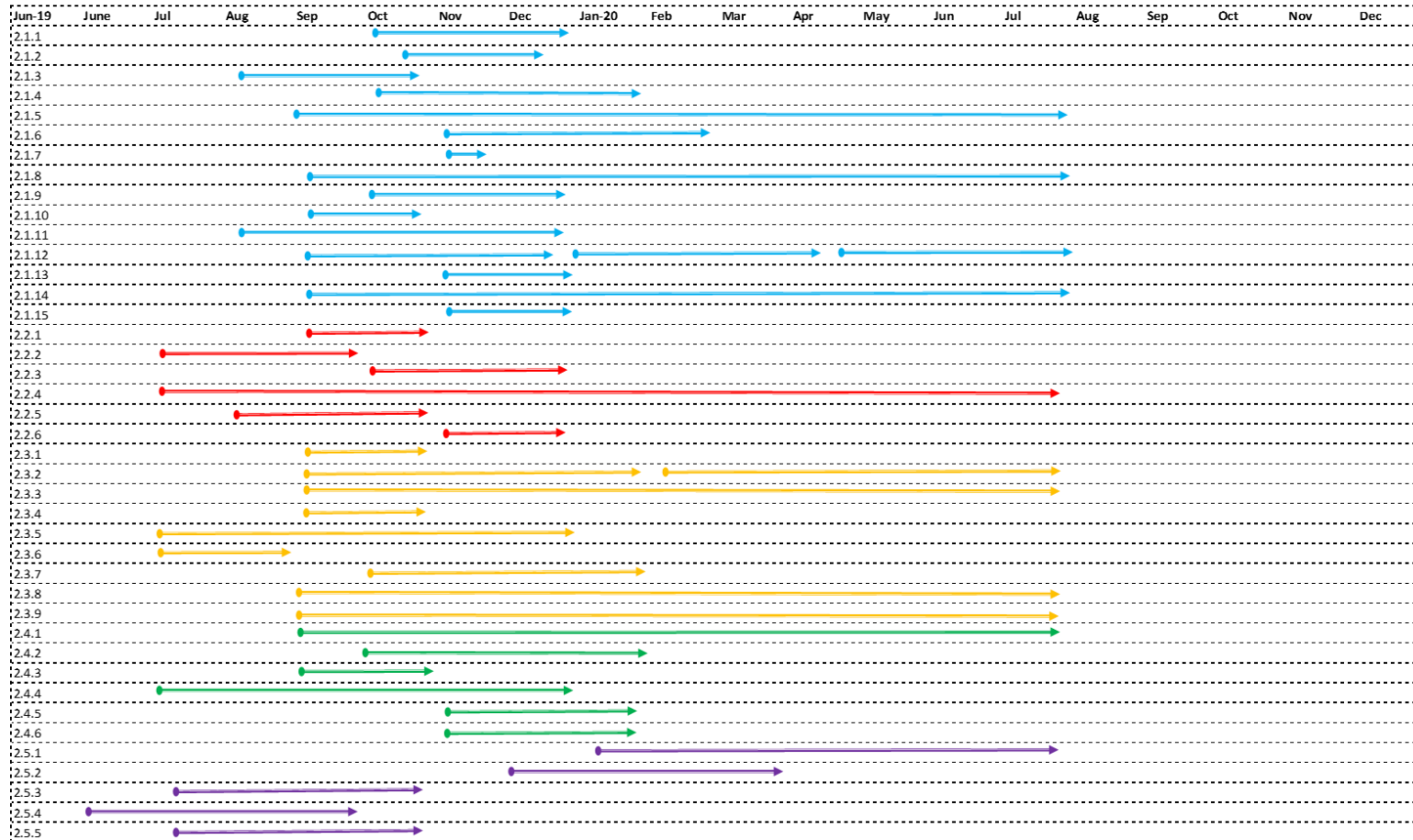
AFI 1-Improve Leadership and management by ensuring that:

- 1.1 The new headteacher receives the necessary support to discharge his responsibilities effectively
- 1.2 Middle leaders, including the special educational needs and phonics coordinators, are provided with the time, training and support required to carry out their roles successfully
- 1.3 Middle leaders develop strategic oversight of their areas of responsibility so that they can evaluate provision and impact more effectively
- 1.4 Additional funding, particularly the pupil premium, is spent effectively, evaluated for impact and leads to higher achievement for disadvantaged pupils and pupils with SEND
- 1.5 All staff are provided with the necessary training to teach phonics effectively.



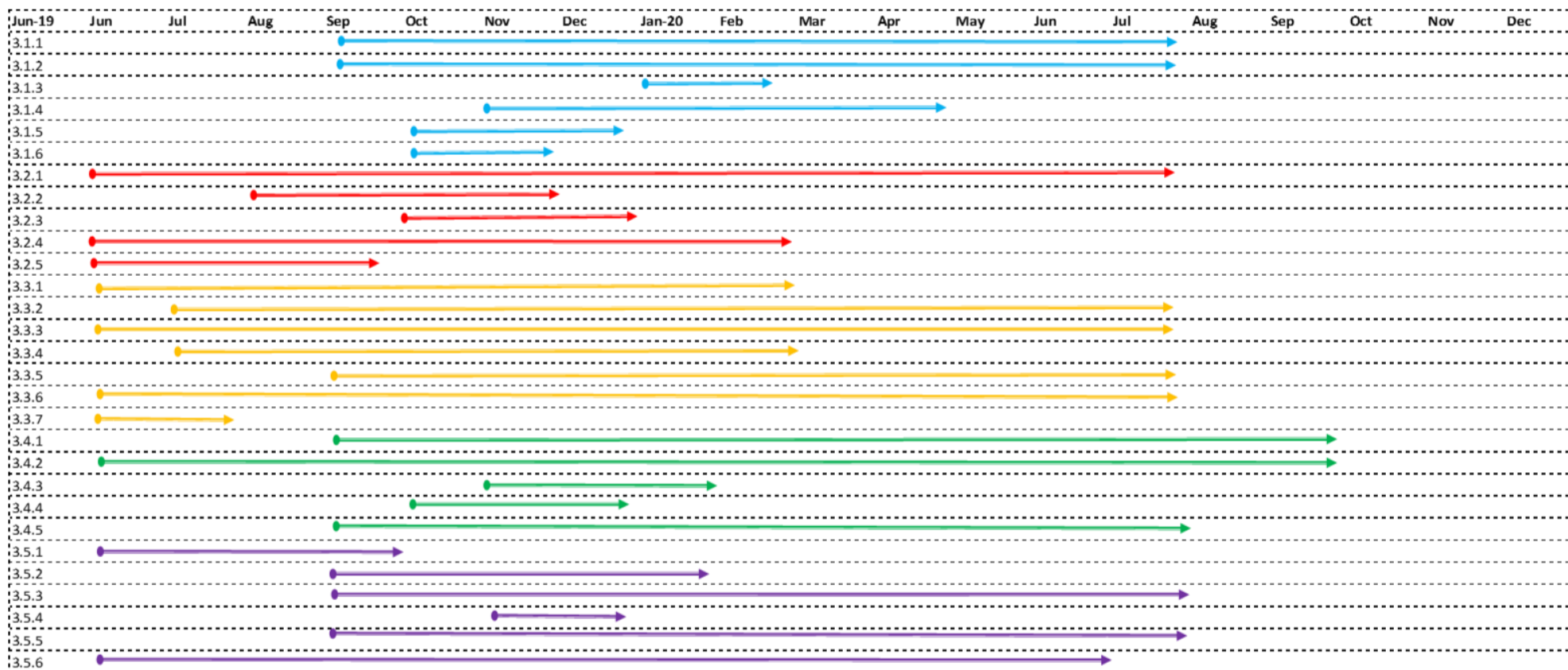
AFI 2-Improve the quality of education by ensuring that:

- 2.1 Curriculum planning for reading and mathematics throughout the school pays closer attention to the requirements of success in these subjects.
- 2.2 All pupils take pride in the presentation and quality of their work
- 2.3 Staff have the necessary expertise and subject knowledge to plan effective teaching and assess pupils' progress accurately
- 2.4 Pupils know how to improve their work and are encouraged to do so
- 2.5 Pupils across the ability range are challenged and encouraged to think more deeply



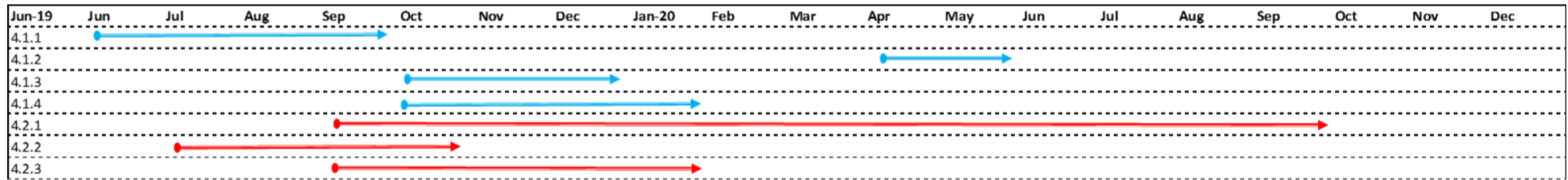
AFI 3- Improve pupils' *behaviour and attitudes* by ensuring that :

- 3.1** Pupils demonstrate positive attitudes to learning because they are interested in, and stimulated by the tasks they are set
- 3.2** All staff have high expectations of pupils' behaviour and what they can achieve
- 3.3** Staff systematically analyse patterns of attendance, exclusion, behaviour and bullying to identify the most effective strategies to overcome weaknesses
- 3.4** Staff continue to act to reduce absence, particularly for those disadvantaged pupils who are persistently absent
- 3.5** All staff consistently apply the new behaviour policy to tackle offensive language and reduce the number of incidents of poor behaviour and bullying



AFI 4- Improve pupils' *personal development* by ensuring that:

- 4.1** Staff, pupils and parents work together to foster a culture in which pupils develop greater self-esteem, higher aspirations and mutual respect
- 4.2** Continue to develop SMSCD and British values within our broad and balanced curriculum



AFI 5- Improve the Early Years by ensuring that:

- 5.1** Leaders develop strategic oversight of provision, plan accordingly and improve ongoing assessment of prime learning areas
- 5.2** All staff in the nursery and pre-school develop the expertise to enable children to acquire language more rapidly and effectively
- 5.3** Children in Reception make progress in writing that more closely matches the progress they make in other areas of learning

