

Improving outcomes plan 2017/18

“Visible consistency, visible collaboration, visible challenge, visible creativity”



Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.

Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.

Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.

Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Drafted with Governors Curriculum Committees and full Governing Body - Autumn term 2017

Section 1: Raising Achievement of pupils

Section 2: Improving the quality of teaching (arising from school self evaluation activity and lesson observations)

Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare

Section 4: Improving the effectiveness of leadership and management; embedding ambition and driving improvement

Long term aims;

Underlying principles to align action with aspiration.

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

L.M. Williams – Head Teacher

1. Grow great staff, who in turn grow a great team, who in turn grow a great school.
 - Continue to invest in the staff through maintaining our role as a strategic partner with the teaching school
 - Invest in future teaching staff by leading on the school direct teaching programme and driving forward the Teach Bolton Model
 - Extend the role of the school as a National Support School, with the head teacher taking a lead role as NLE.
 - Promote other staff to the role of SLE
2. Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny.
(Learn)
 - Promote the incremental learning theory – growth mindset approach
 - Reward effort and attribute success to hard work and determination
3. Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. **(Sparkle)**
4. Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. **(Shine)**

Why the 4 visibles?

Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.

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Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Section 1 ; Raising Achievement Plan

Rationale

To raise the outcomes for all groups of pupils to outstanding.

- The progress and achievement of all groups exceeds national comparative data; FFT targets are met at at least FFT 50 (national average) with a target of FFT 20 (see data below)
- Pupils learn well and demonstrate a good quality of work in a range of subjects
- Pupils develop their skills in reading, writing, grammar, communication and maths and apply them across a wide range of subjects
- Keep up the drive to accelerate pupil's rates of progress in EYFS and KS1 to increase the proportion who are able to meet the standards expected for their age at the end of Year 2.

St. Peter's CE Primary, Farnworth Analyse School Performance (ASP) Summary data report 2017 Progress at Key Stage 2

Ks2 Progress VA Achievement v Expected based on prior attainment only

	2014	2015	2016	2017
Combined ARE+/4b %	+19	+25	+34	+20
PR	10	5	2	8
Combined Above ARE/5 %	+4	+5	+3	+4
PR	22	18	23	23
Combined APS/Scaled score	+2.6	+4.2	+4.8	+2.6
Combined Prog rank /100	14	4	4	15

Progress in individual subjects	Reading	Writing	Maths
Progress Score	+2.07	+1.85	+3.10
Confidence Interval (Upper limit)	+4.34	+4.05	+5.15
Confidence Interval (Lower limit)	-0.19	-0.35	+1.06
Statistical significance*	In line	In line	Sig +
FFT Percentile rank	23	22	12

Making sense of statistical significance

Where progress is in line with average	Reading; -0.19 Writing; -0.35	This is the average score increase for each pupil required for progress to be sig+.
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Progress of groups; VA

	Combined VA	Reading VA	Writing VA	Maths VA
All pupils	2.6 sig +	2.1	1.85	3.1 sig +
Percentile Rank FFT	15	23	22	12
Boys	2.3	1.85	1.53	2.77
Girls	2.9	2.35	2.25	3.51 sig +
Disadv (nat others)	2.6	1.85 (+0.33)	1.33 (+0.17)	3.27 (+0.28)
Other	2.6	2.5	2.8	2.8
SEN Support	0.8	-2.67	0.9	4.23
No SEN	3.1 sig +	3.3 sig +	2.1	2.81 sig +
EAL	2.9	4.0	0.69	1.86
On roll in Y5+6	2.6	2.04	1.85	3.16 sig +
Low PA	2.6	0.79	1.56	5.67 sig +
Mid PA	2.3	1.33	1.33	2.51
High PA	3.3	4.82	4.82	2.84

Progress is significantly above national average for all groups pupils in reading, writing and maths combined and maths individually. PR overall is top 15%. **Each subject individually has a PR placing the school in the top 25% (top quartile) for progress.**

Progress is positive for all groups in all areas except those on SEN support in reading. This is due to one outlier scoring -17 VA individually (KJ) and other children with SEN support for dyslexia - thus low reading ability. (LB, PH)

Progress is strongest in maths, with many group showing sig + VA,

Progress of high PA group is strong across all subjects.

Girls make better progress than boys overall.

The progress of disadvantaged pupils matches that of non disadvantaged pupils overall (+ 2.6)

The progress of disadvantaged pupils is higher than that of non disadvantaged pupils in maths and GAPS

Progress of disadvantaged exceeds national others.

Progress of pupils using scatter plots

	Reading	Writing	Maths
No. of pupils with scores below -5	3	1 (KJ)	1 (KJ)
No. of pupils with scores below -10	1 (KJ)	0	0
VA recalculated removing KJ	2.76 sig +	2.19 sig +	3.41 sig +

Pupils with very low progress scores NB: one pupil with a very low score can be the cause of overall data not being significantly above average. Removing the data of one pupil, (KJ) who did not do his KS1 assessments at St. Peter's' and when assessed by the educational psychologist was found to have very low cognitive scores, moves all VA scores to be significantly above national average.

Attainment at KS2; Compared to national average (national comparative groups)

Key to grading for difference to national average (number of pupils)

3 pupils less than NA	2 pupils less than NA	1 pupil less than NA	Equal to NA	1 pupil more than NA	2 pupils more than NA	3 pupils more than NA
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No. pupils: 29	School	LA	National	diff from Nat %	Diff No. pupils
% EXS RWM	69	60	61	+8	+2.3
% High RWM	10	8	9	+1	0
Ave score R	103.3	103.1	104.1	-0.8	n/a
Ave score M	104.7	104.4	104.2	+0.5	n/a

KS2 Attainment by groups (RWM combined) Difference from national comparative group i.e., national other for disadvantaged, national all for SEN, national all for EAL

	Cohort	% EXS RWM	% diff from National	Diff No. pupils *
All pupils	29	69	+8	+2.3
Boys	16	56	-1	-0.16
Girls	13	85	+20	+2.6
Disadvantaged *	19	58	-9 (nat others)	-1.71

Other	10	90	+23	+2.3
SEN Support	6	17	-44 (national all)	-2.64
No SEN	23	83	+13	+2.99
EAL	3	33	-28 (nat all)	-0.84
On roll in Y5+6	28	68	+5	+1.4
Low PA (overall)	5	0	-7	-0.35
Mid PA (overall)	20	80	+25	+5.0
High PA (overall)	4	100	+5	+0.2

Overall summary on attainment; The % of pupils achieving ARE in reading, writing and maths combined is above NA, by 2 pupils. The % achieving higher standard is in line with national average.

The attainment of the middle PA group and the group no SEN support is much higher than the comparative group nationally. The attainment of girls & others in achieving ARE is also above national average by more than 2 pupils.

The attainment of the SEN support group, EAL and disadvantaged group is below that of their national comparative group, but this is not a like for like comparison.

KS2 Attainment by groups (separate subjects) Difference from national comparative group i.e., national other for disadvantaged, national all for SEN, national English first language for EAL

	Cohort	% Difference from national (number of pupils)					
		EXS Reading	Higher standard reading	EXS Writing	Higher standard writing	EXS Maths	Higher standard maths
All pupils	29	-0.29	-1.16	-1.16	-1.16	+2.32	-2.61
Boys	16	-0.8	-1.28	-1.12	-1.12	0	-1.76
Girls	13	+1.3	+0.39	+0.26	=	+2.21	-0.78
Others	10	+1.3	+0.1	+0.9	+0.9	+1.0	-0.7
Disadvantaged	19	-2.66	-4.37	-3.42	-4.64	-0.19	-3.04
SEN Support	6	-3.24	-1.5	-3.54	-1.08	-1.5	-1.38
No SEN	23	+1.84	-0.46	+0.23	-0.92	+1.84	-2.07
EAL	3	+0.12	+0.24	-1.29	+0.6	-0.24	+0.3
On roll in Y5+6	28	-0.56	-1.12	-1.96	-1.12	+1.68	-2.52
Low PA (overall)	5	+0.15	-0.05	-0.85	=	+1.0	=
Mid PA (overall)	20	+2.0	-0.8	+1.4	-1.4	+3.2	-1.2
High PA (overall)	4	+0.12	+1.76	+0.08	+2.16	+0.08	+0.84

Identify groups with notably high/low attainment at KS2.

In all subjects the attainment of pupils on SEN support is lower than their national comparative group i.e. all pupils, this is to be expected.

The attainment of disadvantaged pupil is also below that of their national comparative group – other pupils nationally.

Mid and high PA groups generally perform better than the national comparative group at reaching their expected level of attainment, with more mid PA converting to ARE and more High PA converting to higher standard than that found nationally.

Reading; Attainment in reading is generally in line with national. Attainment of Middle PA is good (more than 2 pupils above NA and % of High PA achieving higher standard is also good)

% achieving higher standard is lower than national comparative groups generally, however the higher PA group exceeds the national comparative group

Writing; No areas of significant weakness, although one pupil below NA generally across the board in each sub group. (except mid PA who do comparatively well and High PA at reaching GD) **Raising attainment in writing is to be an action on the Literacy improvement plan 1718**

Maths; Attainment is generally in line with national, although it is above national for Mid PA group (more than 3 pupils above NA) and girls and overall (more than 2 pupils above NA)

% achieving higher standard in maths is below that found nationally. **Raising the % of middle & higher prior attaining children achieving higher standard in maths is an action on the maths improvement plan 1718**

Achievement of pupils summary Ks1 2017 including groups

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
R,W,M combined		63			13			+15	+2
PR		60			38			9	36
Boys	34	56			12			+12	+4
Girls	22	73			14			+19	-2
Disadvantaged	30	58			13			+10	+4
Other	26	68			12			+21	0

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
Reading	56	75	76	-0.56	27	25	+1.12	+14	+7
PR		59			43			6	24
Boys	34	71	71	0	18	22	-1.36	+13	+2
Girls	22	82	80	+0.44	41	29	+2.64	+15	+16
Disadvantaged	30	73	61	+3.6	27	28	-0.3	+10	+8
			79	-1.8					
Other	26	77	79	-0.6	27	28	-0.26	+19	+6

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
Writing	56	66	68	-1.12	20	16	+2.24	+13	+6
PR		65			34			11	23
Boys	34	59	61	-0.68	15	11	+1.36	+12	+6
Girls	22	77	75	+0.44	27	20	+1.54	+14	+8
Disadvantaged	30	63	52	+3.3	23	18	+1.5	+9	+11
			72	-2.7					
Other	26	69	72	+0.78	15	18	-0.78	+17	0

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
Maths	56	77	75	+1.12	23	21	+1.12	+16	+6
PR		50			39			4	27
Boys	34	76	74	+0.68	21	22	+0.34	+16	+5
Girls	22	77	76	+0.22	27	19	+1.76	+18	+8
Disadvantaged	30	70	60	+3.0	27	23	+1.2	+8	+9
			79	-2.7					
Other	26	85	79	+1.56	19	23	-1.04	+27	+1

Ks1 Progress since EYFS

		2016			2017		
		Writing	Reading	Maths	Writing	Reading	Maths
Emerging expected to	School	28	26	26	32	52	53
	National 2016	30	36	36	24	34	36
	Difference sch to nat	-2	-10	-10	+8	+18	+17
	No of pupils	0	1	1	+1	+4	+3
Expected expected to	School	78	79	97	100	95	96
	National 2016	82	85	86	78	87	85
	Difference sch to nat	-4	-6	+11	+22	+8	+11
	No of pupils	0	1	3	+3	+1	+2
Expected to Greater depth	School	9	7	12	11	33	21
	National 2016	13	20	18	10	20	16

	Difference sch to nat	-4	-13	-6	+1	+13	+5
	No of pupils	0	3	2	0	+2	0
Exceeding to greater depth	School	44	50	60	100	89	80
	National 2016	52	65	59	50	70	56
	Difference sch to nat	-8	-15	+1	+50	+19	+24
	No of pupils	0	1	0	+3	+1	+1

Ks 1 Conclusion attainment and progress

Identify groups with notably high/low attainment at KS1.

The % of children at GD is above national average in all subjects – although broadly in line. The % achieving ARE is slightly below NA in reading and writing, slightly above in maths - although generally broadly in line. Given their starting points, however, attainment at Ks1 is very good, with very strong attainment being shown against that of comparative prior attainment groups.

By subject and group;

Reading; Disadvantaged pupils attain much higher than the same group nationally (3 more pupils), however their attainment is slightly lower than the national comparative group of Non FSM. Attainment of girls is very positive & much higher than NA in achieving high standard.

Progress made to reach ARE by all pupils combined is significantly above national average. PR = 6

Writing; Disadvantaged pupils attain much higher than the same group nationally (3 more pupils), however their attainment is lower than the national comparative group of Non FSM . Attainment of girls is positive. **Raising attainment in writing is to be an action on the Literacy improvement plan 1718**

Progress made in writing in Ks1 is PR 11

Maths; Disadvantaged pupils attain much higher than the same group nationally (3 more pupils), however their attainment is lower than the national comparative group of Non FSM. The achievement of girls at higher standard exceeds national average. **Progress made to reach ARE by all pupils combined is significantly above national average. PR = 4**

Phonics:

No. pupils: 60	School	LA	National	diff from Nat	Diff No. pupils*
% achieving Y1	85	81	81	+4	+2.4

Phonics attainment by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys	34	79	78	+1	+0.34
Girls	26	92	85	+7	+1.82
FSM	25	76	68	+8	+2.0
FSM v nat comp group	25	76	84	-8	-2.0
Non-FSM	35	91	84	+7	+2.45

Identify groups with notably high/low attainment in phonics.

Given their starting points attainment in phonics is good, in that the groups are in line with and on the positive side of national average.

Disadvantaged pupils and non disadvantaged pupils do well compared to the same group nationally, although the attainment of disadvantaged pupils is below that of non disadvantaged pupils.

Non disadvantaged pupils do very well compared to the comparative group nationally.

EYFS:

No. pupils:	School	LA	National	diff from Nat	Diff No. pupils*
% GLD	60	66	71	-11	-6.6

EYFS attainment of GLD by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys	36	67	64	+3	+1.08
Girls	24	50	78	-28	-6.7

Identify groups with notably high/low EYFS attainment noting specific ELGs

GLD is below that found nationally.

Boys attainment however at the end of FS exceeds that found nationally, whilst that of girls is well below that found nationally.

Progress in EYFS

The improvement in attainment across the foundation stage at least matches the improvement made in Bolton as a whole in 19/24 areas.

Improvements made at St Peter's exceed the Bolton improvement in 12/24 areas and improvement is much greater in the areas of maths and understanding the world.

The area where improvement does not match the Bolton pattern is Physical development and in particular HSC.

Extending the amount of progress made in EYFS Physical; health and self care is an area for improvement on the EYFS improvement plan

Strand	Average on entry 16/17	Average on exit	Average progress
Pse; MR	14.25 30b	18.43 40a	4.18
Pse; SC	14.47 30b	18.57 40a	4.1
Pse; MF	14.35 30b	18.37 40a	4.02
PSE overall	13.98 30c	18.3 40a	4.32
PHY; MH	14.85 30b	18.83 40a	3.98
PHY; HSC	14.82 30b	18.58 40a	3.77
PHY overall	14.65 30b	18.55 40a	3.9
COM; LA	14.05 30b	18.43 40a	4.38
COM; U	14.57 30b	18.48 40a	3.92
COM;S	14.17 30b	18.37 40a	4.2
COM overall	13.87 30c	18.27 40a	4.4
Lit; R	13.9 30c	18.4 40a	4.5
LIT;W	13.87 30c	18.35 40a	4.48
LIT overall	13.72 30c	18.3 40a	4.58
MAT; N	14.23 30b	18.42 40a	4.18
MAT; Sh,sp	14.13 30b	18.38 40a	4.25
MAT overall	13.95 30b	18.35 40a	4.4
UTW;PC	14.0 30b	18.33 40a	4.33
UTW; W	13.87 30c	18.43 40a	4.57
UTW; T	14.45 30b	18.58 40a	4.13
UTW overall	13.8 30c	18.25 40a	4.45
EXP;I	14.08 30b	18.52 40a	4.43
EXP;E	14.18 30b	18.48 40a	4.3
EXP overall	14.0 30b	18.43 40a	4.43



16/17 Exit (ages and stages)												
Strand	<30-50	%30-50	Total well below	% 40-60	Total below	% ELG	% EX ELG	Total in line +	Gap At start exp	Bolton in line +	Gap At end	Narrowing the gap
Pse; MR	0%	3%	3%	32%	35%	57%	8%	65%	-23%	84	-19	Nar
Pse; SC	0%	2%	2%	32%	34%	55%	12%	67%	-14%	84	-17	Wid
Pse; MF	0%	2%	2%	35%	37%	55%	8%	63%	-17%	83	-20	Wid
PSE	0%	3%	3%	33%	36%	57%	7%	64%	-14%	79	-15	=
PHY; MH	0%	2%	2%	17%	19%	67%	15%	82%	-5%	86	-4	=
PHY; HSC	0%	2%	2%	35%	37%	52%	12%	64%	-18%	86	-22	Wid
PHY	0%	2%	2%	25%	27%	53%	10%	63%	-7%	82	-19	Much wid
COM; LA	0%	3%	3%	35%	38%	47%	15%	62%	-19%	80	-18	=
COM; U	0%	5%	5%	33%	38%	45%	17%	62%	-16%	79	-17	=
COM;S	0%	7%	7%	27%	34%	52%	13%	65%	-19%	79	-14	Nar
COM	0%	7%	7%	32%	39%	48%	13%	61%	-14%	75	-14	=
Lit; R	0%	7%	7%	32%	39%	37%	25%	62%	-8%	72	-10	=
LIT;W	0%	7%	7%	32%	39%	45%	17%	62%	-13%	69	-7	Nar
LIT	0%	7%	7%	32%	39%	45%	17%	62%	-7%	68	-6	=
MAT; N (2)	0%	5%	5%	28%	33%	52%	15%	67%	-14%	73	-6	Much Nar
MAT; Sh,sp (1)	0%	5%	5%	28%	33%	53%	13%	66%	-20%	75	-9	Much Nar
MAT	0%	7%	7%	28%	35%	53%	13%	66%	-18%	72	-6	Much nar
UTW;P C	0%	5%	5%	33%	38%	53%	8%	61%	-18%	78	-17	=
UTW; W	0%	5%	5%	28%	33%	55%	12%	67%	-18%	77	-10	Much Nar
UTW; T	0%	0%	0%	35%	35%	63%	2%	65%	-23%	87	-12	Much Nar
UTW	0%	5%	5%	33%	38%	62%	0%	62%	-18%	75	-13	Nar
EXP;I	0%	2%	2%	35%	37%	60%	3%	63%	-24%	81	-18	Nar
EXP;E	0%	3%	3%	32%	35%	62%	3%	65%	-26%	82	-17	Nar
EXP	0%	3%	3%	37%	40%	57%	3%	60%	-23%	79	-19	Nar


Figures in brackets show attainment as at July 17 – attainment on entry to this improvement plan.
Most improvement needs to be made in writing

		Reading			Writing			Maths			GPS		
		Exp 50	Exp 20	Exp 5	Exp 50	Exp 20	Exp 5	Exp 50	Exp 20	Exp 5	Exp 50	Exp 20	Exp 5
Current Y6 Leavers 18	ARE	69	76	83 (90)	73 (55)	80	86	73	79	85 (84)	75 (74)	81	86
	AARE	22 (19)	30	40	15 (16)	27	41	21	30 (29)	42	28	38	49 (55)
Current Y5 Leavers 19	ARE	67	73	80 (80)	71 (65)	78	84	69	75	82 (83)	72	78	84 (83)
	AARE	26	34 (37)	43	21 (22)	32	44	24 (27)	32	42	32	42 (47)	51
Current Y4 Leavers 20	ARE	74 (69)	81	86	77 (66)	84	89	81	87 (88)	92	79 (80)	84	89
	AARE	26 (22)	35	46	19 (12)	31	47	25 (19)	37	52	33	43 (44)	55
Current Y3 Leavers 21	ARE												
	AARE												
Leavers 22 Current Y2	ARE	69	75 (77)	81	61 (62)	69	75	67	74 (78)	80			
	AARE	25 (22)	33	42	14 (12)	22	30	20	27 (33)	36			

Leavers 21 - target not yet available on FFT website (October 2017)

REFER TO CURRICULUM LEADER SUBJECT SPECIFIC ACTION PLANS FOR SPECIFIC DETAIL RELATED TO EACH CURRICULUM AREA

Section 1 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Evaluate raising achievement section of SIP 16/17 Analysis of data for vulnerable groups. Pupil progress data and action plan completed by new class teacher in collaboration with new teacher Individual needs meeting re new classes.</p> <p>Identify intervention for Autumn term - what, by whom, when.</p> <p>Copies of interventions to be collated and monitored for quality.</p> <p>Provision maps to be written for specific SEN children by new class teacher.</p> <p>Update provision summary sheets for all pupils. Inc nurture groups and RR better reading partners</p> <p>Identify children to take part in reading comprehension and inference development programmes.</p> <p>SATs meeting – educate parents re the Y6 test (parents leaflet)</p>	<p>Full analysis of all comparative data available; Foundation stage profile Raise on line FFT National benchmark data Write comparative data Self evaluation – update SEF</p> <p>Parents evening with specific targets and next steps for each child</p> <p>Update writing portfolios and displays around school</p>	<p>Assessment week.</p> <p>Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility.</p> <p>Update all summary data. Include spelling data</p> <p>Writing WOW week</p>	<p>Analysis of data for vulnerable groups.</p> <p>Pupil progress meetings with class teacher. Identify intervention for Spring term - what, by whom, when.</p> <p>Update writing portfolios and displays around school</p>	<p>Copies of interventions to be collated and monitored for quality by HT.</p> <p>Provision maps to be written for specific SEN children</p> <p>Update provision summary sheets for all pupils. Inc nurture groups and RR better reading partners</p>	<p>Writing WOW week</p> <p>Update writing portfolios and displays around school</p>
Mar	Apr	May	June	July	
<p>Assessment week Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility. Update all summary data including spelling</p> <p>Provision maps to be written for specific SEN children by new class teacher.</p> <p>Update provision summary sheets for all pupils. Inc nurture groups and RR better reading partners</p>	<p>Analysis of data for vulnerable groups. Pupil progress meetings with new class teacher. Identify intervention for Summer term - what, by whom, when.</p> <p>Update writing portfolios and displays around school</p>	<p>Writing WOW week</p>	<p>Assessment Week Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility. Update all summary data including spelling</p> <p>Analysis of data for vulnerable groups.</p> <p>Update writing portfolios and displays around school</p>	<p>Analysis of data for vulnerable groups. Pupil progress meetings with new class teacher.</p>	


Section 2; Improving the quality of teaching (arising from school self evaluation activity and lesson observations)

<p>Rationale To raise the quality of teaching from good to outstanding;</p>	<ul style="list-style-type: none"> • teachers demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress • teachers set challenging tasks • teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to learn for themselves • teachers assess pupils' progress, provide them with constructive feedback, and plan lessons to match their needs • teaching and other support provides for each pupil's individual needs including those of disabled pupils and pupils with special educational needs • pupils are effectively taught to read and to develop their skills in literacy and numeracy
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What?	How?	Who?	Outcome
<p>To create learning teams/pairs to allow teachers to share excellent practise</p>	<ul style="list-style-type: none"> • To observe subject leaders/SLT, with particular specialisms and implement good practise in own classroom • To reflect on the observations and improve own practise • Send questionnaires to staff to identify areas they would like to develop • Regularly share research papers and educational documents with staff as a starter to staff meetings – to develop professional knowledge and expertise. 	<p>JR/EW/SLT/Subject leaders</p>	<p>Visible collaboration Visible consistency Visible challenge</p>
<p>Secure the achievement of the Science Quality Mark (refer to Science subject plan)</p>	<ul style="list-style-type: none"> • Identify criteria to secure the award • Find evidence, with staff, towards the specific standards • Organise a WOW Science week • Improve the quality of investigations in Science • Ensure all classrooms have a Science display after the WOW week and that there is a whole school science display in a central area – using the environment to promote learning challenges. 	<p>VB</p>	<p>Visible challenge Visible creativity Visible collaboration</p>
<p>To ensure that the curriculum promotes challenges and thinking skills whilst maintaining statutory coverage</p>	<ul style="list-style-type: none"> • Subject leaders to research the learning challenge curriculum for their subject and evaluate current practise in school • Subject leaders to share best practise with all staff in staff meetings • Subject leaders to evaluate termly planning/books to ensure that children are given opportunities to 'think' in lessons • Subject leaders to schedule lesson observations throughout the 	<p>JR/EW Subject leaders</p>	<p>Visible consistency Visible challenge Visible creativity</p>

	year to evaluate the quality of provision		
To improve the quality of handwriting and presentation in EYFS/KS1	<ul style="list-style-type: none"> To revise handwriting policy and make changes with staff To share and implement the policy across EYFS and KS1 To regularly assess progress and impact Ensure regular handwriting sessions are taught throughout the week 	YP/ZQ	Visible consistency Visible collaboration

Section 2 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Staff reflect on professional logs record – file on record</p> <p>Continue to maintain a personalised training record for each teacher to be updated throughout the year.</p> <p>Devise Autumn term monitoring programme</p> <p>Update SEN policy</p> <p>Gather evidence for Science award</p> <p>Subject leaders research learning challenge curriculum</p>	<p>16/17 performance management cycle to be completed.</p> <p>17/18 targets to be set linked to ind self evaluation outcomes, inc pupil progress data</p> <p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Gather evidence for Science award</p> <p>Evaluate planning-foundation subjects and science</p> <p>Subject leaders research learning challenge curriculum and share with staff</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Science wow week</p> <p>Gather evidence for Science award</p> <p>Handwriting monitoring</p>	<p>Continue monitoring programme</p> <p>Update assessment policy</p> <p>Lesson obs- learning pairs/teams</p> <p>Gather evidence for Science award</p> <p>Evaluate planning and books-foundation subjects and science</p> <p>Subject Portfolio monitoring</p>	<p>Devise Spr term Monitoring prog</p> <p>Lesson obs- learning pairs/teams</p> <p>Send evidence for Science award</p> <p>Handwriting monitoring</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p>
Mar	Apr	May	June	July	
<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Evaluate planning and books-foundation subjects and science</p>	<p>Devise Summer term Monitoring prog</p> <p>Lesson obs- learning pairs/teams</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Evaluate planning-foundation subjects and science</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Subject Portfolio monitoring</p>	<p>Continue monitoring programme</p> <p>Evaluate planning and books-foundation subjects and science</p> <p>Handwriting evaluation</p>	



Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare


<p>Rationale To ensure the pupils behaviour and attitude to learning is the best it can be.</p> <p>To ensure the highest standards of safety and pupil well being are maintained at all times.</p>	<ul style="list-style-type: none"> • to ensure a positive ethos is maintained both inside lessons and beyond • To ensure pupils have a positive attitude to learning • to ensure appropriate conduct and manners are displayed in lessons and around school • to maintain good attendance and punctuality • to ensure appropriate behaviour and attitudes to others and respect for others • to ensure pupils are protected from bullying • to ensure safeguarding procedures reflect national expectations
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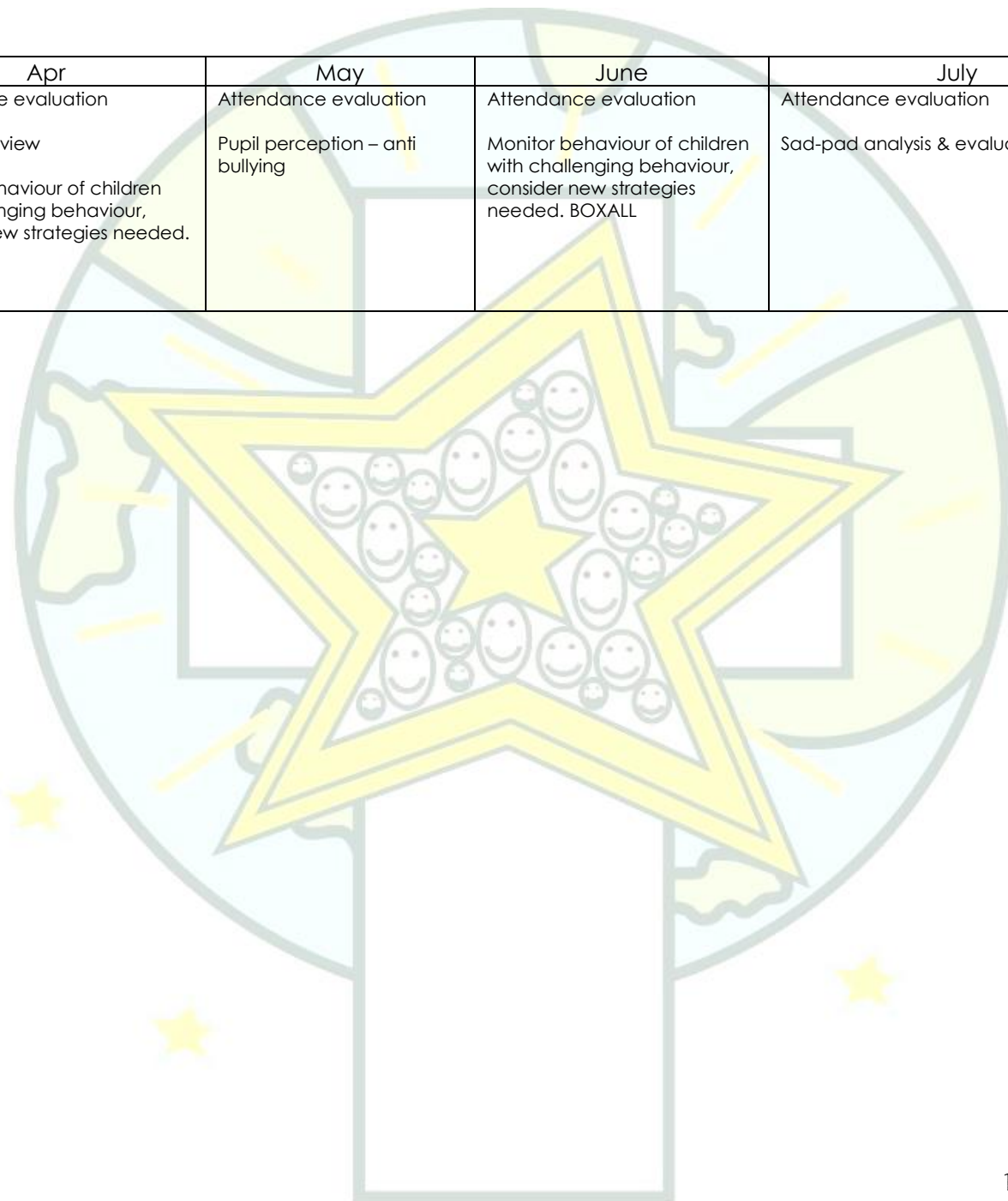
What?	How?	Who?	Outcome
To continue to review the organisation of lunchtimes to accommodate cafeteria service demands and additional numbers of pupils in school (2014 – 2018)	<ul style="list-style-type: none"> • Rolling timetable so that all classes experience the full choice of foods. • Specific staff on duty to support both indoor and outdoor provision. • Range of interesting activities provided for indoor and outdoor clubs including outdoor providers Sport Premium money • Develop KS2 pupils as leaders within KS1 • Develop buddy system for specific children who find dinner time challenging • Continue to develop training for lunchtime staff in order to be proactive rather than reactive to incidents. 	SR SLT SR/dinner staff JR/SLT	Visible collaboration Visible consistency
To continue to provide targeted support to children exhibiting challenging behaviours to enable them to make the right choices.	<ul style="list-style-type: none"> • Develop staff skills as behaviour analysts; targeting intervention and support staff appropriately, through staff training in; <ul style="list-style-type: none"> ▪ neuro linguistic programming and ▪ psychological understanding of behaviour theory, ▪ BOXALL profiling ▪ Increase level of communication with parents to inform and support their understanding of the work learning mentors carry out. 	JR/DBir SEN gov	Visible collaboration Visible consistency Visible challenge
To devise a new behaviour chart	<ul style="list-style-type: none"> • Devise a new behaviour chart that is fit for purpose, outlining children's specific targets and rewards • Ensure all staff are using the same chart • Ensure that charts are shared with parents and headteacher on a 	LW/JR	Visible collaboration Visible consistency

	weekly basis		Visible challenge
To develop and extend pupil voice	<ul style="list-style-type: none"> Investigate investors in pupils award Implement the Young Leaders Award Implement the children's University Award scheme 	JC/VB	Visible collaboration Visible consistency Visible challenge
To improve levels of punctuality	<ul style="list-style-type: none"> Headteacher to liaise with attendance team on a daily basis and identify children who are regularly late for school Headteacher to arrange visits to homes for late/non attending children and send formal letters/make phone calls on a daily basis to targeted families. Lateness to always trigger a reaction from school. 	LW/SP	Visible collaboration Visible consistency
To renew LPPA award in collaboration with parents	<ul style="list-style-type: none"> Reapply for award, gathering appropriate evidence 	LW	Visible collaboration Visible consistency

Section 3 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
Attendance evaluation of 16/17 data Shine Team selection, define roles & responsibilities Dinner time rota organised, staff assigned to roles Breakfast club to continue Walking bus to continue Devise and share new beh chart Renew LPPA Launch childrens university Launch young leaders award	Attendance evaluation Sad-pad analysis & evaluation Shine team develop & enhance worship practices following pupil voice survey Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL LPPA award	Attendance evaluation Observe worship (evaluate & put plans in place)	Attendance evaluation Sad-pad analysis & evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL Evaluate effectiveness of breakfast club and walking bus scheme	Attendance evaluation Pupil voice questionnaire linked to lunchtime	Attendance evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL

Mar	Apr	May	June	July	
Attendance evaluation Pupil Perception survey and analysis (general) Parent perception survey Staff perception survey	Attendance evaluation Sad-pad review Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL	Attendance evaluation Pupil perception – anti bullying	Attendance evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL	Attendance evaluation Sad-pad analysis & evaluation	




Section 4: The effectiveness of leadership and management; embedding ambition and driving improvement

<p>Rationale To ensure leadership drives improvement and raises standards</p>	<ul style="list-style-type: none"> • leaders and managers demonstrate ambition for pupils and improvements in their achievement • Self evaluation is accurate and leads to a thorough understanding of the school's performance • Leaders focus relentlessly on improving teaching and learning and provide focussed professional development, linked to robust performance management • The curriculum provides rich opportunities for high quality learning, which prepares pupils for life in modern Britain, with particular regard to British Values, physical well being and Spiritual, Moral, Social and Cultural development • Engages successfully with parents • Governance ensures the school is held to account • Safeguarding procedures are secure; equality is promoted and leaders take steps to promote pupil safety for those vulnerable to abuse, exploitation, radicalisation or extremism
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What?	How?	Who?	Outcome
Continue to develop a school staffing structure to provide for the expansion of the school, including allocation of new subject leadership roles. (2014-2018)	<ul style="list-style-type: none"> • Work with Govs and Bolton LA HR dept to restructure the staffing to ensure it is in apposition to lead and manage a 2 form entry school • Allocate new subject leader roles as school expands to match staff specialisms, ensure succession planning and effective subject leadership teams 	HT/Govs	Visible collaboration
Develop the role of subject leaders in driving standards forwards. OFSTED key issue – raise subject leaders curriculum knowledge.	<ul style="list-style-type: none"> • Subject leaders to research and identify opportunities for staff to develop their subject knowledge. • Subject leaders to carry out lesson observations and drop ins to monitor and evaluate the teaching within their subject. • Information from drop ins used to strengthen the information within the subject leader portfolio. • Investigate subject specific websites and organisations promoting strong subject knowledge • Make use of subject specialists where possible • Develop a termly subject specific news bulletin for staff 	EW/JR/All staff	Visible collaboration Visible consistency Visible challenge Visible creativity
Delivering a systematic and planned approach to TA training and development	<ul style="list-style-type: none"> • Group TAs on a 2 week rolling programme and schedule slots in the timetable for training sessions • Timetable training based on priority and allocate a member of staff to deliver 	LW/JR/NS	Visible collaboration Visible consistency Visible challenge
To develop the collaboration with other schools through art	<ul style="list-style-type: none"> • Design four Art/DT projects that can be advertised to other schools. 	ZQ/NS	Visible collaboration

What?	How?	Who?	Outcome
	<ul style="list-style-type: none"> Offer other schools the opportunity to bring their children to St Peter's to take part in a short art project, with a finished project 		Visible creativity
Governors to develop their own action plan			

Section 4 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Implement new staffing structure 17-8 All induction safeguarding paper work to collect SCR Induction to new role processes.</p> <p>Write and collect all curriculum improvement plans 17/18 , linked to subject self evaluation (T+L sheets).</p> <p>Governors to create an action plan.</p> <p>Send out art flyers and start to accept bookings.</p>	<p>Subject leaders to research ways for staff to develop their subject knowledge</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Subject leaders to carry out lesson drop ins</p>	<p>Monitor statutory coverage of curriculum - all subject leaders</p> <p>Subject leaders evaluate the terms actions against curriculum action plan including information gathered from drop ins</p> <p>Publish Termly Subject news bulletin/update</p>	<p>Governors to create an action plan.</p>	<p>Subject leaders to carry out lesson drop ins</p>
Mar	Apr	May	June	July	
<p>Subject leaders evaluate the terms actions against curriculum action plan</p> <p>Monitor statutory coverage of curriculum - all subject leaders</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Review coaching opportunities offered to SLT</p> <p>Subject leaders to carry out lesson drop ins</p> <p>Publish Termly Subject news bulletin/update</p>	<p>Learning groups review mtg</p> <p>Governors to create an action plan.</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Monitor statutory coverage of new curriculum - all subject leaders</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Subject leaders evaluate the terms actions against curriculum action plan</p> <p>Complete Ofsted subject specific evaluation – How good is out T+L curriculum evaluation sheets.</p> <p>Evaluate curr imp plans 16/17</p> <p>Implement new staffing structure for Sep18</p> <p>Publish Termly Subject news bulletin/update</p>	