

DERBYSHIRE COUNTY COUNCIL

Children and Younger Adults Department

School Action Plan (Revised)

Howitt Primary Community School

(Requires Improvement)

Date: December 2014 – July 2015

Review: February 2014

Date of Ofsted inspection: 3th – 4th December 2014

**LA
School
Governors**

KEY ISSUE 1: TEACHING AND LEARNING	<p>Improve the quality of teaching in Key Stage 1 and 2 and pupils' attitudes to learning, to secure consistently good progress for all groups of pupils by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> making sure that teachers use their assessments of pupils' prior learning more precisely to provide suitable challenge for all pupils during lessons, including for the most able and those with special educational needs <input type="checkbox"/> making sure that all teaching is presented in ways which will sustain the interest and engagement of all pupils <input type="checkbox"/> providing pupils with more opportunities to develop their skills in reasoning through applying their mathematical learning in other subjects <input type="checkbox"/> ensuring that teachers in Years 1 and 2 build upon children's prior learning in reading and mathematics more systematically so they can attain the same standards as they do in writing <input type="checkbox"/> ensuring that older pupils who have gaps in their understanding of phonics are provided with a programme of work to address their prior underachievement <input type="checkbox"/> ensuring that the teaching of grammar, punctuation and spelling is systematic and that all teachers keep a close eye on how well pupils are applying their skills in the full range of written work. 	
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Success Criteria	<ul style="list-style-type: none"> • 100% of teaching and learning is at least good by July 2015 with an increased proportion of outstanding teaching. • All lessons engage all pupils throughout each lesson as reflected in pupils' making good progress. • There is increased provision for pupils to apply their literacy and numeracy skills across a wider range of subjects. • An increased proportion of KS2 pupils achieve L4+ (expected level) in 2015 EGPS so it is closer to the national average (target 74%). • Word and Sentence level work is given emphasis across the school in order to extend pupils' application of basic literacy skills across the curriculum (underpinning better EGPS outcomes). • Children in Key Stage 2 have the opportunity to close gaps in their understanding of phonics, thereby supporting improved outcomes in Reading and Grammar, Punctuation and Spelling. • Gaps between boys' and girls' writing attainment are narrowing across the school. • There are increased opportunities for pupils to apply their mathematics skills and understanding through the application of mathematics across the curriculum. • Most DSEN pupils make progress that is at least in line with the upper quartile in the National Progression Guidance (00557-2010PDF-EN-01). • The proportion of pupils making expected progress, and the proportion exceeding expected progress in reading, writing and in mathematics are close to or above the national figures in Y2 and Y6. For disadvantaged pupils, the proportions of YR, Y2 and Y6 pupils making expected and better than expected progress are similar to, or improving in relation to, those for other pupils nationally and in the school, thereby narrowing gaps in attainment. (Shown through termly analysis of tracking). • A higher proportion of pupils attain Level 2b and above in reading and Level 2a and above in Reading and Maths by the end of Y2. • A higher proportion of children attain Level 5 by the end of Y6. 	Evaluation <ul style="list-style-type: none"> • Evaluative reports at local authority School Progress Review (SPR) meeting in February 2015. • Scrutiny of pupil progress data (tracking). • Scrutiny of lesson observation, planning and pupils' work. • Records of visits (ROVs). • Discussion with pupils. • Analysis of end of year outcomes and RAISEonline. • Governors' minutes and reports. • Ofsted HMI
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monitoring report.

- 2015 SATs targets (%) – Year 2 and Year 6

KS1 (53)	2+	2b+	3	KS2 (53)	4+	5+	6	2+ LP	3+ LP
Reading	92	80	26	Reading	89	45	0	91	28
Writing	83	75	11	Writing	76	35	7	88	25
Maths	96	80	26	Maths	87	32	7	90	23
				Re, Wr, Ma	69				
				EGPS	74	25	7		

- 2016 Year 6 targets (%) – current Year 5

KS2 (53)	Emerging ARE	Expected ARE	Exceeding ARE	Expected Progress	Better than expected Progress
Reading	19	81	50	91	30
Writing	25	75	36	95	30
Maths	25	75	41	92	31
Re, Wr, Ma		70			
EGPS	30	70	36		

Year Group Targets: Average APS

Spring 2014

Year Group	ARE*	Reading	Writing	Maths
1	10	9.6 (7.6)	9.3 (7.3)	9.4 (7.4)
2	14	14.2 (13.0)	14.0 (12.5)	14.0 (12.5)
3	17	17.6 (16.4)	17.1 (15.9)	17.7 (16.5)
4	20	21.2 (20.0)	20.2 (19.0)	20.0 (18.8)
5	23	24.8 (23.6)	23.3 (22.1)	23.3 (22.1)
6	26	28.9 (27.7)	26.9 (25.7)	26.8 (25.6)

*ARE = Age Related Expectation

Figures in brackets show (End of Autumn 2014 result)

Governors will be able to compare progress to targets by examining the Mapping Attainment Grids.

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
1.1a Adjust the organisation of lessons so that independent groups are fully engaged and challenged.	Headteacher	All children make progress during lessons due to careful monitoring by the teacher.	SLT	Lesson observations; planning scrutiny; discussions with children and staff.	SLT time for monitoring
1.1b Provide children with DSEN with appropriate, challenging learning opportunities to enable them to make progress in line with national expectations.	SENCOs	Provision Mapping is clear and progressive; pupils are enabled to make appropriate progress.	SLT	Lesson observations; planning scrutiny; work scrutiny; discussions with pupils.	SENCO time.
1.1c Monitor the gaps in attainment between disadvantaged children and those who are not. Take steps within each lesson to accelerate the progress of those in receipt of pupil premium.	Headteacher	Termly analysis shows that gaps are narrowing in Reading, Writing and Maths.	SLT, governors	Analysis of termly data with governors ; work scrutiny; planning scrutiny; lesson observations; discussions with pupils.	SLT time
1.2a Embed word and sentence level work, including spelling, in Literacy teaching across the school.	Lit Co - ordinators	Regular daily provision across the school; improved quality of grammar, punctuation and spelling across the curriculum	SLT	Planning and work scrutiny; observations; analysis of assessment results	Teaching resources
1.2 Support teachers' planning and co-deliver the teaching of spelling, focusing on Years 3 and 4.	TLA Consultant	Daily teaching of phonics and the application of spelling rules in writing.	Senior Adviser	Scrutiny of ROVs and reports to School Progress Review meetings	Consultant time (1/2 day x 2)
1.3a Embed the use of chatter boxes in Year 1.	Year 1 teachers	Speaking and Listening skills in Year 1 improved; gaps narrowed in Reading comprehension.	Assistant Headteacher	Improved outcomes in Reading outcomes; parental responses.	Range of suitable objects to initiate discussion
1.3b Accelerate progress in Reading in Key Stage 2 through focused questioning and differentiated activities to extend more able pupils.	Assistant Headteacher	More children (80%) attain 2b and above by the end of Key Stage 1.	SLT	Evaluation of assessment results and tracking; planning scrutiny.	Assistant Headteacher time.
1.3 Support Year 2 teachers in moving more readers from 2c to 2b / 2a by the end of Key Stage 1.	TLA Consultant	More children (80%) attain 2b and above by the end of Key Stage 1.	Senior Adviser	Scrutiny of ROVs and reports to School Progress Review meetings	Consultant time (1/2 day)

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
1.4a Extend opportunities for the application of maths skills through investigations, problem solving and cross curricular application.	Num Co - ordinators	Assessment results in Maths show improvement across the school; children are more able to apply links between areas of Maths.	SLT	Lesson observations; work scrutiny; discussions with children; analysis of assessment results.	Teaching materials
1.4b Challenge more able pupils within Maths lessons through differentiated tasks; open ended questioning and opportunities for independent exploration.	Num Co - ordinators	More children attain 2a and above at the end of Key stage 1; and Level 5 at the end of Key Stage 2.	SLT	Lesson observations; work scrutiny; discussions with children; analysis of assessment results.	Teaching materials
1.4 Support teachers' planning and the teaching of Maths, focusing on Year 2 and Year 4.	TLA consultant	Progress in Maths is accelerated through effective, creative teaching. More children attain 2a and above at the end of Key stage 1; and Level 5 at the end of Key Stage 2.	Senior adviser	Scrutiny of ROVs and reports to School Progress Review meetings	Consultant time (1 day)
1.5a Ensure that high expectations in literacy skills are apparent across the curriculum for both girls and boys.	Subject Co - ordinators	Improved GPS standards across the school; enhanced quality of written work in all subjects; the gender gap in attainment is narrowing.	SMT	Lesson observations, work scrutiny	Co – ordinators' time for monitoring
1.6a Monitor the teaching of new primary curriculum, ensuring cross curricular links are clear and embedded.	Co - ordinators	New curriculum is taught with creativity and high expectations across the school	SLT	Planning scrutiny; work scrutiny; moderation sessions	Staff time and staff meetings, e.g. 13/1/15: review of ICT; 24/2/15 (review of RE); MMT time.
1.7a Maintain and upgrade outdoor areas so that children benefit from more stimuli for writing.	HT	Outdoor areas are attractive and a suitable learning environment	SMT	Drop ins; provision audit	School budget
1.7 Support improvements to outdoor provision in EYFS with a focus on literacy, particularly in the nursery.	HT of South Normanton Nursery School	Completion Spring Term 2015.	Senior Adviser	Scrutiny of ROVs and reports to School Progress Review meetings	EYIO time (1 day)

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
KEY ISSUE 2: LEADERSHIP AND MANAGEMENT	Improve the effectiveness of leadership and management by: <ul style="list-style-type: none"> <input type="checkbox"/> ensuring that subject leaders and the leaders responsible for disabled pupils and those who have special educational needs have the skills and opportunities to make robust checks and accurate evaluations of the impact of their work to improve pupils' achievement <input type="checkbox"/> ensuring that the school's improvement plan has clear milestones so governors and leaders can check the extent to which actions are having the desired impact on pupils' achievement <input type="checkbox"/> ensuring that governors strengthen their systems for gathering information so they can hold leaders to closer account for the progress of different prior attaining groups of pupils <input type="checkbox"/> ensuring that the school website contains relevant and up-to-date information to help parents become more informed on how they can support their child's learning. 				Local Authority Plan of Action
Success Criteria	<ul style="list-style-type: none"> • Senior leaders and governors work together to ensure that the school improvement plan and consequent actions have a clear focus on groups of pupils who underachieve. • Training and support for staff (teachers and Teaching Assistants) is focused upon raising the attainment of all pupils and closing the gaps between disadvantaged pupils and others. • The School Improvement Plan has clear termly milestones so that governors can measure progress of Year Groups. • Middle leaders are extending their monitoring and evaluation skills across key stages to include more observations and coaching of staff in lessons, followed up with constructive dialogue that leads to better pupil progress. • Governors are more effective in using the information they gather through monitoring to hold school leaders to account. • The school website is a useful and compliant tool for parents to gain insight into the school's progress and their role in supporting the education of their children. 				Evaluation <ul style="list-style-type: none"> • Evaluative reports at local authority School Progress Review (SPR) meeting in February 2015. • Scrutiny of pupil progress data (tracking). • Scrutiny of lesson observation, planning and pupils' work. • Records of visits (ROVs). • Discussion with pupils. • Analysis of end of year outcomes and RAISEonline. • Governors' minutes and reports • HMI monitoring report.

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
2.1a Reconstitute the governing body to ensure that all governors are engaged, attend meetings and contribute to the progress of the school.	Chair	Working party of 4 governors and the Headteacher produce a proposed reconstitution for the approval of the governing body, 14/1/15.	Headteacher	Scrutiny of attendance records for governors; skills audits; evaluation of the effectiveness of meetings.	Governors' time
2.1 Support the governors in the headteacher performance management process, including the setting and reviewing of objectives.	Link Adviser	Reviewed in July 2015, final review in November 2015.	Senior adviser (SRi)	Scrutiny of ROVs and reports to School Progress Review meetings; feedback from governors; monitoring of governor minutes.	Adviser time (1.5 days)
2.2a Governors take part in the agreed schedule for monitoring and evaluation.	Headteacher	By end of Summer Term 2015, governors have taken part in scrutiny of planning and children's work; data analysis and learning walks	Chair	See Monitoring and Evaluation Schedule; feedback to governing body.	Staff time
2.2b A data working party of 2 governors and the Headteacher is established and active in scrutinising data and reporting back to the governing body.	Chair	6/1/15 – working party meet, scrutinise Raiseonline and the Derbyshire Primary Data Book, feeding back to the Children and Learning Committee on 21/1/15.	Headteacher	Minutes of governors' meetings will show improved understanding of data with appropriate questioning to hold the school to account.	Headteacher time
2.3a Continuously update and review the School Action Plan, ensuring that actions are taken and impact is monitored through comparison of attainment to targets. Set new targets, actions and success criteria as required.	Headteacher	Review action plan; set new objectives February 17th 2015	Senior adviser Governors	Weekly review of actions and timetable for monitoring.	Headteacher time
2.3b Ensure that the action plan has been followed and implemented.	Chair and Vice Chair	Review of objectives and setting of new targets, February 17 th 2015	Link Advier	Review meeting, Spring Term; final review Sept 2015	

Actions		Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
2.3	Evaluate the progress the school is making towards the targets and success criteria in the action plan through the School Progress Review	Senior Adviser	Termly meeting in February 2015.	Deputy Assistant Director	Scrutiny of School Progress Review meeting minutes.	Senior Adviser time, Adviser time, Consultant time
2.4a	Establish and manage a schedule of Monitoring and Evaluation for Spring and Summer term 2015.	Headteacher	All monitoring to be carried out by July 2015; evaluations shared and used to establish next steps	MMT	See schedule	MMT meeting time; release time for teachers
2.4b	Ensure that SENCOs and subject Co – ordinators have opportunities for monitoring and instigating improvements in provision.	Headteacher	By April 2015, SENCOs and Co – ordinators of core subjects have observed teaching and scrutinised planning / children’s work, giving feedback to teachers and adjusting practice accordingly.	MMT	See schedule	MMT meeting time; release time for teachers
2.4	Support middle leaders in extending their monitoring and evaluation skills through joint observations – quality assuring their judgements.	TLA consultants	See monitoring and Evaluation Schedule.	Senior Adviser	Scrutiny of ROV and reports to School Progress Review meetings	
2.5a	Provide training, guidance and support for teachers and Teaching Assistants so that they are equipped to fully support the progress of pupils.	Headteacher / TLA consultants	Training for teachers ongoing (see CPD folder) with relevant courses run by DCC. Teaching Assistants attend INSET training on Numicon (am) and Classroom Practice (pm), 16/2/15.	Deputy Headteacher	Lesson observations of impact within the classroom.	Release time; school budget to finance courses and provide cover.
2.6a	Carry out termly Progress Review Meetings with teachers, in order to identify good progress and areas for acceleration, with particular emphasis on disadvantaged groups.	SMT	April and July 2015.	Headteacher	Records of discussions showing identified interventions and tracking.	Staff time
2.7a	Subscribe to and use new electronic tracking system to aid tracking and data analysis, including gaps between identified groups and the rest of the pupil population.	SMT	Staff accountable for the accurate input of data and for tracking disadvantaged pupils.	Headteacher	Use of program to improve efficiency of data analysis and evaluation of interventions.	iTrack package; staff time

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources
2.7b Analyse gaps between the attainment of DSEN and FSM pupils and the rest of the pupil population; and between the attainment of boys and girls, monitoring progress towards narrowing the gaps.	SMT	Complete for termly; share with teaching staff and monitor whole school performance management targets based upon closing gaps.	Headteacher	SLT produce analysis of results for staff in simple, useable format.	SLT time
2.7 Quality assure termly achievement review with senior leaders	Link Adviser	Spring and Summer terms, 2015.	Senior Adviser	Scrutiny of ROV and reports to School Progress Review meeting; feedback from staff; evaluation of data analysis.	Adviser time (1 day)
2.8a Ensure the school website complies with DfE as well as DCC requirements and that it provides an accessible, informative and productive resource for parents.	Deputy Headteacher	Website fully compliant and up to date, December 2014.	Website Governor	Website Governor reports to the governing body.	Deputy Headteacher time.

	Role / name
Local Authority Advisory Service	Acting Deputy Assistant Director: Mark Emly Senior Adviser: Sue Ricketts Link Adviser: Carolyn Wood Teaching, Learning and Assessment Consultants: Anne Bareford and Jo Millican
Other Local Authority services/agencies	Behaviour Support: Sian Mansey and Claire Butler Educational psychologist: Clare Willott Locality MAT manager: Lesley Hough Headteacher of outstanding Nursery School: Angela Colmar
Governance	Governor Adviser: Brian Richards (Associate)
Finance	Local Authority Finance Officer: Andy Walker Local authority HR Officer: Judith Sharkey (JSh)
School community representatives	Headteacher: Pam Purdon Deputy Headteacher: Lynn Pilling Assistant Headteacher: EYFS leader: Ellinor Edgeley SENCOs: Louise Rhodes and Ellinor Edgeley

	Literacy subject leaders: Bev Allen and Katy Wilson; Babs Coates and Lynn Pilling Numeracy subject leaders: Kelly Knowles, Keely Davis and Sarah Dilks Chair of governors: Bob Harper Vice chair of governors: Darryl Richardson
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