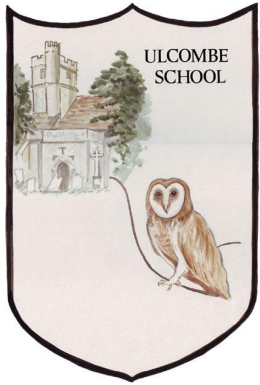


Ulcombe Church of England Primary School



School Recovery Plan

November 2013- July 2014

Executive Headteacher: Emma Hickling

Senior Teacher: Rachel Hargrave

Chair of Governors: Terry Shortland

Improvement Advisor: Fiona Wainde

**PLAN OF FUTURE ACTION FOR ULCOMBE CHURCH OF ENGLAND PRIMARY SCHOOL
NOVEMBER 2013**

**STANDARDS: STANDARDS AND ACHIEVEMENT IN THE SCHOOL TO IMPROVE SO THAT THEY ARE IN LINE OR ABOVE NATIONAL AVERAGES BY
JULY 2014**

KS1

	2013	2014
L2+ in reading	66.7%	90%
L2+ in writing	66.7%	90%
L2+ in maths	66.7%	90%
L2b+ in reading	66.7%	80%
L2b+ in writing	55.6%	80%
L2b+ in maths	55.6%	80%
L3+ in reading	22.2%	30%
L3+ in writing	0%	20%
L3+ in maths	11%	25%
two levels of progress Reading, writing, maths	Maths 75% Reading 75% Writing 75%	Maths 90% Reading 92% Writing 90%
32+ in phonics assessment	50%	68%
EYFS at expected	20%	60%

KS2

	2013	2014
Reading 4+	80%	85%
Writing 4+	60%	80%
Maths 4+	40%	85%
Combined R Wr Ma	40%	70%
reading level 5	20%	35%
writing level 5	60%	35%
maths level 5	20%	35%
2 levels progress in reading	75%	92%
2 levels progress writing	75%	92%
2 levels progress maths	75%	90%
% of achieving above expected progress R, Wr ma above national 14%	Reading 28.2% Writing 30.6% Maths 30.5%	Reading 30% Writing 30% Maths 30%

Achievement:

Years 1 and 2 to make a minimum 6 points progress a year based upon 3 pts APS on entry aligning to average EYFS outcomes.

2 points minimum by the end of term 2, 4 points by the end of term 4 and 6 by the end of term 6

Years 3 to 6 to make at least good progress (4 points in year).

Milestones: 1.3- 1.5 points in year progress per season

Teaching and Learning:

All teaching to be consistently good as demonstrated by triangulated evidence from in year progress data, marking for improvement, pupil response to marking, lesson observations and planning

Milestones:

December 2013- no inadequate teaching 33% consistently good

April 2014- 66% Teaching consistently good, no inadequate teaching

July 2014- 100% teaching consistently good, with 33% having evidence of some outstanding aspects

PRIORITY 1. TARGET: THE QUALITY OF TEACHING IN THE SCHOOL

FOCUS	SUCCESS CRITERIA
<p>Improve the quality of teaching in whole class lessons by:</p> <ul style="list-style-type: none"> ○ Ensuring that there are well defined learning objectives so that pupils are very clear about the purpose of their learning (OFSTED 2011) ○ Ensuring tasks and activities are pitched at the right levels for all learners ○ Ensure pace of lessons enables pupils to make maximum progress (OFSTED 2011) ○ Making sure teachers check on pupils' understanding during lessons and help pupils or provide more challenging activities where needed to extend their knowledge and skills ○ Ensuring that effective support is given to disabled pupils and those with special educational needs ○ Ensuring that activities and tasks are closely focused on what is to be learned and clearly explained ○ Ensuring pupils know their learning targets and how to improve their work to achieve them. 	<p>April 2014 100% Teaching consistently judged to be good or outstanding because:</p> <p>Teachers use assessment information to plan lessons that appropriately match the needs of all learners Teachers frequently check that pupils understand the work they are doing and that appropriate challenge is built in to lessons Pupils engage in their learning in all lessons Lessons judged to have a brisk pace Disabled and SEND pupils make good progress because the support is focussed and appropriately challenging Marking for improvement is consistent across the school Pupils have consistently regular opportunities to respond to marking comments Pupils consistently make good in year progress (4 points in key stage 2 and 6 in key stage 1)</p>

Benchmarks

October 13 33% inadequate teaching 66% Requires improvement	November 13 100% teaching requires improvement	December 13 33% teaching good 66% requires improvement	February 14 66% good teaching 33% requires improvement	April 2014 100% teaching good	June 14 Good quality of T&L sustained evidenced by triangulated monitoring		July 2014 100% good 33% outstanding aspects		
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ACTION PLAN

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION- SEE P+I FOR DATA
1.1	Ensuring that there are well defined learning objectives so that pupils are clear about the purpose of their learning.						

	Implementation of rigorous monitoring timetable	EHT	Governors	Allocated time of 1 day a week	Termly	Monitoring timetable in place on a termly basis. Clear expectations communicated to teachers.	Monitoring timetable sent to governors termly
	All RI teachers complete observations of model O/S lessons in identified school (focus pace)	LD (assistant headteacher at Kingswood)	EHT	Supply cover half a day for each teacher	One teacher to visit per term.	RI teachers demonstrate implementation of observed good provision in their lessons. RI staff deliver interesting and engaging lessons	Quality of teaching document shows improvement over time
	Use levelled learning intentions, and match activities to ensure pitched at right level.	EHT	Governors	Targets from not as we know it limited.	By end of term 2	Children make good progress of 4 points or 6 points per year	Work scrutiny shows use of levelled learning intentions – monitoring shared with governors termly
	Use check lists of targets to ensure planning is from pupils next steps	EHT	Governors	Adapted targets from Kingswood	By end of term 2	Detailed records are kept of children's achievements to assist with teacher assessment	Work scrutiny shows use of targets as an on-going record. Monitoring shared with governors termly
	Staff, pupils and parents are aware of levels of achievement of pupils and what progress is required.	teachers	EHT	As above	By Easter	Pupils take ownership of own learning, and can confidently discuss what level they are working at and next steps.	Pupils can communicate their level and next step
1.2	Increasing pace of learning and maintaining a high level of challenge to ensure pupils make good progress						
	EHT to deliver whole school CPD on use of assessment to inform planning and differentiation	EHT	teachers	INSET materials written by EHT	By end of term 2	Teachers able to plan from next steps, children make good in term progress from term 3.	Staff meeting minutes
	Monitoring of lessons, work scrutiny and planning, celebrates success and gives clear targets for improvement.	EHT	Governors	Monitoring timetable and evidence forms	Termly from term 2	Each teacher makes progress towards targets on a termly basis. Quality of teaching bench marks are reached.	Targets recording on quality of teaching document which is shared with governors on a termly basis
	EHT to deliver individual Coaching on planning to match pupil ability in literacy and maths.	Individual staff coaches	EHT through tracking and lesson observations	Target support weekly in term 2. Fortnightly term 3-4	Term 2 to end term 4	December 2013- no inadequate teaching 33% consistently good April 2014- 66% Teaching	GB track teaching profiles in GB mtgs against monthly benchmarks

							consistently good, no inadequate teaching July 2014- 100% teaching consistently good, with 33% having evidence of some outstanding aspects	
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PRIORITY 2 TARGET: IMPROVE THE IMPACT OF MARKING									
FOCUS				SUCCESS CRITERIA					
				In order to be judged good, the following criteria will need to be met:					
Improve the impact of marking by: <ul style="list-style-type: none"> Ensuring that comments from teachers in pupils' books tell them how to improve their work Providing opportunities for pupils to respond to teachers comments to improve their work or extend their knowledge and skills 				<ul style="list-style-type: none"> Teacher feedback will provide clear guidance to help children improve their work Teachers will consistently give pupils time to respond to their marking comments and allow quality time for the pupils to improve their work 					
Benchmarks									
November 13	December 13	January 14	February 14	April 14	June 14	July 14			
Staff meetings used to introduce expectations for marking	Monitoring shows 100% of staff applying new expectations	Monitoring shows evidence of regular pupil responses to marking comments	Pupils report regular opportunities to respond to marking	Pupils are clear about The positive impact of the time they are given to respond to marking	Book Monitoring by EEHT indicates policy being sustained and children's work and response rapidly improving	Pupils are confident in self and peer assessment and support each other to make improvements			
ACTION PLAN									
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION		
2.1	Ensuring that comments from teachers in pupils' books tell them how to improve their work								

Providing opportunities for pupils to respond to teachers comments to improve their work or extend their knowledge and skills							
Monitoring of pupils books, establishes quality of marking at present	Teachers	EHT	Time in monitoring timetable	By end of term 2	EHT clear on what works and what needs to improve to feed into training session	Work scrutiny – completed in term 2, contains comments and judgements about marking	
EHT provide examples of and model effective marking and feedback strategies and individual paired marking	EHT	Governors	2 staff mtgs and joint PPA	Term 1 to end term 3	Monitoring of pupil books show effective marking and feedback improves in line with T&L benchmarks	GB through P&I meetings termly EHT through book scrutiny reports	
Repeat work scrutiny shows that marking is for improvement and children are commenting	teachers	EHT	Time in monitoring timetable	By end of term 3	Monitoring shows evidence of regular pupils to marking comments	Further work scrutiny shows improvement to pupil involvement	
Individual coaching used to develop marking skills of all adults in the school. EHT to lead training and coaching of support staff to enable them to contribute to marking	EHT	Governors	Weekly TA meetings in term 3 to develop the skills	By end of term 3 – marking of more than adult evident in pupil books	Monitoring of pupil books show effective marking and feedback improves in line with T&L benchmarks	Monitoring records through quality of teaching document to be shared termly with governors	

PRIORITY 3 TARGET: TO ENSURE PUPILS MAKE GOOD PROGRESS IN READING, WRITING AND MATHS

FOCUS		Success Criteria In order to be judged good, the following criteria will need to be met:							
Ensure children make good progress by: <ul style="list-style-type: none"> Increased expectations in all lessons Daily high quality reading and writing lesson Structured phonics/ SPaG lessons on a daily basis Problem solving is an integral part of maths planning teaching and learning. 		Teaching staff have higher expectations of what children can achieve through their writing. And are providing better guidance to support pupils through increased teacher knowledge. Pupils are taught in phonics/ SPaG groups across the school. High quality reading and writing lessons taught daily, providing opportunities for children to improve their skills. Maths curriculum improved to include opportunities for problem solving.							
Benchmarks									
Sept 13	Oct/Nov	Dec 13	February 14	March 14	April 14	May 14		June 14	July 14
	Work scrutiny – identifies issues	Min 1.3 in year APS across KS2. 2 APS KS1	Lesson observations indicate teachers are providing better	Monitoring demonstrates vulnerable groups are being challenged	Min 2.6 APS in KS2 classes and 4 points KS1	Lesson observations continue to show assessment informs		Min 4 points APS across KS2 6 across KS1	Transition process is robust and teachers continue to build on achievements through high expectations of pupils

			guidance to children and support them well in responding well to challenge	and gaps are closing		planning and differentiation. Progress in reading, writing and maths has been accelerated			learning
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ACTION PLAN

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
3.1	Increase progress of all pupils in reading, writing and maths by raising expectations and improving quality of teaching						
	Increase time given to problem solving in maths lessons. Enabling pupils to apply methods learnt	ST	EHT	Planning for scrutiny – discussion time in staff meeting.	By end of term 3 – increased to at least 3 lessons in a unit	Pupils make increased progress in maths, due to ability to apply skills	Progress in maths – evidence in progress meeting notes of visit
	Structure children into phonics and SpaG groups, following assessment	Teachers	EHT	Phonics screening check materials	By end of term 2	Children in across phase phonics and SPaG groups.	Daily phonics lessons planned – seen as part of planning scrutiny
	Track children in Phonics and SPaG through use of assessments	Teachers	EHT	SPAG assessments and year 1 phonic check materials	Bi termly in terms 3 and 5	Children making good progress in phonics/SPaG	Tracking documents for children in Phonics/SPaG
	Teach high quality daily reading and writing lessons	Teachers	EHT	Shared materials with Kingswood	By end of term 4	Daily lessons taught in reading – focussed on comprehension skills from term 2 and daily writing from 2. Consistently good from term 4	Monitoring record – quality of teaching
	Learning in all lesson matched to pupils next steps, to enable good progress to be made within lessons and overtime	Teachers	EHT	Targets example planning	Learning beginning to be matched in term 2 Lessons monitored consistently highly quality b	Comments from monitoring show that it is beginning within term, and then consistent within term 4 onwards	Monitoring records shared with governors termly

					end of term 4	
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PRIORITY 4 TARGET: TO RAISE LEVELS OF ATTENDANCE SO THAT THERE ARE NO PERSISTANT ABSENCES AND THE OVERALL ATENDANCE RATE IS 95%

FOCUS		SUCCESS CRITERIA
		In order to be judged good, the following criteria will need to be met:
	<p>To raise attendance so that there are no persistent absences by :</p> <ul style="list-style-type: none"> ○ Following up every absence, with first day calling ○ Working closely with Educational Welfare Officer so that guideline are adhered to when working with families ○ Use of penalty notices for persistent absence or authorised holiday ○ Meet parents of those children who are absent long term, to see if an agreement to a return to school can be reached 	<ul style="list-style-type: none"> ○ Every absence followed up with first day calling ○ Fortnightly meetings with EWO, to ensure that guidance is being followed and penalty are issued when necessary ○ Meetings held with parents of those on long term absence to agree one of two outcomes, removal from roll or phased return.

Benchmarks									
Sept 13	Oct/Nov	Dec 13	February 14	March 14	April 14	May 14		June 14	July 14
2012-13 attendance a 83%	Fortnightly meetings with EWO established	Attendance increased to 85%	Persistent absentees reduced to less than 5 pupils	Attendance increased to 90%	No unexplained absences	Attendance increased to 92%		Persistent absences reduced to 3 pupils	Attendance increased to 95%

ACTION PLAN									
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION		

3.1	To raise levels of attendance, so that there are no persistent absentees and the overall attendance						
	Senior Teacher (RH) to identify pupils who are persistently absent	ST	EHT	Release time from teaching commitment	By end of term 2	Senior member of staff is accountable for attendance	Records of persistent absence shared with GB on a termly basis from term 3
	EHT to use the School Newsletter to reinforce the school's attendance policy, including on the authorisation or otherwise of holidays in term time	EHTT	ST	Newsletter	Termly from term 3	Parents aware of school policy regarding attendance	Parents have a greater understanding – evidence through conversation and meeting notes
	Senior Teacher to complete staged process for dealing with poor attenders following KCC guidance, leading to referral to EWO	ST	EHT	Release time from teaching commitment Relevant forms from attendance service	Weekly time to dedicate	Children who have poor attendance are part of process in partnership with EWO Attendance improves as per milestones	Termly reporting to the governing body from term 3
	Senior Teacher to liaise with MCAS prior to referral to EWO if poor attendance is families of Gypsy/Roma or other traveller backgrounds	ST	EHT	Release time from teaching commitment	Monthly meeting	Attendance improves as per milestones	Termly reporting to the governing body from term 3
	As part of the referral process school will support EWO in the issuing of penalty notices to parents whose children remain persistent absentees or who take their child on an unauthorised holiday	ST / EHTT	EHT	Paper work relating to penalty notices	Penalty notices issues from term 2, as required	Decrease in persistent absence as per milestones	Termly reporting to the governing body from term 3
	Administration team to contact the parents of all non-attending pupils by 9.30am each day, except in the case of known long-term absences, with whom less frequent contact is maintained (dependent upon the length of absence)	AT	ST	Phone class, email and text messaging system	Daily from term 2	Short and longer term absences are closely monitored	Registers checked by ST, show that absences are followed up
	Maintain a log of all communication regarding attendance for each child	ST	EHT	Release time from teaching commitment	From term 2	Trail of evidence is available for all children whose absence is an issue	EHT termly meeting with ST to review progress and scrutinise records

PRIORITY 5 TARGET: THE QUALITY OF LEADERSHIP IN AND MANAGEMENT OF THE SCHOOL

OBJECTIVES

SUCCESS CRITERIA

In order to be judged good, the following criteria will need to be met:

- Improve leadership and management at all levels by ensuring:
- Information on pupils' progress is accurate and current in all year groups
 - Subject leaders are fully involved in monitoring the quality of teaching and tracking pupils' progress
 - Systems to support new teachers are effective
 - Governors are fully aware of how good teaching is and where there is underperformance, rigorously question information about progress and challenge leaders effectively

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

- leaders' judgements about pupils' progress are accurate and data is up to date and informing progress and interventions required
- leaders routinely and quickly take action where data shows progress is less than good
- school leaders check on the quality of teaching rigorously, especially in writing and mathematics subject and phase leaders provide effective coaching for teachers to improve their practice
- leaders provide staff with the information and effective coaching/training they need to identify how to improve pupils' progress
- The Inclusion Manager will closely monitor the impact of the support pupils receive to ensure good progress for all groups
- Pupil premium funding will ensure the gap in attainment for eligible pupils is reducing
- Governors ask challenging questions about the information they are given and hold leaders to account for pupils' progress.

Benchmarks

Sept 13	Oct/Nov	Dec 13	Feb 14	April 14	June 14	Summer 14			
	Recovery plan, written and shared with staff governors and parents School evaluation	GB review taken place Pupil progress meetings demonstrate impact of PP money in	Self-evaluation rigorous and accurate from all leaders GB are provided with accurate data	Review leadership and benchmark provision against pay GB are clear	SLT are accurate and challenging with feedback to teachers	End of KS results indicate the accuracy of data SEN children have made accelerated			

	reviewed and rewritten to reflect honestly schools performance	closing the attainment gap	and are confident to ask challenging questions about the pace of improvement	about the quality of teaching and its impact on progress		progress to close the gap			
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ACTION PLAN

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
5.1	Information on pupils' progress is accurate and current in all year groups						
	Senior teacher to complete joint monitoring with EHT to validate judgements.	EHT and ST	GB through EHT report to FGB		ST quality of teaching securely good by end of term 3. Joint observations twice a term in terms 4-6	SL judgements are accurate No inadequate teaching with 66% teaching good by end of term 4	LA through P& Impact meetings
	SLT complete triangulation of data, books, marking and planning alongside lesson observations with EHT	EHT with wider leadership team	SL report outcomes to GB a P&I and FGB meeting	1 week of triangulation	Triangulation to start in term 2	All aspects of provision are investigated when making judgements about provision	GB track triangulated monitoring reports seasonally
	6 weekly teacher assessments to inform 6 weekly pupil progress meetings. EHT leading effective pupil progress mtgs where focus is pupil progress of vulnerable groups and closing gaps	EHT	Teachers monitor progress termly and are held accountable for this	Termly assessment	To start in term 3	Pupils have equal opportunities to succeed. Gaps in progress are closed. Interventions match need	FGB track in year ap and report to P&I meeting termly
	SLT use pupil progress mtgs (and triangulated evidence in lesson obs, scrutinies and data) to identify what is slowing progress over time - changes to provision and interventions will follow analysis.	EHT working with wider leadership team	Teachers use outcomes of PPM to inform interventions and plan strategic deployment of support staff	Termly review of provision	January 14 and subsequent 6 weeks	Pupils have equal opportunities to succeed. School clear of what is slowing progress over time. Gaps in progress are closed. Interventions match need. Data benchmarks are met	EHT evaluate impact through analysis of closing gaps data termly and reports to FGB
	Link COG to National Leader of Governance to coach and mentor	Governor Service	Principle Adviser CDS liaison Gov services	Termly support plan	Term 1	Package of support in place COG confident in roles and responsibilities	attendance at GB meeting