



Colehill First School

WIMBORNE
Academy Trust

School Action Plan 2017-2018

Signed: Andrew Turrall..... Date: 30 October 2017
Headteacher

Signed: Katie Ramsden..... Date: 30 October 2017
Chair of Governors

Signed: Liz West Date: 30 October 2017
Chief Executive

Colehill First School

School Action Plan 2017-2018

RAG status rating:

White: Not started
Red: Not achieved, past deadline
Amber: In process
Green: Achieved

<p>Priority 1 ENGLISH To continue to maximise achievement in English across the school. (Year 2 of a 2-year plan)</p> <p>TAP links: 1.1; 1.3; 3.1; 3.2; 4.3</p>		<p>Success Criteria: Proportions of pupils in all year groups achieving age related expectations, and greater depth within age related expectations, continue to be maximised, as a result of good or better progress for all pupils. Assessment accurately and efficiently identifies gaps in pupils' knowledge which are addressed through high quality teaching. All pupils with additional gaps and/or learning needs in English are accurately and efficiently identified, and effectively enabled to progress rapidly, closing achievement gaps with peers. Pupils will continue to effectively use and apply skills in speaking, reading and writing across the wider curriculum.</p>																					
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status															
<p>1.1 To assess pupils' learning in all aspects of English accurately and consistently in partnership with schools and staff across Wimborne Academy Trust.</p>	<p>1.1a Ensure consistency and quality of presentation and feedback across the school by applying the Trust-wide marking and presentation policy for pupils' recorded learning in English. CPD Sept 17.</p>	By Jul 18	English and assessment leaders.	Book scrutiny to check consistency: Nov 17 – 100% of sampled En books show consistent application of policy. Further checks Dec, Jan, Mar, Apr, Jun, Jul.	<p>Writing targets to at least meet:</p> <table border="1"> <thead> <tr> <th></th> <th>EXS+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>87</td> <td>17</td> </tr> <tr> <td>Y2</td> <td>93</td> <td>20</td> </tr> <tr> <td>Y3</td> <td>94</td> <td>26</td> </tr> <tr> <td>Y4</td> <td>94</td> <td>24</td> </tr> </tbody> </table>		EXS+	GD	Y1	87	17	Y2	93	20	Y3	94	26	Y4	94	24	Headteacher	Planned SL time for book scrutiny.	
		EXS+	GD																				
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<p>1.1b Secure consistency of Teacher Assessment judgements by contributing to Trust-wide moderation of standards across all year groups, as set out in CPD calendar.</p>	Termly, all year	English and assessment leaders.	Feedback from moderation sessions to impact on teaching and learning of English: Nov 17, Jan 18, May 18.	Clear and unambiguous interpretation of standards in all year groups. 100% accuracy in teacher assessment judgements at moderation and in-house.	Headteacher WAT SI lead	Planned SL time. CPD time.																	
<p>1.1c Ensure assessment judgments are well informed and up to date, taking into account national changes in frameworks</p>	Sept Autumn Term (new exempli-	English and assessment leaders.	Feedback after English networks Sept 17, Nov 17, Jan 18, Feb 18, Apr 18. Feedback from SLE	Teaching and assessment reflects identified changes. 100% accuracy in teacher assessment judgements.	Headteacher	Network time. CPD time.																	

	for English 2017-18, including exemplification materials.	fication materials)		re framework changes.																			
	1.1d Use agreed assessment systems i.e. Progression Tracker & SIMS to accurately measure attainment and progress in English and make informed comparative judgments between groups and cohorts.	SIMS Data capture twice per term, all year	Class teachers; English and assessment leads to cross-check.	Nov 17: Hosted SIMS in place. Data capture points Nov 17 / Jan 18 / Feb 18 / Apr 18 / Jun 18 / Jul 18.	Clear understanding of codes, 100% accuracy in all year groups on SIMS. % of pupils making progress above flightpath is maximised (see table below).	SLT	Planned SL time SLT time Hosted SIMS cost met by Trust																
	1.1e Narrow / eradicate gaps in English by targeting key groups showing potential to accelerate using 'target setting grid' approach.	Target setting via PM cycle Oct 2017	Class teachers English lead	Termly progress review meetings Nov 17, Feb 18, May 18.	% of pupils identified with potential to make 'above FP progress' in En <table border="1"> <thead> <tr> <th></th> <th>Re</th> <th>Wr</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>20</td> <td>20</td> </tr> <tr> <td>Y2</td> <td>23</td> <td>23</td> </tr> <tr> <td>Y3</td> <td>13</td> <td>23</td> </tr> <tr> <td>Y4</td> <td>18</td> <td>27</td> </tr> </tbody> </table>		Re	Wr	Y1	20	20	Y2	23	23	Y3	13	23	Y4	18	27	SLT	None	
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	1.1f Ensure rapid identification of 'off track pupils' leads to immediate appropriate targeted support to enable them to catch up. Use of coaching approach to disseminate best practice.	By July 18	SENCo	Review of school systems and shared practice via SEN Network Dec 17, Mar 18, Jul 18. Coaching approach – termly reviews Dec 17, Mar 18, Jul 18.	Intervention Trackers show progress with 100% of targets across the school. Impact analysis of interventions shows 100% of interventions result in accelerated progress in targeted areas. 100% of pupils at least maintain current FP ie 0% drop-off.	SLT	CPD time SENCo time																
1.2 To further improve the quality of teaching and learning in English at Colehill	1.2a Redesign the EYFS day to allow more scope for English learning within the EYFS programme.	By July 2018	EYFS lead	By Jan 18 EYFS data confirms progress in En matches that in Ma.	Pupil progress is maximised through increased curriculum time allocation Eradicate progress gap En / Ma by July 18.	English lead. WAT SI Lead.	Planned sL time																

First School.	1.2b Implement 'busy book' approach in EYFS to provide more scope to build evidence of pupil progress in independent writing.	By July 2018	EYFS lead	By Jan 18 EYFS data confirms progress in En matches that in Ma.	Pupil progress in writing is better exemplified and evidenced through BBs. 100% accuracy at EY moderation.	English lead / SLT. WAT SI Lead.	Planned SL time	
	1.2c Ensure all staff maximise pupil progress by making best use of NC objectives in planning cohesive units of English learning.	By July 2018	English lead, Supported by SLT	November 2017 - Network meeting: audit of staff understanding. In-school CPD to follow up. Planning time with MAT En lead Dec 17.	100% of planning addresses all NC objectives, making appropriate links. 100% of pupils at least progress in line with FP. Above FP progress: as set out in table 1.1e above.	Headteacher WAT SI lead.	Planned SL time CPD time	
	1.2d To maximise attainment in spelling, punctuation and grammar by consolidating and refining work from 2016-17 on the teaching of SPG, ensuring impact remains high.	By July 2018	English lead	Gap analysis feedback Oct 17. Through book scrutiny to review SP&G, 100% of books show successful U&A of ARE: Nov 17, Mar 18, Jun 18.	At WAT moderation 100% of pupils' learning demonstrates age appropriate U&A of SP&G.	SLT	Planned SL time	
	1.2e Review and refine the school's approach to the teaching and assessment of reading, including individual reading, Guided Group Reading and use of whole class texts, to ensure classroom practice maximises pupil progress in reading.	From Jan 2018	English lead	Network meetings Spring / Summer: discuss progress with this review. AC Learning Walk Summer 2018. School visits planned Summer 2018.	Individualised, guided and whole class reading provision continues to meet pupil needs and facilitates rapid progress in reading for all groups of learners. 100% of pupils at least maintain FP progress. Accelerated Re progress as in 1.1e.	SLT	Planned SL time Additional time for school visits 2 x half day	

Priority 2 MATHEMATICS To continue to maximise achievement in Mathematics across the school. (Year 2 of a 2-year plan) TAP links 2.1, 2.3, 4.1, 4.2, 4.3		Success Criteria <ol style="list-style-type: none"> Proportions of pupils in all year groups achieving age related expectations, and greater depth within age related expectations, continue to be maximised as a result of good or better progress for all pupils. Assessment accurately and efficiently identifies gaps in pupils' knowledge which are addressed through high quality teaching. All pupils with additional gaps and/or learning needs in mathematics are accurately and efficiently identified, and effectively enabled to progress rapidly, closing achievement gaps with peers. Pupils will continue to effectively use and apply mathematical skills across the wider curriculum. Identified next steps from the June 2017 Maths No Problem audit have all been addressed / actioned. 																					
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status															
2.1 To assess pupils' learning in all aspects of mathematics accurately and consistently in partnership with schools and staff across Wimborne Academy Trust.	2.1a Ensure consistency and quality of presentation and feedback across the school by applying the Trust-wide marking and presentation policy for pupils' recorded learning in mathematics. CPD Sept 17.	By July 18	Maths / assessment leader.	Book scrutiny to check consistency: Nov 17 – 100% of sampled Ma books show consistent application of policy. Further checks Dec, Jan, Mar, Apr, Jun, Jul.	Maths targets to at least meet <table border="1" data-bbox="1375 603 1666 735"> <thead> <tr> <th></th> <th>EXS+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>90</td> <td>23</td> </tr> <tr> <td>Y2</td> <td>93</td> <td>23</td> </tr> <tr> <td>Y3</td> <td>97</td> <td>35</td> </tr> <tr> <td>Y4</td> <td>94</td> <td>24</td> </tr> </tbody> </table>		EXS+	GD	Y1	90	23	Y2	93	23	Y3	97	35	Y4	94	24	Headteacher	Planned SL time.	
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2.1b Use Key Skills Assessments in mathematics to identify gaps in pupils' mathematical understanding. Use this knowledge to plan whole class teaching/ group interventions to eliminate gaps.	Termly, all year	Class teachers Maths leader.	End Sept 2017: Key skills assessments undertaken and entered onto maths tracker. Gaps analysis to be undertaken following each block of learning.	Minimised gaps across all year groups. 100% of identified gaps are responded to with immediate intervention.	Headteacher	Shared Google Drive with KSAs accessible.																	
2.1c Secure consistency of Teacher Assessment judgements by contributing to Trust-wide moderation of standards across all year groups, as set out in CPD calendar.	Termly, all year	Maths / assessment lead.	Feedback from moderation sessions to impact on teaching and learning of mathematics: Nov 17 – 100% of moderated books confirmed judgments. Further checks Mar & Jun 18	Clear and unambiguous interpretation of standards in all year groups. 100% accuracy in teacher assessment judgments at moderation and in-house.	Headteacher WAT SI lead	Planned SL time. CPD time.																	

	2.1d Use agreed assessment systems i.e. Progression Tracker & SIMS to accurately measure attainment and progress in mathematics and make informed comparative judgments between groups and cohorts.	SIMS Data capture twice per term, all year	Class teachers; Maths / assessment leader to cross-check.	Nov 17: Hosted SIMS in place Nov 17 / Jan 18 / Feb 18 / Apr 18 / Jun 18 / Jul 18 data capture points.	Clear understanding of codes, 100% accuracy in all year groups on SIMS. % of pupils making progress above flightpath is maximised (see table below).	Headteacher WAT SI lead	Planned SL time SLT time Hosted SIMS cost met by Trust									
	2.1e Narrow / eradicate gaps in Maths by targeting key groups showing potential to accelerate using 'target setting grid' approach.	Target setting as part of PM cycle Oct 2017	Class teachers with input from Maths / assessment lead.	Termly progress review meetings Nov 17, Feb 18, May 18	% of pupils identified with potential to make 'above FP progress' in Ma <table border="1"> <tr> <td>Y1</td> <td>10</td> </tr> <tr> <td>Y2</td> <td>13</td> </tr> <tr> <td>Y3</td> <td>13</td> </tr> <tr> <td>Y4</td> <td>24</td> </tr> </table>	Y1	10	Y2	13	Y3	13	Y4	24	SLT	None	
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	2.1f Ensure rapid identification of 'off track pupils' leads to immediate appropriate targeted support to enable them to catch up. Use of coaching approach to disseminate best practice.	By July 2018	SENCo	Review school systems and shared practice via SEN Network Dec 17, Mar 18, Jul 18. Coaching approach – termly reviews Dec 17, Mar 18, Jul 18.	Intervention Trackers show progress with 100% of targets across the school. Impact analysis of interventions shows 100% of interventions result in accelerated progress in targeted areas. 100% of pupils at least maintain current FP ie 0% drop-off.	SLT	CPD time SENCo time									
2.2 To further improve the quality of teaching and learning in mathematics at Colehill First.	2.2a Maximise pupil progress in mathematics by ensuring all staff are enabled to make the most effective use of 'Maths No Problem' in delivering the mathematics NC objectives. CPD 'refreshers' for key staff. Coaching approach by maths lead.	By July 2018	Maths lead	CPD to explore and make best use of shared resources on G Drive. Network meetings to review practice Nov 17, Jan, Feb, Apr 18. Coaching – as above.	100% of planning addresses all NC objectives, making appropriate links. 100% of pupils at least progress in line with FP. Above FP progress: as set out in table 2.1e above.	SLT	CPD time									
	2.2b Continue to develop and extend provision for pupils working at greater depth within	From Sept 17, ongoing all	Maths lead	Regular CPD to review the school's approach to greater depth opps for	Pupils' work continues to evidence greater depth opportunities and greater	SLT	CPD time									

	age related expectations, thereby maximising achievement at greater depth across the school.	year		rapid graspers. Network meetings to benchmark and review practice. Nov 17, Jan, Feb, Apr 18. Moderation confirms 100% accuracy in TA assessment judgments at GD.	depth achievement. There is a breadth of evidence across all areas of mathematics. GD targets as set out in table 2.1a above.			
2.3 To share and disseminate best practice in mathematics teaching with other schools locally within and beyond Wimborne Academy Trust.	2.3a Ensure staff continue to develop professionally through hosting visits from local schools / leading teacher research groups sharing practice re most effective delivery of MNP, thereby maximising pupil progress at CFS.	From Sept 17	Maths lead Key maths teaching staff	Report back to WAT maths SI lead on progress with this aspect of our work. Nov 17, Jan, Feb, Apr 18.	Network of teachers sharing practice grows, impact assessment from visiting schools is shared. Progress at CFS is maximised: see above FP targets in 2.1e above.	Headteacher WAT SI lead	Release time for Maths lead and other key staff £400	
	2.3b Ensure staff continue to develop professionally through regularly visiting other MNP schools and pro-actively sharing practice, thereby maximising progress at CFS.	From Sept 17	Maths lead Key maths teaching staff	Share feedback at Maths Network meetings: Nov 17, Jan, Feb, Apr 18. AC class mathematics visits ongoing all year and AC Learning Walk March 2018 evidence impact of CPD.	100% of lessons observed show: a) innovative approaches to teaching mathematics. b) evidence of learning from action-research, supported by coaching approach.	Headteacher WAT SI lead	Release time for Maths lead and other key staff £400	
	2.3c Ensure key staff develop and extend skills as 'coaching champions', in order to support school improvement in mathematics at CFS and further afield.	By July 2018	Maths lead Key maths teaching staff SENCo	Through PM, identify opportunities for each teacher to develop and utilise coaching skills with colleagues. Coaching approach – termly reviews Dec 17, Mar 18, Jul 18.	Coaching approach maximises pupils attainment and progress so that 100% of pupils at least maintain FP Above FP progress is maximised (see table 2.1e) Attainment is maximised (see table 2.1a)	Headteacher	Release time for coaching champions	

Priority 3 To enhance our pupils' understanding of modern British values and to develop and extend their understanding of Britain as a multi-faith, multi-ethnic and multicultural society.		Success Criteria:						
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
3.1 To enhance pupils' understanding of modern British values as defined by our government.	3.1a Promote British values through the use of identifiable characters for each value, e.g. Tolerant Turtle, Democratic Dragon. Introduce via assembly and praise the children's use of British values in class and through Well Done assemblies.	By July 2018	SLT Class teachers	All BV characters to be introduced by end of Autumn Term 2017. School Council BV Survey Spring Term 2018.	100% of pupils sampled recall each British Value readily with reference back to the associated character. 100% of pupils questioned can explain simply what each value means and can exemplify (age-appropriately).	AC	DEED CPD 2 x twilight sessions GLP funded	
3.2 To review school values and charter in the light of the above.	3.2a Review school values in the light of the above, in order to reduce the total number of values so that pupils can recall values readily. Review school charter to maximise links with BVs. Explore values token system (or similar) to enable pupils to identify when and where school values are being displayed in school.	By July 2018	SLT Class teachers School Council	Review of school values and school charter to be complete by end of Spring Term, March 2018. New streamlined school values and charter in place for Sept 2018 launch.	100% of School Council members confirm that streamlined school values are meaningful to them. School charter links to British values more directly. Visual values system in place to denote which values pupils are putting into practice across the school.	AC External validator	Values token system New signage £800	
3.3 To develop and extend our pupils' understanding of the diversity of modern Britain	3.3a Actively promote Britain as a diverse country through assemblies, whole school events, displays, and curriculum content coverage. CPD Lynda Ford-Horne.	By July	SLT Class teachers	AC Learning Walk to assess impact Jan/Feb 2018.	100% of pupils surveyed respond with positive recognition to a series of British diversity indicators. Displays reflect more fully the school's commitment to promoting understanding of	Ge lead. AC External validator	CPD costs Full Day £350	

and its links with the wider world.					diverse Britain. 100% of pupils surveyed are able to challenge stereotypes about Britain / the wider world.			
	3.3b Re-establish Worldwide Connections map illustrating the connections members of our school community have with the wider world and with other parts of Britain.	Autumn 2017	SLT Class teachers	Map in place by end November 2017, fully populated.	100% of pupils questioned can explain connections they / their families have with other parts of Britain / wider world.	AC External validator	None World map updated	
	3.3c Use music assemblies as a vehicle and a context to enable pupils to learn about diverse, multi-faith Britain.	From Sept 2017	SLT Class teachers	Harvest, Christmas, Easter and Summer Concert each reflect this learning.	100% of pupils surveyed show awareness of the range of faith groups in modern Britain.	RE lead AC External validator	None	
3.4 To develop our school environment and enhance resources to better and more fully reflect the cultural diversity of our country.	3.4a Carry out a full library / reading book audit, to establish the extent to which our current book stocks reflect a range of cultural diversity. Add titles accordingly to broaden the range of available texts. DCC library staff to carry out audit.	By July 2018	SLT English lead	Report from library audit Nov 2017. All points actioned by Feb 2018.	Range of books reflect a breadth of cultural diversity and are well utilized in leaning. 100% of pupils questioned show interest in a wide range of texts including those from different British and world cultures.	AC DCC library staff	£1800 in library / sponsored walk budget	
	3.4b Establish a stand-alone collection of texts linked specifically to British values to explain and exemplify them, thereby enhancing pupils' awareness and understanding of BV.	By July 2018	English lead	Report from library audit Nov 2017. All points actioned by Feb 2018.	100% of pupils can explain what British values mean with reference to the texts when shared/ discussed in class.	SLT AC	£400	
	3.4c Complement displays with a range of visual resources in school to promote diversity, including posters relating to world faiths, art from different cultures, maps depicting the origins of art, music, poetry, stories etc., amongst others.	By July 2018	SLT with input from DEED	AC Learning Walk to assess impact early Spring 2018.	The school environment will become visually more rich and will clearly make a statement about the importance placed on diversity. 100% of School Council members will be able to	AC External validator	£200	

					explain the significance of the displays.			
	3.4d Review taught curriculum to maximise opportunities to address the global and British dimensions; Identify opportunities to enrich the taught curriculum with additional learning about other cultures, including at Golden Time, via the Musicianship Programme, and as part of whole school events.	Spring - Summer 2018	SLT with input from DEED	DEED review April 2018.	Curriculum planning will evidence how opportunities are maximised and how learning progresses from year to year. Revised LTPs will be completed by end of Summer Term 2018. Additional enrichment opportunities will impact on pupils' understanding and enjoyment. They will be able to explain the origin of different areas of content. Measurable data PASS pupil attitudes to school and self	AC External validator	£250	