



<u>SLT</u>	
JRi:	Mr James Rielly (Headteacher)
JDo:	Mr John Dover (Deputy Head/ Maths lead)
HJo:	Mrs Hannah Jones
CWa:	Mrs Charlotte Watkins (English Lead)
LSm:	Miss Lucy Smith (Inclusion lead)

<u>RAG status rating</u>	
White:	Not started
Red:	No progress made
Amber:	Progress made
Green:	Achieved

Priority 1 Improve the quality and consistency of teaching, learning and assessment.	Success Criteria a) All teachers have demonstrated good practice in terms of 5 QfT areas. b) Pupil books show regular open-ended, quality work, response tasks linked to feedback and clear evidence of progress linked to on-going LOs and curriculum plans. c) Pupils demonstrate learning and community values throughout the curriculum. d) Pupils use homework more effectively to enhance their learning.
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Objectives <i>What</i>	Actions <i>How</i>	Time scale <i>When</i>	Lead <i>Who</i>	Interim Milestones	End of year <i>Outcome</i>	Monitoring	RAG Status
Pupils' progress is promoted through quality first teaching (QfT).	<p>1. Ensure that leaders spend a large proportion of their time on improving teaching and learning and that the wider school community recognise that these times are sacrosanct - use new 'golden' Improving Teaching and Learning Calendar.</p> <p>2. Share repurposed '5 minute lesson plan' and expectations for planning to be available at point of need.</p> <p>3. Require all teachers to prepare short-term lesson plans which can be scrutinised during weekly learning walks, until there is sufficient evidence that teachers' planning is of the required standard (see QFT below).</p> <p>4. Amend Learning Walk and Book Look Google Docs so that attention is drawn to the impact on key pupil groups rather than 'non-negotiables'. Ensure that teachers are given timely feedback on specific issues noted on Google Docs after learning walks.</p> <p>5. Improve compliancy with colleagues: amend and approve appraisal policy to link weekly monitoring to overall evidence of teacher performance; approve disciplinary policy.</p> <p>6. Re clarify 5 key components for Quality First Teaching to ensure that all pupils make progress: Challenge</p>	<p>Tuesday 8 Jan 2019</p> <p>Weekly for Spring Term</p> <p>w/b 7/1/19</p> <p>24/1/19</p>	JDo	<p>March: Each SLT member to have recorded evidence of <i>at least one LW per week</i>, including shadow conversations. 100% compliance from teachers in terms of lesson plan; feedback folders; book look submissions. Otherwise, disciplinary letters issued and/or improvement plans commenced. Evidence of improvement in terms of 5 key components of learning within lessons and progress within pupil books.</p>	<p>June: This is clear evidence of progress and good behaviour for learning for all pupils, particularly more able, SEN (K) and within mathematics. All teachers demonstrate good practice in all 5 QfT areas and are compliant with SEF measures. Where teachers are needing improvement plans, they are making good progress towards objectives.</p>	<p>Weekly LWs and 5 minute lesson plans by SLT. Half termly LWs by Governors Termly LWs by DCC senior advisor.</p>	



	<p>and support for all pupils; engaged and purposeful behaviour; Development of conceptual understanding rather than task completion; frequent, extended written work.</p> <p>7. Use of <i>Lesson Study</i> to promote professional growth.</p> <p>8. SLT intervention, support and guidance where practice is not as expected, using improvement plans and coaching as necessary.</p> <p>9. (Team Around School) Termly moderation of Maths and English with Ferndown Middle (alongside Broadstone Middle).</p> <p>10. (Team Around School) At least one questioning and AfL coaching and modelling session at Ferndown Middle for 4 KS2 teachers. Teachers to feed back to their line managers what they have learned and how they plan to use it in their lessons going forward. Line managers to drop in and offer support and development points based on identified areas.</p>	<p>27/2, 22/5</p> <p>From 24/1/18 as required</p>					
<p>Pupils' progress is promoted through timely feedback and response tasks.</p>	<p>1. Teachers are held to account over weekly book and feedback form submissions, using updated disciplinary policy where necessary.</p> <p>2. Leaders give specific feedback to colleagues over their feedback to and assessment of pupils.</p> <p>3. Amend teachers' appraisal policy to recognise short term issues identified through LWs, leading to bespoke improvement plans and coaching where necessary.</p>	<p>8/1/19 and weekly</p> <p>Weekly</p> <p>24/1/19 and at the point of need.</p>	<p>CWa</p>	<p>March: JDO and CWa to have recorded evidence of one book look per week, including shadow conversations. 100% compliance from teachers in terms of feedback folders and book look submissions. Otherwise, disciplinary letters issued and/or improvement plans commenced.</p> <p>Evidence of improvement in terms of key pupils making progress in terms of response tasks and on-going evidence through book, including opportunities for extended writing.</p>	<p>June: This is clear evidence of progress made within books, particularly more able, SEN (K) and within mathematics. All teachers demonstrate good practice in terms of feedback policy and are compliant with SEF measures. Where teachers are needing improvement plans, they are making good progress towards objectives.</p>	<p>Weekly submission of feedback forms to SLT and sharing of outcomes with staff via Google doc and specific feedback.</p>	
<p>Pupils' learning enrichment is assured by establishing a clear curriculum intent.</p>	<p>1. Include community values (Inclusivity, Respect, Fairness, Honesty, Understanding, Kindness) alongside learning values (Independence, Resilience, Creativity, Reflection) within 5 minute lesson plan.</p> <p>2. Ask Governors to assess compliance to curriculum maps and recognition of learning and community values.</p>	<p>Twilight INSET (5/6/19) and Tuesday middle leadership meeting time</p>	<p>JRi</p>	<p>March: Positive affirmation of progress made by governor and senior adviser as a result of learning walks carried out.</p>	<p>June: Summative pupil voice survey shows that pupils can articulate about curriculum intentions: demonstrating learning values; describing learning journeys; identifying curriculum links.</p>	<p>6 x Middle Leader Meetings 2 x LWs by Governors 2 x Termly LWs by DCC senior advisor Pupil surveys</p>	



	<p>3. (Team Around School)TAS group to format long term planning template with consideration to knowledge and skills progression. PJ to share agreed format with his Middle Leaders.</p> <p>4. (Team Around School)Long term plan including assessment for KS3 to prepare for GCSE: developed by Dept Heads from Ferndown Upper alongside West Moors and Ferndown Middle subject leads.</p> <p>5. (Team Around School) Termly SoW development: subject leaders from Ferndown Upper to meet with leads for MfL, Computing, Music, Geography, History to develop SoW. Subject leads to deliver these and develop AfL plans that inform detail of teaching and learning.</p>							
Pupils' progress is promoted through more effective use of homework.	<p>1. Middle leaders to work with CWA and JDo to develop effective <i>Knowledge Organisers</i> in core subjects and humanities to facilitate pre-teaching and over-learning.</p> <p>2. Develop strategies to encourage pupils to process the knowledge and skills presented on KOs and share good practice.</p> <p>3. (Team Around School) Share with JDo Ferndown Middle's knowledge organisers, which become progressively harder, along with discussion about how they are used. JDo to feedback to SLT what he plans to take on board from this.</p>	Twilight INSET (5/6/19) and Tuesday middle leadership meeting time	JDo	March: Pupil and Parent (x4) case study evidence shows growing positive impact.	June: Knowledge organisers have been developed and implemented for all year groups in Maths/Eng/Science/ Humanities and uploaded to website.	6 x Middle Leader Meetings 4 X pupil/parent case studies Book scrutiny GL test analysis		
Priority 2 Improve outcomes in KS2 mathematics.				a)				
Objectives <i>What</i>	Actions <i>How</i>	Time scale <i>When</i>	Lead <i>Who</i>	Interim Milestones	End of year Outcome	Monitoring		
Pupils' conceptual understanding and problem solving skills improve as a result of more consistent use of mastery teaching and CPA developmental methods.	1. Ensure that new approaches in maths teaching at KS2 and support from specialist teachers improves an understanding of mathematical concepts and mastery teaching, using effective AfL, rather than task completion within text books. Regular meetings between SLE and senior leaders.	Before Nov. Weekly	JDo	March: Teachers are confident in the use of the INSPIRE approach, including Concrete Pictorial and Abstract understanding, guarding against task completion. Manipulatives are in classrooms and used by children to support their conceptual thinking.	June: Evidence from LWs and pupil interviews clearly show an emphasis on mastery maths learning and how manipulatives have improved conceptual understanding.	Learning walks and pupil interviews by JDo and SLE. Internal tracking and national tests.		



	<p>2. Improve scaffolding, differentiation, use of TA and teacher guided work so that pupils' learning needs do not get in the way of aspirational outcomes. This will be achieved through improved short term planning (achieved through bi-weekly meetings) and team teaching between school teachers and SLE/SLT.</p> <p>3. Gap analysis to be carried out and rigorous focus on raw scores needed for pupils of all prior abilities to achieve at least good levels of progress.</p> <p>4. Maths teachers apply detailed wave 1 and 2 intervention plans on tracking sheets and within SIMS.</p> <p>5. JD to observe Ferndown Middle Maths Lead (Sarah Littlely) teaching low ability maths group. JD to feed back findings to SLT.</p> <p>6. SL to share gap identification and planning process with JDo. JDo to feed back to SLT once gap analysis completed, what the identified gaps are and how these will be addressed in the planning.</p> <p>7. Termly planning meeting between JD and SL to look at progress against identified gaps and how this will inform the next term's planning. JDo to feed back to SLT termly the improvement in gaps and the plan for delivery for the next term.</p>				<p>Progress made by pupils, particularly middle ability, disadvantaged, girls, SEND (K), shown in internal tracking.</p> <p>July: Improved progress scores (estimates) for all pupils groups in the national tests.</p>		
<p>Pupils are more engaged and challenged in lessons.</p>	<p>1. Ensure that new approaches in maths teaching at KS2 and support from specialist teachers improves an understanding of mathematical concepts and mastery teaching, using effective AfL, rather than task completion within text books which has been shown to promote disengagement. Regular meetings between SLE and senior leaders.</p> <p>2. Improve scaffolding, differentiation, use of TA and teacher guided work so that pupils' learning needs do not get in the way of aspirational outcomes. This will be achieved through improved short term planning (achieved through bi-weekly meetings) and team</p>		<p>JDo</p>	<p>March: Pupils will demonstrate a higher level of metacognition that allows them to effectively evaluate their thinking and learning.</p>	<p>June: Maths is talked about in a positive manner by all members of the school community. Pupil surveys show a marked difference in terms of engagements and enjoyment of maths activities.</p>	<p>Book monitoring, learning walks and pupil interviews by JDo and SLE.</p>	



	teaching between school teachers and SLE/SLT.						
Priority 3 Improve the quality and effectiveness of inclusion and intervention.				a)			
Objectives <i>What</i>	Actions <i>How</i>	Time scale <i>When</i>	Lead <i>Who</i>	Interim Milestones	End of year Outcome	Monitoring	
Underperforming pupils are enabled to meet short-term targets.	<p>1. Teachers identify pupils for wave 2 and 3 academic and pastoral interventions (x6 per year), making particular consideration to disadvantaged pupils and using data effectively.</p> <p>2. Teachers and TAs design short-term, measurable targets and plan strategies to help pupils achieve them.</p> <p>3. Teachers and TAs are held to account over their use of tracking sheets and SIMS intervention to measure the impact of extra work carried out to enable children to make better progress.</p> <p>4. To evaluate the impact of last year's PP spend and publish report.</p>	<p>Every 3- 6 weeks</p> <p>Every 3- 6 weeks</p> <p>Every 3 - 6 weeks</p> <p>Every 3 - 6 weeks</p>	JRi	<p>March: Teachers complete tracking sheets, which highlight pupils in need of short-term interventions. They also set up wave 2 interventions and monitor impact using SIMS. Monitoring shows that these intervention targets are short-term, measurable and linked to relevant areas of the curriculum. 100% compliance from teachers in terms of tracking. Otherwise, disciplinary letters issued and/or improvement plans commenced.</p>	<p>June: At least 85% of pupils identified for wave 2 or 3 intervention are meeting identified targets.</p>	Analysis of SIMS intervention reports.	
Increase the progress of pupils with SEND support.	<p>1. Ensure that the SENCo spends a large proportion of her time on monitoring impact and developing practice of her colleagues, with respect to SEND pupils.</p> <p>2. Teachers and TAs are held to account over their planning to enable SEND pupils to make better progress.</p> <p>3. To evaluate the impact of actions taken to support SEND pupils at weekly HT/SENCO meetings, including qualitative and quantitative measures.</p> <p>4. Ensure that Governor action plan and standing agenda address the provision for these key pupil groups, so that leaders can be held to account.</p>	<p>On-going</p> <p>1 x week</p> <p>Weekly</p> <p>Half termly</p>	LSm	<p>March: SENCo to have recorded evidence of <i>at least one LW per week</i>, including shadow conversations and coaching conversations where necessary. HLTA and SENSS teacher to be used to train/support less experienced TAs.</p>	<p>June: Effective practice is consistent in terms of teachers planning to ensure that SEND pupils make progress, directing TAs accordingly.</p> <p>More pupils on the SEND register are making progress in lessons, meeting short-term intervention targets and achieving school based assessment targets.</p>	Learning walks, book scrutiny and pupil interviews, focused on the progress made by pupils on SEND register.	
CCN global objective	The CCN Base Lead will ensure that Chameleon HQ (the Complex Communication Base) is developing and evidencing standards as agreed in the LA quality assurance Document.	On-going	HJo	<p>Nov: Most outcomes listed on the LA QA document are developing.</p> <p>Feb: All outcomes listed on the LA QA document are developing with some being established.</p>	All outcomes listed on the LA QA document are either established or enhanced.	Analysis of quantitative and qualitative data on pupils, including: SCERTS programme; IEP reviews; photographic evidence stored on Marvellous Me; professional reports of	



						SALT and EP teams; attendance; in-school tracking and assessment. CCN base visits and learning walks by HJo, specialist SEN teacher and SENSS advisor.	
Priority 4 Improve outcomes for pupils in terms of pastoral development, behaviour and well-being.				a)			
Objectives <i>What</i>	Actions <i>How</i>	Time scale <i>When</i>	Lead <i>Who</i>	Interim Milestones	End of year Outcome	Monitoring	
Pupils' learning behaviour is consistent throughout the school.	<p>1. Share repurposed '5 minute lesson plan' and expectations for planning to be available at point of need.</p> <p>2. Require all teachers to prepare short-term lesson plans, including reasonable provision for pupils who regular exhibit low-level disruptive behaviour, which can be scrutinised during weekly learning walks, until there is sufficient evidence that teachers' planning is of the required standard (see QFT below).</p> <p>3. Use of RAG arrows (class exits) to be recorded to spot recurring themes, which should prompt challenge and support from senior leaders.</p> <p>4. Accelerate and deepen use of Marvellous Me to promote positive behaviour and parent perceptions. Invite Parley First Head.</p> <p>5. Increase and widen use of roots and fruits assessment and individual risk and behaviour plans for key pupils.</p> <p>6. AHOD periods for all staff and senior leaders as well as fostering challenge culture wit pupils.</p>	<p>Tuesday 8 Jan 2019</p> <p>Tuesday 8 Jan 2019</p> <p>w/b 8/1/19</p> <p>Spring term</p> <p>Spring term</p>	HJo/ JDo	<p>March: Growing evidence of more consistent learning behaviour as a result of thorough planning.</p> <p>More consistent use of behaviour policy: use of Marvellous Me; Roots and Fruits assessments; issuing of RAG arrows and teacher's ownership of educational consequences.</p> <p>Improved presence of teachers during break-times and transitions.</p>	<p>June: The vast majority of lessons observed show positive learning behaviours and minimal off-task behaviours.</p> <p>Governors, LA advisors and SLT observe no low-level disruption in lessons as well as purposeful behaviour in corridors.</p>	<p>Weekly LWs by SLT. Half termly LWs by Governors Termly LWs by DCC Senior advisor</p>	
The use of single and repeat fixed-term exclusions reduces.	<p>1. Use 'Roots and Fruits' approach (Dorset Steps) to provide bespoke behaviour plans for vulnerable pupils. Training needed for senior leaders and PSO.</p> <p>3. Effective use of wave 2 interventions (tutor/PSP) to work with pupils exhibiting repeated disruptive behaviour.</p>	Spring term 1	HJo/ JDo	<p>March: At least 15 'Roots and Fruits' individual behaviour plans have been developed and shared. Fixed term exclusions trend is down for whole school and vulnerable pupil groups.</p>	<p>June: Lowest single and repeat fixed-term exclusions for three years.</p>	<p>Use of SIMS data to analyse exclusion data</p>	



	<p>3. Early liaising with outside agencies such as BSS to intervene in pupils' behaviour.</p> <p>4. Term by term comparison made available to governors via SEF, to track improvements in this area, linked to IDSR groups.</p>						
Pupils' perceptions and experiences relating to bullying improves.	<p>1. Continue and extend 'Bullies Out' campaign to include more staff and pupil training, promoting the role of tutors as frontline ambassadors.</p> <p>2. Regular pupil-led assemblies to train whole school re. bullying issues, with specific follow-up by tutors.</p> <p>3. All bullying incidents continue to be recorded and categorised on SIMS. Bullying incidents are regularly reported and scrutinised at full governor meetings.</p> <p>3. Develop a school wide-poster anti-bullying campaign poster</p>	<p>On-going</p> <p>On-going</p> <p>October half term</p>	JDo	<p>Nov: School poster developed. Pupil/Parent surveys show improved perceptions compared to this point last year. Analysis of bullying data at FGM.</p> <p>Feb: Pupil/Parent surveys show improved perceptions compared to this point last year. Analysis of bullying data at FGM.</p>	<p>Improved perceptions about safety and bullying from pupils and reduction in bullying incidents recorded.</p>	Pupil surveys and SIMS data analysis	
Overall attendance improves and persistent absence decreases.	<p>1. Teachers are held to account over their use of tracking sheets and SIMS intervention to measure the impact of extra work carried out to enable children to improve attendance.</p> <p>2. Maintain regular meetings with attendance team (JES/KBE/JRI) to monitor impact of W1/W2/W3 work.</p> <p>3. Maintain rigorous review of any pupil who is currently on a reduced timetable, maintaining the drive to include all pupils in full time education where appropriate.</p> <p>4. Term by term comparison made available to governors via SEF, to track improvements in this area, linked to IDSR groups.</p>	<p>Identified at 6 points in the year</p> <p>Bi weekly</p> <p>On-going</p> <p>Termly</p>	JRI	<p>Nov: 90% of pupils targeted for wave 2 and 3 interventions are showing improved attendance. Reduced absence for whole school and all sub groups compared to this point last year.</p> <p>Feb: 90% of pupils targeted for wave 2 and 3 interventions are showing improved attendance. Reduced absence for whole school and all sub groups compared to this point last year.</p>	<p>Overall absence rates reduce towards school target of 4% maximum.</p> <p>Persistent absenteeism reduces from previous year's measures.</p>	SIMS data analysis	