

## KULB Primary Schools Collaboration



Schools Improvement Plan

September 2015 - July 2016

Executive Headteacher: Emma Hickling

School Improvement Advisor: Keith Homewood

Kingswood	Ulcombe	Leeds and Broomfield
Head of School - Darren Waters Assistant Headteacher: Liz Dolan/ Victoria Waterworth SENCo: Emma Le Mar	Headteacher: Emma Hickling Senior Teacher: Rachel Hargrave SENCo: Lucy Boorman Leader of Learning: Emma Masters	Head of School: Julie Wellman Senior Teacher: Naomi Coleman SENCo: Naomi Coleman
Chair of Governors: John Hoadly	Chair of Governors: John Hoadly	Chair of Governors: Val Puncher
OFSTED due – Spring 2016	OFSTED due – Autumn 2015	OFSTED due – Autumn 2016

**PLAN OF FUTURE ACTION FOR KULB COLLABORATION  
SEPTEMBER 2015**

**STANDARDS: STANDARDS AND ACHIEVEMENT IN THE SCHOOL TO IMPROVE SO THAT AT LEAST 85% OF PUPILS ACHIEVE THE EXPECTED STANDARD AT THE END OF EACH KEY STAGE**

**JULY 2016**

KS1	2015 (Achieved)			2016 (Target)			KS2	2015 (Achieved)			2016 (Target)					
	K	U	L & B	K	U	L&B		K	U	L & B	K	U	L & B			
L2+ in reading	93%	63% (71%)	88%	ALL SCHOOLS 85% of pupils at expected standard for reading, writing and maths			Reading 4+	100%	71%	88%	ALL SCHOOLS 85% of pupils at expected standard for reading, writing and maths					
L2+ in writing	93%	63% (71%)	100%				Writing 4+	100%	100%	88%						
L2+ in maths	93%	63% (71%)	100%				Maths 4+	95%	57%	75%						
L2b+ in reading	93%	63% (71%)	88%				Combined R Wr Ma	95%	57%	75%						
L2b+ in writing	80%	63% (71%)	88%				reading level 5	58%	14%	38%						
L2b+ in maths	86%	51% (57%)	88%				writing level 5	63%	28%	25%						
L3+ in reading	27%	25% (29%)	63%				maths level 5	47%	14%	38%						
L3+ in writing	27%	0%	25%				2 levels progress in reading	100%	71%	88%						
L3+ in maths	20%	13% (24%)	38%				2 levels progress writing	100%	100%	100%						
2 levels of progress in reading, writing, maths	R 93% W 93% M 93%	R 100% W 100% M 86%	R 88% W 88% M 88%	100% of pupils make expected progress from expected standard at end of year R to end of year 2			2 levels progress maths	95%	57%	75%	100% of pupils make expected progress from 2b+ to expected year 6					
32+ in phonics assessment	65%	46% (60%)	71%	80%	60%	80%	% achieving above expected progress reading, writing, maths above national 14%	R 68% W 42% M 32%	R 43% W 43% M 14%	R 38% W 25% M 38%				20% of pupils make more than expected progress from level 1 to expected year 6 or level 2b+ to exceeding year 6		
EYFS at expected	85%	53% (73%)	80%	90%	80%	85%										

**Achievement:**

Years 1 and 2 to make a minimum 6 steps progress based on the numerical values given to each stage in SIMs tracking, 12 over the key stage. Expectation for those at expected EFYS to go to at least expected in year 1 and 2.

Key stage 2 to make a minimum 6 steps progress based on the numerical values given to each stage in SIMS tracking, 24 over the key stage.

Years 1 - 6: 85% of pupils to meet expected standard for end of the year.

Milestones: 25% of year group to be expected by December 2014, 60% by April 2015, and 85% by July 2015.

**Teaching and Learning:**

All teaching to be at least 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 2014 100% consistently good

April 2015- 100% Teaching consistently good, 33% outstanding

July 2015 100% teaching consistently good, with 66% having evidence of some outstanding aspects

**PRIORITY 1 TARGET: TO MODERATE TEACHER ASSESSMENTS, AND DEVELOP AN ASSESSMENT FOR LEARNING POLICY WHICH IMPACTS POSITIVELY ON PUPILS' PROGRESS (ENABLING 85% OF PUPILS TO ACHIEVE AT LEAST EXPECTED AT END OF YEAR IN READING, WRITING AND MATHS) AND IS TIME EFFICIENT FOR STAFF.**

FOCUS	SUCCESS CRITERIA
In order to be judged at least good, the following criteria will need to be met:	
<p>To develop a clear assessment policy which allows for moderation of teacher judgements and impacts on pupil progress by:</p> <ul style="list-style-type: none"> <li>• Development of an agreed marking policy, which is linked to statements from the national curriculum</li> <li>• Marking celebrates success and allows pupils to up level work to address points of development</li> <li>• Marking is linked to clear success criteria and achievement is recorded against National curriculum statements</li> <li>• A teacher assessment is made for all pupils in years 1-6 six times a year and these a moderated by colleagues and senior staff</li> <li>• Progress is tracked and interventions linked to instances where progress is not at expected.</li> </ul>	<p>Teacher assessment is accurate and marking impacts on progress because:</p> <ul style="list-style-type: none"> <li>• Teachers use assessment information to plan lessons that appropriately match the needs of all learners</li> <li>• Teachers frequently check that pupils understand the work they are doing and that appropriate challenge is built in to lessons</li> <li>• Marking for improvement is consistent across the schools</li> <li>• Pupils have consistently regular opportunities to respond to marking comments</li> <li>• Teachers make accurate assessments for all pupils in year 1-6 in reading, writing, maths and SPaG/ Phonics</li> <li>• Validity of assessments is assured by a structured programme of moderation</li> <li>• Progress targets are reached ensuring that 85% of pupils are at the expected standard for their year group by July 2016</li> </ul>

Milestones	December 2015			April 2016			June 2016			July 2015
School	K	U	L&B	K	U	L&B	K	U	L&B	KULB target
Percentage of pupils working at expected standard or exceeding:	35%	25%	35%	60%	50%	60%	80%	75%	80%	85% of pupils in years 1-6 meet the standards for their year group

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
<b>1.1</b>	<b>Development of an agreed marking policy which impacts positively on pupil progress enabling progress bench marks to be met.</b>						
A	Collaboration review of existing marking policies strengths and areas of development in each school	EHT/ Hs of S	Governors	Marking policy from each school	Hs of S meeting in term1, followed by collaboration staff meeting in term 2	Current marking policies are fully evaluated and strengths and areas of development agreed	
B	An agreed marking policy is developed to which all staff are invested in	EHT	Hs of S	Individual school staff meetings taken by three heads to introduce marking policy	Individual school staff meetings to be completed by end of term 2, new policy to be implemented in January 2016	All teachers using new marking policy from term 3 2016, and this has a positive impact on pupil progress meaning that benchmarks are met	
C	Monitoring ensures that marking across all three schools is of a high standard and in line with the marking policy therefore impacting on pupil progress	Hs of S	EHT	Targets bought in from 'Not as we know it limited ' and then monitored at termly moderation meetings	Children's progress checked and tracked six times a year at the end of each term	85% of pupils meet the criteria for their year group by July 2015	
D	Additional training is given to individual teachers where necessary as a follow up to monitoring of progress and marking	Hs of S	EHT	Agreed marking policy	Twice termly from term 3	Marking enables pupils to up level their work, and therefore impacts on progress positively	
E	Staff, pupils and parents are aware achievement of pupils and what progress is required	Teachers	EHT	Parents are invited in for regular meetings to discuss children's progress	Parents evenings terms 1 & 6; Report term 4; Informal drop in terms 2, 3 & 5	Pupils take ownership of own learning, and can confidently discuss their strengths are their next steps	
<b>1.2</b>	<b>Ensuring assessments of <u>entering/emerging</u>, expected and exceeded are agreed for each year group so that moderation can take place</b>						
A	Adopt SIMS tracking, discuss with staff and governors so that expectations are clear about what data will need to be collected	EHT	Teachers	Agreed tracking supplied by improvement team KCC	First data collected at end of term 1	Teachers understand six steps in which a child can progress from and to and are able to make professional judgements	

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
B	Staff teams meet and agree what a piece of writing/ maths would look like when a children is working at the expected level in each year group	Staff teams – in year groups	EHT	Termly moderation meeting	Termly from term 2	Progress shows that when triangulated the quality of teaching is at least good as pupils are making good progress	
C	Staff meet at least termly with year group colleagues and across phases to moderate judgements <b>reading</b> whether pupils are entering, expected or exceeding for their year group	<a href="#">EHT/Hs of S</a> <a href="#">Heads</a>	Governors	Staff meeting time 1/2 per term as a collaboration	Term1 to end term 6	Judgements agreed and expected in each group is an agreed standard, using published materials as a benchmark	
<b>1.3</b>	<b>Planning effective intervention for pupils who are not making good or better progress/ who are unlikely to reach expected by end of year</b>						
A	Class teachers to identify pupils who are underperforming and identify gaps for intervention	Class teachers	Hs of S	One PPM per term with head of school for each teacher	From term 1 - 6	Pupils who are not making expected progress are identified for additional intervention	
B	Interventions, targeted at progress are a maximum of 6 weeks and impact is measured and the success evaluated	Class teachers	Hs of S	Class teachers evaluate quality of interventions and impact on progress	Interventions run for the maximum of one term	Interventions enable children to make rapid progress and potentially reach expected standard for their year group	
C	Heads of school with teachers are aware at the end of each term of over view of pupils at expected and take appropriate action to ensure this meets targets	Heads of school	EHT	One heads meeting a term to review data with EHT or IA	EHT ensures targets from plan are met	Bench mark targets are met for all three schools	

**PRIORITY 2 TARGET: ENSURE THAT AT LEAST 85% OF PUPILS REACH THE EXPECTED STANDARD FOR THEIR YEAR GROUP IN MATHS BY ENSURING THAT THE CURRICULUM IS FULLY EXPLORED AND MASTERY PROMOTED.**

FOCUS	SUCCESS CRITERIA
<p>Ensure 85% of pupils reach the required standard in maths by the end of the year in each year group by:</p> <ul style="list-style-type: none"> <li>• Ensure standards for the end of each group are clear so that pupils can be assessed to be emerging, expected or exceeding by teachers and at moderation</li> <li>• Track each child's progress and ensure through the use of interventions where necessary that 85% of pupils meet the required standard in maths</li> <li>• Using effective differentiation within the new curriculum to ensure pupils make good progress</li> <li>• Teachers use effective questioning to develop and assess pupils learning.</li> <li>• Long term planning ensures that the whole curriculum is covered and that mastery can be promoted</li> </ul>	<p><b>In order to be judged good/ outstanding, the following criteria will need to be met:</b></p> <p>85% of pupils in each year group will be judged to be at the expected level</p> <p>Year R – 85% reach good level of development which includes maths elements</p> <p>Year 1 – 85% meet expected standard for year 1</p> <p>Year 2 – 85% meet expected standard for year 2</p> <p>Year 3 – 85% meet expected standard for year 3</p> <p>Year 4 – 85% meet expected standard for year 4</p> <p>Year 5 – 85% meet expected standard for year 5</p> <p>Year 6 – 85% meet expected standard for year 6</p>

Milestones	December 2015			April 2016			June 2016			July 2016
School	K	U	L&B	K	U	L&B	K	U	L&B	KULB target
Percentage of pupils working at expected standard or exceeding:	35%	25%	35%	60%	50%	60%	80%	75%	80%	85% of pupils in years 1-6 meet the standards for their year group

**ACTION PLAN**

	<b>ACTION</b>	<b>LEAD PERSON</b>	<b>MONITORING</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
<b>2.1</b>	<b>Ensure that at least 85% of pupils reach the standards set in the National Curriculum for maths in each year group by July 2015</b>						
A	Available exemplification materials are sourced in order to judge where children are achieving and track their progress	Teachers	EHT	NFER and other resources which assess pupils against the year group curriculum	First assessment at end of term 1 – all children emerging before this point	Accurate assessments of children's work made at the end of each term, using exemplification materials to help with moderation process	
B	Data is collected following moderation on a termly basis – children not making expected progress are referred to intervention to enable them to catch up	Teachers/Hs of S	EHT	Moderation meeting termly	Termly from end of term 1	Pupils not making good progress, concerns raised over whether they will meet expected level referred to interventions, which results in accelerated progress	
C	Effective differentiation allows all children to be challenged effectively within a year group curriculum	Teachers	EHT/Hs of S	Termly work scrutiny to monitor differentiation Good practice shared in year group teams	Termly from term 1 – 6	Monitoring of pupil books shows that differentiation is effective and pupils are making progress to meet bench marks	
D	Interventions are tailored towards individual children and their learning gaps, which enables their progress to accelerate and achieve expected level for their year group	Teachers/teaching assistants	SENCo in each school	Model provision maps provided by SENCo (L and B / K)	Termly from term 1	Children make accelerated progress when needed following an intervention – to ensure that 85% of pupils reach expected standard	
E	Individual pupil progress is tracked using the targets to enable teachers to plan activities to meet next steps effectively	Teachers	EHT	Targets in back of each books – provided by Kingswood	Daily/ weekly for each pupil	Work scrutiny of pupils books shows that pupils are making good progress Tracking shows 85% of pupils on track to meet expected level	
F	Long term planning produced by each teacher ensures that all aspects of that year groups curriculum is covered with an emphasis on arithmetic	Teachers	EHT	Examples of long term plans produced by other schools	Long term planning submitted to heads of school by end of week three of term 1 – feedback given	Planning ensures all aspects of curriculum are taught with emphasis on core knowledge/basic skills	

**Comment [JH1]:** Which what???

**ACTION PLAN**

	<b>ACTION</b>	<b>LEAD PERSON</b>	<b>MONITORING</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
G	Improve promotion of maths around KULB schools within learning environment and reward schemes	Teachers	EHT	Maths rewards certificates Interactive displays	Monitoring of learning environment for maths in term 2 by Hs of S. Certificate to be awarded to wow mathematician of the week from term 3	Pupils are inspired to perform well in maths, they are clear what their strengths are and what they need to improve	.
H	Agree a calculation policy for the KULB schools which can assist the teaching of arithmetic at all ages and stages to ensure pupils are well prepared for the new style SATs tests	Subject leaders to work together to produce a calculation policy to support work in maths	Hs of S	Half a day allocated to the development of a calculations policy	Policy to be developed by end of term 2	Teachers are clear about what calculations pupils should be able to access and use within each year group	
I	Maths subject leader team to develop the practice in maths across the KULB schools through a planned system of monitoring and development	Subject leadership team	Governors	Termly meetings and half a day non-contact time as a team	Monitoring to take place by end of term 2, suggestions given and sharing of good practice in term 3 with further monitoring in term 4	Teachers share good practice to ensure achievement bench marks are met	
J	Develop a consistency around starting points and how progress is tracked and measured through moderation and agreement trailing across KULB	Heads of school through termly meetings	EHT	Termly moderation meetings in year groups	Termly moderation meetings from term 1 before data is submitted to tracking	Teacher judgements are consistent across KULB and progress judgements therefore are secure	



**PRIORITY 3 TARGET: TO DEVELOP AN EFFECTIVE SCHOOL COUNCIL IN EACH SCHOOL TO ALLOW THE PUPILS A VOICE IN THE CHANGES BEING MADE WITHIN THE COLLABORATION**

FOCUS		SUCCESS CRITERIA						
Develop pupil voice by: <ul style="list-style-type: none"> <li>• Electing a school council within each school who will meet regularly</li> <li>• Establish a system of communication to the class reps so that pupils feel their voice is being heard</li> <li>• Involve pupils in decisions about events and changes to the collaboration</li> <li>• Develop the role of the school council by working with two other schools in a development project</li> <li>• Prepare year 6 for transition</li> </ul>		In order to be judged at least good, the following criteria will need to be met: <ul style="list-style-type: none"> <li>• Pupils feel they have a voice within school and contribute to decision making about their welfare</li> <li>• Behaviour is at least good in all KULB schools</li> <li>• Pupils questionnaire analysis for KULB states that 90% of pupils are happy in school</li> <li>• Pupils in year 6 prepared for transition</li> </ul>						
Milestones								
Sept 14	Oct/Nov 14	Dec 14	February 15	March 15	April 15	May 15	June 15	July 15
School councils elected	Staff member attends training day	School councils attend development day with two other schools	School councils meeting regularly	All pupils have a voice and are feeding issues/ ideas to members of council to be discussed	Councils are allocated a budget and are able to plan a purchase/project which will make a difference to their welfare	Parents survey analysis for collaboration states that 90% of children are happy and well taught	Year 6 pupils, prepared so confident about transition	Pupil survey analysis for collaboration states that 90% of pupils are happy at school

**ACTION PLAN**

	<b>ACTION</b>	<b>LEAD PERSON</b>	<b>MONITORING</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
<b>3.1</b>	<b>Develop pupil voice through the establishment of quality school councils</b>						
A	Elect two pupils from each year group from year 1-6 to sit on the school council in each of the three schools	School council lead CM, VW and LG	EHT/ Hs of S	Voting slips, ballot papers, time within class	Pupils elected by end of week 2 term 1	Pupils elected and part of a school council in each of the three schools	
B	Leader of school council attends half day training course with smart councils so that future meetings are run with agenda and meetings	CM, VW and LG	Hs of S	Half a day training at Sutton Valance	Training attended in term 1	Three leaders have attended training and <del>have</del> are able to set up a school council	
C	School council meets regularly with an agreed agenda and minuted meetings	CM, VW and LG	EHT and Hs of S	Example agendas and office support time for minute taking	School councils meet fortnightly for 30 minutes	School councils meet regularly with an agreed agenda	
D	A system of communication is established with classes feeding ideas and suggestions to their year group reps	CM, VW and LG	EHT	Ten minutes within timetabled class time where pupils can communicate with year group reps	Fortnightly, opposite week to school council meeting, from term 2	All pupils feel they have a voice, evidenced in parent and pupil survey as benchmarks	
E	A full day conference is attended by the KULB school councils with two other schools, to develop their voice as a council and their collaboration and communication skills	Teachers and TAs to accompany	EHT and Hs of S	£500 cost for full day conference	Conference to take place in term 3	Pupils have developed vision and understand purpose of school council and this can be communicated with rest of school/s	
F	School council to be given a small budget in new financial year to assist them in developing an idea/ project which will impact on the wellbeing of pupils	CM, VW and LG	Hs of S	Budget of £300 per school council to allow them to plan a project	Project to be planned and delivered in summer term	Pupils happy at school evidenced in parent and pupil survey	

**PRIORITY 4 TARGET: DEVELOP LEADERSHIP SKILLS OF STAFF AND STANDARDS IN SUBJECTS THROUGH THE DEVELOPMENT OF SUBJECT TEAMS FOR COMPUTING, PE AND RE/COLLECTIVE WORSHIP**

FOCUS	SUCCESS CRITERIA
<p>To develop leadership skills in staff and raise standards in subjects by:</p> <ul style="list-style-type: none"> <li>Developing subject teams who will monitor and be accountable for standards in computing, PE and RE/ collective worship</li> <li>Maintain budget and prioritise spending in line with school/ KULB priorities</li> <li>Analysing impact of sports premium and plan use of it next financial year</li> <li>Review School performance for Ulcombe and Leeds and Broomfield against SIAMs self-evaluation documents</li> <li>Identify strengths and weaknesses in subjects through regular monitoring activities</li> <li>Write actions plans, with clear steps and predicted measurable impact</li> <li>Complete lesson observations to triangulate good practice and set targets</li> <li>Use attainment standards at end of year to measure impact of action plans</li> </ul>	<p><b>In order to be judged good, the following criteria will need to be met:</b></p> <ul style="list-style-type: none"> <li>Leadership will be distributed across subject teams, and be accountable for the standards through appraisal</li> <li>All teaching staff will develop their leadership skills, evidenced through staff questionnaire</li> <li>85% of pupils will reach required standard for their year group in each subject</li> <li>Teaching and learning in all subjects is 100% good or better</li> <li>Sports premium is used effectively to positively impact the quality of teaching of PE across KULB</li> <li>Ulcombe and Leeds and Broomfield self-assess the teaching of RE and deliverance of worship to be good or better with the SIAM self-evaluation tool kit</li> </ul>

Milestones									
Sept 15	Oct/Nov 15	Dec 15	February 16	March 16	April 16	May 16	June 16	June 16	July 16
Establishing subject teams led by an experienced member of staff	First monitoring activities completed – strengths and weaknesses reported back to SMT	Action plan written with clear actions and measurable impact for each subject	Second monitoring activity completed and strengths and weaknesses reported back to SMT	Teachers assess in each subject against year group/ key stage statements - 60% should be at expected	Action plan and impact reviewed – actions changed or news one added where little or no impact	Staff questionnaire state that 50% have gained new leadership skills	Lesson observations to triangulate conclusions reached about standards in subjects	Setting of priorities for next academic year	85% reach required standard for their year group in each subject

**Comment [JH2]:** Dates on milestones don't look right. I presume they should lead up to July 16?

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
4.1	<b>Develop clear roles and accountability for staff in subject leader teams which leads to improved standards</b>						
A	Development of subject teams led by a senior/ experienced member of staff, who will develop the leadership skills or other staff	EHT	Governors	2 hours out of the INSET day – 4/9 One staff meeting a term, and a commitment to release core subject teams for a half day a term - £500 x 3 = £1500 x 6 = £9000	Activities undertaken termly As per subject action plans	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
B	Staff to be trained in how to monitor standards/ teaching and learning in a subject, in order to comment on strengths and weaknesses, and work with teachers to improve progress	EHT	Hs of S	Two staff meetings in term 1, and one thereafter. Half a day release time for core subject teams once a term to complete monitoring or work with staff sharing good practice	Monitoring activity to completed in term 1 , action plans in term 2, monitoring in Term 3, sharing good practice in Term 4, assessment analysis in term 5/6	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
C	Subject teams to complete monitoring activities, work scrutiny, learning walk and lesson observations to improve the teaching and learning and therefore progress in each subject	EHT	Hs of S	Release time from teaching commitment £500 x 3 in terms 1,3 and 5	Half a day of release time in each term	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
D	Use monitoring activities to identify strengths and weaknesses in each subject and feed these into an action plan to improve practice	EHT	Governors	Action plan produced by end of term 2, half a day release time for core subject teams £500 x 3 £600	Action plan produced by end of term 2	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
E	Analyse use of sports premium funding against impact on quality of teaching and learning and number of pupils working at expected levels in comparison with the benchmarks. Plan use with Swadelands of following years sports premium	PE subjects leaders and H of S	EHT	Sports premium funding Full day release time for sports leaders	Analysis to be done – term 5 after budget has been closed down	85% pupils in years 1-6 working at expected standard in PE	

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
F	Working as a team review school practice against statements in SIAMS self-evaluation tool kit Agree strengths and areas for development which then feed into an action plan as above	RE/ collective workshop subject leaders	Hs of S	SIAMs tool kit available on line Full day release for subject leaders £600	Action plan to be produced by end of term 2	Ulcombe judged to be good in majority of areas and overall in SIAMs inspection	
G	Use staff development, sharing of good practice to develop the teaching and learning in each subject to improve progress	Hs of S / EHT	EHT	Staff development, good practice meetings and teacher time sharing as required in staff meeting time	Actions as per action plans – staff meeting time allotted accordingly.	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
H	Each of the core subject teams to report to the governors, the outcomes of their monitoring, and the impact of the action plan on standards and progress	EHT	Governors	Term 3 and term 6 short slot at the beginning of the CSC meeting	Term 3 and 6	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
I	Aspiring individual leaders identified for further training with KCC or the national college so that they can lead a team next academic year, so that the leadership particularly at Ulcombe can evolve into a more distributive model.	EHT	Governors	Funding up to £1000 per course and 5 x days release per member of staff £2000 per member of staff x 2 £4000	Terms 5 and 6 when aspiring leaders are identified	Leaders developed to continue to drive standards in other subjects in 2015-16	

**PRIORITY 5.1 TARGET (KINGSWOOD):**

**INCREASE RATES OF KEY STAGE 1 PHONICS TESTS (Y1) AND RETAKES (Y2) TO AT LEAST 80%**

FOCUS		SUCCESS CRITERIA							
<ul style="list-style-type: none"> <li>Children to achieve above national expectations in Y1/Y2 Phonics test</li> </ul>		<b>In order to be judged good, the following criteria will need to be met:</b> <ul style="list-style-type: none"> <li>FS2 80% of children to achieve Phase 3 by end of FS2</li> <li>Yr 1 80% Children score 32+</li> <li>Yr 2 95 success for Yr 2 outcome</li> </ul>							
Bench marks									
Sept 15	Oct/Nov 15	Dec 15	February 16	March 16	April 16	May 16	June 16	June 16	July 16
2014-15 Phonics dropped from 74% last year to 65%	Phonics monitoring plan in place	Vulnerable children identified and support put in	70% Y1 predicted to pass phonics test	Teaching of phonics by all staff to be at least good	80% Y1 90% Y2 predicted to pass phonics test	Evidence of phonics progression in writing	Phonics test	Evaluation of success criteria	Phonics test/retakes to show above national expectations

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
5.1	<b>INCREASE RATES OF KEY STAGE 1 PHONICS TESTS(Y1) AND RETAKES(Y2) TO AT LEAST 80% (K)</b>						
A	All Year R/1/2 pupils will use the Jolly Phonic Mnemonics to accompany sounds from Letters and Sounds <ul style="list-style-type: none"> <li>Phonics lead to locate Jolly Phonic Handbook and share mnemonics</li> <li>Send home mnemonics to all parents to support home learning</li> </ul>	CJ	DW	Purchase another Jolly Phonics Handbook Release time	By end of Term 1	All children but particularly the more vulnerable will have a visual aid to support learning	
B	To use settings and intervention effectively to improve standards <ul style="list-style-type: none"> <li>Regularly monitor pupil progress and identify vulnerable individuals and those making greater progress.</li> <li>Set clear objectives for interventions that address children's needs.</li> <li>Staff have appropriate knowledge and training to lead interventions (e.g. word shark)</li> </ul>	CJ	DW	Staff training Release time Investigation of other phonic strategies	Termly from Term 2	Vulnerable groups/individuals are identified Children are placed in correct phonics groups and changed as appropriate through progress review meetings. Intervention matches the needs of the children. Targeted children make accelerated progress	

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
C	To ensure that all teaching of Phonics is at least good to ensure pupils make good progress <ul style="list-style-type: none"> <li>• Regular class observations</li> <li>• Regular scrutiny of work</li> <li>• Regularly monitor plans</li> <li>• Regular learning walks</li> <li>• Triangulate information to inform overall standard</li> <li>• Provide written and verbal feedback</li> <li>• Support individuals as required</li> </ul>	DW	EHT	Release time	1 x Termly from Term 1	Formal and informal monitoring of teaching shows that all teaching in the school is at least good in Phonics.  Action plan in place for individual CT/TA support if needed Learning walks and informal observations and walkabout to evidence	
D	To evaluate the performance of Year 1 and Year 2 children in the phonics test. <ul style="list-style-type: none"> <li>• Collate results</li> <li>• Identify patterns in areas of strength and weakness.</li> <li>• Set actions to address areas of need.</li> </ul>	CJ/DW	EHT	Release time	Term 5	Analysis complete Children in appropriate streamed phonics groups	
E	To monitor progress of children who do not pass the year 1 phonics screening <ul style="list-style-type: none"> <li>• Letters and sounds tracker to completed each term (6wks)</li> <li>• Identify children on tracker who did not pass year 1 phonics screening (underline children's name)</li> <li>• Action is taken to support progress made</li> </ul>	CJ	DW	Release time	1 x Termly from Term 1	Letters and sounds tracking clearly identifies progress of children who did not pass year 1 phonics screening	
F	For phonic teaching to be applied to writing <ul style="list-style-type: none"> <li>• Literacy plans to show phonic links to group work</li> <li>• Links to phonic work to be clear in classroom practice</li> <li>• Phonic group focus to be displayed in every classroom for children to refer to</li> <li>• Marking and feedback to support application of phonics</li> </ul>	CJ/VW/LD	DW	Release time	Weekly from Term 1	Literacy plans show links to phonics being taught Classroom practice show group phonic focus to be integral in literacy teaching and learning Marking and feedback show specific link to group phonics focus Evidence of phonic application in children's writing	

**ACTION PLAN**

	<b>ACTION</b>	<b>LEAD PERSON</b>	<b>MONITORING</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
G	Governors to have a clear overview of current Literacy developments and progress <ul style="list-style-type: none"><li>• Literacy leader and linked governor to meet to discuss progress and developments</li><li>• Regular updates shared with governors in governor meetings</li></ul>	DW/VW/LD	EHT/Govs	Support of link governor Release time	3 x a year	Governors are able to say what the present Literacy priorities are. Governors are able to discuss the changes in progress	



**PRIORITY 5.2 TARGET (ULCOMBE):**

**TO INCREASE RATES OF WHOLE SCHOOL ATTENDANCE TO AT LEAST 92% WITH LESS THAN 5 PERSISTENT ABSENTEES.**

FOCUS	SUCCESS CRITERIA
<ul style="list-style-type: none"> <li>• To raise attendance to at least 92 % with less than 5 persistent absences by :</li> <li>• Following up every absence, with first day calling</li> <li>• Working closely with Educational Welfare Officer so that guideline are adhered to when working with families</li> <li>• Use of penalty notices for persistent absence or authorised holiday</li> <li>• Development of relationships with GRT parents to reinforce same high expectations through appointment of a FLO</li> <li>• Establishment of a system of rewards and sanctions for levels of attendance</li> <li>• Use of GRT outreach officer to learn of children's movements without use of CME</li> </ul>	<p><b>In order to be judged good, the following criteria will need to be met:</b></p> <ul style="list-style-type: none"> <li>• Every absence followed up with first day calling</li> <li>• Fortnightly meetings with EWO, to ensure that guidance is being followed and penalty are issued when necessary</li> <li>• FLO establishes relationship with families so that absences or changes of address can be followed up quickly</li> <li>• Use of KCC GRT outreach officer to ensure pupils are in school and avoid use of CME forms where moves can be communicated.</li> <li>• Attendance rates improving weekly as a result of rewards and sanctions in place</li> <li>• Pupils happy in school and parents engaged – 90% survey (see target 3)</li> </ul>

Bench marks									
Sept 15	Oct/Nov	Dec 15	February 16	March 16	April 16	May 16	June 2016	June 16	July 16
2014-15 attendance 89% (improved from 83% 2012-13)	Fortnightly meetings with EWO established	Attendance increased to 90%	Persistent absentees reduced to less than 5 pupils	Attendance increased to 92%	No unexplained absences	Attendance increased to 93%	Reward for those children with over 95% attendance	Persistent absences reduced to 3 pupils	Attendance increased to greater than 93%

**ACTION PLAN**

	<b>ACTION</b>	<b>LEAD PERSON</b>	<b>MONITORING</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
<b>5.2</b>	<b>To raise levels of attendance, so that there are less than 5 persistent absentees and the overall attendance increases to 92% (U)</b>						
A	FLO or office staff to identify pupils who are persistently absent, and communicate regularly with families to set expectations for attendance	FLO	EHT	Release time from other commitments	By end of term 2	Number of persistent absentees falls by 50%	
B	EHT to use the School Newsletter to reinforce the school's attendance policy, including on the authorisation or otherwise of holidays in term time	FLO	EHT	Newsletter	Termly from term 3	Parents aware of school policy regarding attendance, attendance reaches 95% by mid-year	
C	FLO/ Office staff to complete staged process for dealing with poor attenders following KCC guidance, leading to referral to EWO	ST	EHT	Release time from other 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	
D	FLO to liaise with ISSK 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	
E	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	FLO / EHT	Governors	Paper work relating to penalty notices	Penalty notices issues from term 1, as required	Decrease in persistent absence as per milestones	
F	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	EHT	Phone class, email and text messaging system	Daily from term 2	Short and longer term absences are closely monitored	
G	Maintain a log of all communication regarding attendance for each child	FLO/ office staff	EHT	Release time from teaching commitment	From term 2	Trail of evidence is available for all children whose absence is an issue	

**PRIORITY 5.3 TARGET (LEEDS AND BROOMFIELD):**

**TO CONTINUE TO IMPROVE RATES OF PROGRESS FOR VULNERABLE GROUPS AND MORE ABLE CHILDREN ACROSS THE SCHOOL SO PUPILS MEET OR EXCEED NATIONAL BENCHMARKS FOR ATTAINMENT AT THE END OF YEAR 2 AND YEAR 6**

FOCUS	SUCCESS CRITERIA
<ul style="list-style-type: none"> <li>All class teachers to be able to accurately use tracking points and SIMS for assessment to move learning forward and to set challenging targets for the end of year and key stag for all groups</li> <li>Ensure that all teacher assessments and planning for the new curriculum is resulting in all needs being accurately provided for and that pupils make good progress</li> <li>To ensure that all teachers have high expectations of what learners should be able to do and that work challenges pupil at the right level in line with the new national curriculum</li> <li>Give pupils more opportunity to improve literacy and maths skills through other subjects of the curriculum</li> <li>To ensure that teachers use technology resources available more effectively to support pupil learning</li> <li>Pupils, Parents and Governors are aware of progress levels and outcomes at key points in academic year</li> <li>Links made with other key aspects of KULB plan regarding teaching and learning to enhance progress for all children</li> </ul>	<p><b>In order to be judged good, the following criteria will need to be met:</b></p> <p><b>Early Years:</b></p> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>To raise the percentage of children in Year 1 from .....to .....</li> <li>To raise the percentage of children in Year 2 from .....to.....</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>To raise the percentage of children in Year 3 from ..... to .....</li> <li>To raise the percentage of children in Year 4 from .....to .....</li> <li>To raise the percentage of children in Year 5 from to</li> <li>To raise the percentage of children in Year 6 from to</li> </ul> <p>Triangulation evidence from monitoring shows that all groups are challenged and make progress.</p> <p>Updates for Governors and Local Authority review and agree progress over academic year</p>

**Bench marks**

Sept 15	Oct/Nov 15	Dec 15	February 16	March 16	April 16	May 16	June 16	July 16
<p><b>Targets set for 2016 with Exec HT and LA</b></p> <p><b>New tracking sheets and provision maps collated and discussed</b></p>	<p><b>PPMs identify key target children</b></p> <p><b>Review of curriculum plans show clear links across subjects to literacy and maths</b></p> <p><b>Resource need identified</b></p>	<p><b>Termly data collation identifies 35% of pupils are working at expected</b></p> <p><b>Planning ensures all aspects of curriculum are taught and strong cross curricular links are made</b></p>	<p><b>Staff confident in using data to drive progress</b></p> <p><b>Interventions have been reviewed and record of impact recorded by SENCo</b></p>	<p><b>Children aware of the next steps in their learning and what they need to achieve their goals</b></p>	<p><b>Parents and children aware of current progress and targets in parent meeting and written reports</b></p>	<p><b>Termly data collation identifies 60% of pupils are working at expected /exceeding</b></p>	<p><b>Termly data collation identifies 85% of pupils are working at expected/exceeding</b></p>	<p><b>Outcomes of national tests show targets as outlined are reached or exceeded</b></p>

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
5.3	<b>TO CONTINUE TO IMPROVE RATES OF PROGRESS FOR VULNERABLE GROUPS AND MORE ABLE CHILDREN ACROSS THE SCHOOL SO PUPILS MEET OR EXCEED NATIONAL BENCHMARKS FOR ATTAINMENT AT THE END OF YEAR 2 AND YEAR 6</b>						
A	Long and Medium term curriculum plans reviewed and updated to clearly identify stronger cross curricular links to support mastery in literacy and maths	HoS Subject Leads	EHT	Planning format Overview of curriculum subjects/National curriculum	End of T1	Clear guidance for all staff about curriculum to be taught. Evidence in books shows clear links being made to aid mastery in literacy and maths	
	Resources review to support changes to curriculum maps	HoS Subject leaders	EHT	Release time for SLs to review resources	End T2 Technology upgrade end T1-T3	All resources in place and accessed to support curriculum development and impact on learning	
B	Introduction of Kent steps exemplification emerging/expected/exceeding criteria outcomes for literacy and maths introduced and added to work books; used to target set and reference assessment	HoS Subject leaders Senior teacher	EHT KULB SLs	Kent Steps overviews Moderation staff meetings identified Targets in books	Termly review from T1-6	Accurate assessments of children's work made at the end of each term  Next steps annotated on planning to support progress	
C	New tracking sheets introduced that identify low/secure outcomes for expected and exceeding that link with Kent steps criteria	HoS	EHT	INSET/staff meeting time to discuss and review	Beginning of T1-6	Stronger links made to Kent Steps materials and monitoring/moderation confirm accurate assessments being made	
D	Training for all staff linked to SIMS assessment 'AWL' program so CT's can take ownership of class data and review progress ready for PPMs	HoS	EHT	Staff meeting time Appropriate technology and program Technology upgrade	End T3	Class Teachers confidently use program to store data and access and review to help identify children causing concern re lack of progress/not meeting expected levels	
E	Data is collected on a termly basis – children not making expected progress are reviewed in detail and provision identified through QFT and/or interventions to support next steps	HoS/ Senior Teacher	EHT	Data tracking sheets Monitoring timetable outlining data collection dates	Termly from End T1-6	Concerns raised regarding pupils not making good progress – those not expected to make appropriate progress/levels referred for further support	
F	Individual progress is tracked in termly PPMs to identify successes, review progress/targets, impact and next step support	HoS/ Senior teacher	Governors LA	PPM release time/Staff meeting time	Termly from Beg T2-6	CTs and TAs are aware of current achievement of pupils and what progress is required	

**ACTION PLAN**

	<b>ACTION</b>	<b>LEAD PERSON</b>	<b>MONITORING</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
G	Review of provision maps and key intervention support based on PPM outcome	SENCo	EHT	Updated Provision map proforma	Termly from Beg T2-6	Children make accelerated progress when needed following an intervention as support is clearly identified Work scrutiny of pupils books shows that pupils are making good progress	
H	Intervention support identified, tailored to individual need, implemented, monitored and impact reviewed	SENCo	EHT	File for recording intervention focus , monitoring and review Release time for SENCo	Termly from End T1 - 6	Children make appropriate accelerated progress as agreed in PPM	
I	Target setting is in place and children aware of what they need to achieve and their next steps based on Kent Steps program	HoS/ Subject leaders	EHT	Learning environment space for targets? In Book? Time to collate and feedback to children	From term 3	Children can talk confidently about how they need to improve their work and next steps in their learning journey	
J	Termly triangulation linked to learning environment, planning, teaching observation, work scrutiny, pupil voice and data outcomes to ensure QFT is effective and teachers are using assessment information to plan lessons that support the needs of the learners	HoS	EHT LA Governors	Monitoring timetable Co-ordination for all taking part Timetable of observations	Termly from End T1-6	Triangulation shows QFT is in place to support learning and progress. Data shows progress towards set targets	