



# Colehill First School

**D R A F T**  
**30/10/18**

## School Action Plan 2018-2019

Signed: ..... Date:  
Headteacher

Signed: ..... Date:  
Chair of Academy Committee

Signed: Liz West  Date:  
Chief Executive

# Colehill First School

## School Action Plan 2018-19

**RAG status rating:**

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

**Priority 1: Teaching and Learning**  
**TAP links: 1.1.1, 1.1.2, 1.1.4, 1.2.2, 1.2.4, 1.2.5**

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status
<b>1.1. To ensure a consistent approach to assessment across each school in all subjects, using agreed WAT assessment codes and language.</b>	1.1.1 Use WAT 'Monitoring Progress and Attainment Guidance' to plan, deliver and evaluate a robust system appropriate to our school that includes: <ul style="list-style-type: none"> <li>• core subject moderation within and between year groups, also between CFS and HFS</li> <li>• subject moderation led by subject leads, shared between CFS and HFS</li> <li>• end of year transition moderation within and between our schools.</li> </ul>	From Sept 2018	SLTs Subject Leads	Autumn 2018 At least 80% of core subject judgments are agreed at joint moderation  Spring 2019 At least 95% of core subject judgments are agreed at joint moderation  July 2019 100% of core subject judgments are agreed at joint moderation	July 2019 Assessment systems and approaches are 100% aligned between the two schools.	HT AC	Subject leadership time costed in school budget - already timetabled	

	1.1.2 Quality assure local judgments across the Trust through regular local WAT moderation processes	From Nov 2018	SLT Subject Leads Class teachers	Nov 18 80% of judgements verified Mar 19 95% of judgements verified Jun 19 100% of judgements verified	July 19 100% judgments are quality assured Trust-wide.	HT		
	1.1.3. Ensure pupils have equal access to opportunities across all core subjects. Begin to track <b>combined</b> achievement / attainment in reading, writing and mathematics from end of KS1 to Y4 inc. Also take Y3 CATs data into account.	From Oct 2018	SLT Core subject leads	December 2018 100% of KS2 pupils' flightpaths reviewed in the light of combined R/W/M data and Y3 CATs data.	July 2019 100% of pupils have access to opportunities to maximise their achievement across R/W/M - no 'ceiling effect'. 100% of assessments inform focused QFT to effectively address gaps at all levels.	HT AC		
	1.1.4. Implement focused 360 assessments on selected individual pupils whose progress is not as expected and cannot easily be explained. These include the 'dissociative' pupils as categorised by KCA.	From Dec 2018	SENDCo	November 2018 - 360 assessments in place for selected pupils Smaller progress steps identified	July 2019 360 approach reviewed and evaluated. 100% of pupils included making measurable steps of progress.	HT SLT AC		
	1.1.5 Use the pre KS1 assessment framework to evidence KS1 pupil achievement for all those working well below ARE	From Dec 2018	KS1 staff SENDCo	Dec 2018 - Identified set of pupils confirmed	July 19 100% of identified pupils show progress against PKS standards 1 to 4	SLT		
	1.1.6 Review trustwide marking codes to ensure all staff use them consistently and children respond positively to 'green shoots'. Bring in the language of 'not yet' to ensure children's	From Nov 2018	All staff	Mar 19 Book scrutiny indicates that at least 60% of pupils are responding positively to green shoots, including pupils in disadvantaged groups. (PP / SEND)	July 19 Book scrutiny indicates that 100% of pupils are responding positively to green shoots, including pupils in disadvantaged groups.	SLT		

	self-esteem is not negatively impacted.				(PP / SEND)			
<b>1.2 To sustain high quality teaching and learning across the school</b>	1.2.1 Ensure that there is a clearly understood and agreed definition of QFT, shared by all teaching and support staff	From Sept 2018	SLT Subject leads Class teachers	Dec 2018 90% of staff understand whole school approach to QFT Mar 2019 90% of staff across both CFS and HFS understand and share agreed definition	July 2019 100% of staff across both schools understand and use agreed QFT definition that includes *agreed set of non negotiables *expectations for disadvantaged *wave 1 intervention	HT AC		
	1.2.2 Ensure that interventions at wave 2 and 3 effectively complement wave 1 and QFT, leading to maximised progress for all targeted pupils	From Sept 2018	SENDCo Class teachers Support staff	Dec 2018 Revised personalised plans and intervention trackers detail only wave 2 and 3 interventions	July 2019 100% of intervention trackers show impact for targeted pupils as a result of wave 2 / wave 3 interventions	SLT AC		
	1.2.3 Continue to develop an interconnected curriculum framework that addresses sequential and transferable learning (vertical, horizontal, diagonal)	From Jan 2019	SLT Subject leads Class teachers	March 2019 100% of Schemes of work audited for connectedness in each school - clear actions identified for curriculum adjustments to maximise impact of composite learning	July 2019 Adjusted schemes of work in place for implementation from September 2019	HT AC		
	1.2.4 Ensure that English skills are used and applied consistently across the wider curriculum	From Jan 2019	English lead Subject leads Class teacher	Dec 2018 Book scrutinies and subject leader monitoring confirms consistent application of non negotiables in writing across different subject areas in at least 80% of sampled books	July 2019 100% of sampled books confirm consistent application of non negotiables.	SLT AC		

				Mar 19 as above in 90% of sampled books				
	1.2.5 Differentiation is a clear focus for teaching and learning across all subjects. Pupils have opportunity to practise skills as part of their day to day learning prior to assessment of those skills.	From Sept 2018	Subject leads class teachers	Dec 2018 Stepped success criteria in place in 100% of classrooms  Mar 2019 At least 80% of pupils are effectively 'self-challenging' as a result of the above	July 2019 100% of children maximise achievement as a result of their active response to effective stepped success criteria (linked to growth mindset approach).	SLT AC		
	1.2.6 Ensure children understand that the process of learning can be challenging and can take time and repetitive effort so that they are more willing to adopt a resilient approach to aspects of learning that are more challenging for them.	From Nov 2018	Class teachers, HLTAs, TAs	Dec 2018 Each class teacher will have identified targeted group of pupils who currently do not demonstrate growth mindset. By March 2019 at least 50% of these pupils show improved resilience.	July 2019 100% of targeted children have shown improved resilience through sustained effort in challenging areas of learning	SLT AC		

<b>Priority 2: English</b> <b>TAP links: 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.5, 4.5.1</b>								
<b>Objective What</b>	<b>Actions including CPD How</b>	<b>Time Scale</b>	<b>Responsible Who</b>	<b>Interim Milestones</b>	<b>Outcomes (honest &amp; realistic) Impact?</b>	<b>Monitoring</b>	<b>Resources Costs</b>	<b>Status</b>
<b>2.1 To further develop a consistent approach to assessment across the school in English.</b>	2.1.1 Ensure that the English tracker is adapted effectively and used to inform teachers in identifying and closing gaps in pupils' skills and knowledge.	From Oct 2018	English lead	December 2018 - writing and reading trackers reviewed and adapted April 2019 - spelling tracker reviewed and adapted	July 19 100% of staff to demonstrate secure knowledge of En curriculum and can identify skills gaps	SLT AC	£300 additional SL time	

	2.1.2 Moderate judgements in English across CFS and HFS in advance of selected data drop points throughout the year	From Nov 2018	English lead	Autumn 2018 At least 80% of core subject judgments are agreed at joint moderation  Spring 2019 At least 95% of core subject judgments are agreed at joint moderation	July 2019 100% of core subject judgments are agreed at joint moderation	SLT AC		
	2.1.3 Use Trust agreed ARE and GD exemplification to inform teaching and learning / moderation	From Mar 2019	English lead	March 19 - 100% of staff clear on ARE exemplification June 19 - 100% of staff clear on GD exemplification	July 19 100% of staff confident in using WAT exemplification materials to confidently assess EoY outcomes.	SLT	£300 additional SL time	
<b>2.2 To further improve the quality of teaching and learning in reading across the school.</b>	2.2.1 To ensure that QFT includes a strong focus on learning, recalling and applying key vocabulary appropriate to pupils' ages, stages of development the subject and context.	From Sept 2018	SLT English lead EYFS lead	Feb 19 - 100% of staff are clear on key elements of Trust-wide vocabulary strategy. Includes EYFS.  May 19 - 100% of staff apply vocabulary strategy to their own classroom practice.	July 2019 100% of pupils will have access to age and curricular appropriate vocabulary and engage in use application and active recall of this vocabulary in their learning.	HT AC		
	2.2.2 To develop and embed whole class guided reading in KS2 as a key strategy to further improve the quality of teaching and learning of reading	From Jan 2019	English lead	Feb 19 - 100% of KS2 teachers to have engaged together across both schools to review impact of WCGGR at HFS  Apr 19 - 100% of KS2 classes implementing whole class guided group reading (WCGGR)	Jul 19 100% of KS2 pupils on track to meet flightpath in reading by EoY.	SLT AC		

	2.2.3 To ensure that provision for reading addresses all key points arising from the Bold Beginnings Report.	From Jan 2019	English lead EYFS lead	Mar 19 In-school audit of reading provision completed. 100% of reading teaching makes appropriate provision in line with a synthetic phonic approach.	Jul 19 100% of additional reading resources are procured in line with audit recommendations.	SLT AC																	
	2.2.4 To continue to focus on independent writing opportunities in EYFS and collection of evidence to indicate attainment and progress	From Sept 2018	English lead EYFS lead	Mar 19 100% of pupils are accessing opportunities for independent writing in the EYFS classroom	Jul 19 Evidence supports judgments of attainment and progress for 100% of pupils in EYFS	SLT AC																	
	2.2.5 To closely monitor pupils in Y2 who did not achieve the phonic standard in Y1, and to ensure current Y1 pupils are fully prepared for phonics screening in June	From Sept 2018	English lead	Mar 19 Mock phonic screen: 100% of pupils in Y2 and 83% of Y1 pupils on track to meet standard in June	Jun 19 100% of pupils in Y2 meet standard At least 87% of Y1 meet standard	SLT AC																	
2.3 Narrow / eradicate gaps in English by targeting key groups showing potential to accelerate using 'target setting grid' approach.	Target setting via PM cycle Oct 2018 Reviewed March and July 2019	Termly progress review meetings Nov 17, Feb 18, May 18.	Class teachers English lead	Feb 19 At least 50% of identified pupils show progress towards achieving accelerated outcomes	% 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>10</td> <td>7</td> </tr> <tr> <td>Y2</td> <td>13</td> <td>13</td> </tr> <tr> <td>Y3</td> <td>33*</td> <td>23*</td> </tr> <tr> <td>Y4</td> <td>6</td> <td>9</td> </tr> </tbody> </table> *maintain newly accelerated FP		Re	Wr	Y1	10	7	Y2	13	13	Y3	33*	23*	Y4	6	9	SLT		
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<b>Priority 3: Mathematics</b> <b>TAP links 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 4.1.1, 4.1.2</b>								
<b>Objective What</b>	<b>Actions including CPD How</b>	<b>Time Scale</b>	<b>Responsible Who</b>	<b>Interim Milestones</b>	<b>Outcomes (honest &amp; realistic) Impact?</b>	<b>Monitoring</b>	<b>Resources Costs</b>	<b>Status</b>
<b>3.1 To further develop a consistent approach to assessment across the school in Maths</b>	3.1.1 Ensure that the WAT maths tracker is used effectively to inform teachers in identifying and closing gaps in pupils' skills and knowledge.	From Oct 2018	Maths lead	Dec 2018 At least 80% of pupils are on track to achieve flightpath  Mar 19 At least 90% of pupils are on track to achieve flightpath	July 19 100% of staff to demonstrate secure knowledge of Ma curriculum and can identify skills gaps  100% of pupils on track to achieve flightpath outcomes by EoY.	SLT AC		
	3.1.2 Moderate judgements in maths across CFS and HFS in advance of selected data drop points throughout the year	From Nov 2018	English lead	Autumn 2018 At least 80% of core subject judgments are agreed at joint moderation Spring 2019 At least 95% of core subject judgments are agreed at joint moderation	July 2019 100% of core subject judgments are agreed at joint moderation.	SLT AC		
	3.1.3 Use Trust agreed ARE and GD exemplification to inform teaching and learning / moderation	From Mar 2019	Maths lead	March 19 - 100% of staff clear on ARE exemplification June 19 - 100% of staff clear on GD exemplification	July 19 100% of staff confident in using WAT exemplification materials to confidently assess EoY outcomes.	SLT		
<b>3.2 To further improve the quality of teaching and learning in mathematics</b>	3.2.1 To prepare KS2 pupils for new assessment of times tables knowledge	From Sept 18	Maths Lead KS2 teachers	March 2019 80% of KS2 pupils are making rapid progress in committing tables facts to long term memory, as confirmed by agreed	July 19 100% of pupils have made progress in committing tables facts to long term memory, as confirmed by agreed	SLT		

				practice test outcomes.	test practice outcomes.			
3.2.2 To ensure KS2 pupils are fully prepared for EoY TestBase maths tests	From Sept 18	Maths Lead KS2 teachers	Feb 2019 100% of QFT includes opportunities for pupils to practice answering test style Qs, to reflect and review their responses and to make improvements.	July 19 100% of pupils' test scores reflect their flightpath. TA and test scores are consistent.	SLT			
3.2.3 To continue to participate in Teacher Research groups in mathematics to develop and enhance pedagogy in key selected year groups.	From Sept 18	EYFS KS1/2 teachers	Feb 2019 100% of lesson observation and monitoring evidence confirms that TRG learning is impacting on pedagogy	July 2019 100% of pupils on track to achieve EoY flightpath outcomes	SLT			
3.2.4 To work in partnership with Trust colleagues to continue teacher research in EYFS mathematics, ensuring that foundation stage maths teaching and learning benefits fully from a mastery approach.	From Sept 18	EYFS teaching staff	Feb 2019: 100% of mathematical learning sampled demonstrates some evidence of a mastery approach in mathematics; May 2019: 100% of support staff have attended mastery CPD.	July 2019 Impact of TRG is evident across a range of learning from 100% of sampled pupils.. Impact of CPD is evident within classroom practice in 100% of lessons and with 100% of EYFS staff.	SLT AC			
3.2.5 To ensure that there is sufficient breadth of evidence to support teacher judgements of GD achievement in mathematics	From Sept 18	Class teachers	Dec 2018 Book scrutiny 100% of samples confirm evidence base is sufficiently broad and deep to confirm TA judgements	July 2019 100% of TA GD judgements are supported by a broad evidence base confirming GD, including test question responses.	SLT			

3.3 Narrow / eradicate gaps in Maths by targeting key groups showing potential to accelerate using 'target setting grid' approach.	3.3.1 Target setting via PM cycle Oct 2018 Reviewed March and July 2019	Termly progress review meetings Nov 17, Feb 18, May 18.	Class teachers English lead	Feb 19 At least 50% of identified pupils show progress towards achieving accelerated outcomes  Jun 19 At least 75% of targeted pupils show progress towards achieving accelerated outcomes	% of pupils identified with potential to make 'above FP progress' in Ma  <table border="1"> <tr><td>Y1</td><td>7</td></tr> <tr><td>Y2</td><td>10</td></tr> <tr><td>Y3</td><td>20*</td></tr> <tr><td>Y4</td><td>9</td></tr> </table> *maintain newly accelerated FP	Y1	7	Y2	10	Y3	20*	Y4	9	SLT		
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Priority 4: School Specific: Health and Wellbeing TAP link 1.2.3								
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic) Impact?	Monitoring	Resources Costs	Status
4.1 To improve pupils' overall levels of physical fitness	4.1.1 Implement regular use of the new fitness circuit with pupils of all ages	From Sept 2018	PE lead Class teachers	Dec 2018 100% of pupils are accessing fitness circuit activities (which raise heart rate) for at least 15 mins per week  July 2019 At least 80% of pupils demonstrate improved levels of stamina and increased levels of activity in measurable fitness circuit routines	July 2019 100% of pupils engage actively and with enthusiasm in 'fitness circuit' activities	SLT AC	Circuit £7370 funded jointly via SSP and DFCG budgets	
	4.1.2 Provide additional targeted opportunities for pupils with comparatively lower levels of	From Nov 2018	Class teachers Sports Leaders	Dec 2018 80% of targeted pupils demonstrate	Jul 19 90% of targeted pupils demonstrate	PE lead	Circuit £7370 funded jointly via	

	fitness to improve strength and stamina on the fitness circuit			improved strength and stamina	improved strength and stamina		SSP and DFCC budgets	
	4.1.3 Ensure that all PE lessons, not only those led by a specialist PE teacher, result in pupils' challenging themselves to achieve their personal best in terms of fitness	From Sept 2018	PE lead Specialist teacher Class teachers	Dec 2018 At least 70% of pupils are achieving ARE+ in PE according to moderated teacher assessments Mar 2019 At least 80% are achieving the above	July 2019 At least 85% are achieving ARE+ 100% of pupils not yet at ARE show measurable steps of progress in terms of fitness	SLT	Specialist teaching already funded £300 for joint assessment PE lead + specialist teacher	
	4.1.4 Improve pupils' overall attitudes towards health and fitness	From Sept 2018	PE lead Specialist teacher Class teachers	Oct 18 Baseline attitudinal survey Mar 19 and Jul 19 Further short surveys undertaken to measure attitudinal change	July 19 Exit surveys indicate that at least 85% of pupils confirm positive attitudes towards health and fitness	SLT		
<b>4.2 To maximise opportunities for pupils to learn actively in the outdoor environment</b>	4.2.1 Introduce Forest Schools as part of the curriculum for pupils in EYFS and Y1	From Sept 2018	Forest School Leader	Dec 18 At least 90% of Y1 pupils engage actively with Forest Schools programme  Mar 19 At least 90% of Y1 pupils engage actively with Forest Schools programme	Jul 19 100% of pupils engage with Forest School programme. Positive impact of forest schools on classroom learning behaviours and attitudes confirmed via exit survey for at least 85% of pupils.	SLT Y1/R class teachers		
	4.2.2 Introduce Forest School Club for selected pupils in years 2, 3 and 4. 3 cohorts Autumn 18; Spring 19; Summer 19. Pupils targeted are SEND/PPE/other.	From Sept 2018	Forest School Leader	Dec 18 / Mar 19 / Jul 19 At least 90% of targeted pupils engage actively with Forest Schools programme	Jul 19 100% of pupils engage with Forest School programme. Positive impact of forest schools on classroom learning behaviours and attitudes confirmed	SLT Class teachers		

					via exit survey for at least 85% of pupils.			
	4.2.3 Provide planned opportunities for pupils in all year groups to learn in the outdoor environment as part of a broad curriculum	From Sept 2018	Class teachers (all years)	Dec 18 / Mar 19 100% of pupils have participated in outdoor learning in two or more subject areas	Jul 19 100% of pupils have participated in outdoor learning across a range of subject areas. 100% of teachers can evidence how outdoor learning has enhanced overall learning for their class/es.	SLT		
<b>4.3 To develop a 'growth mindset' approach, through maximising impact of the learning line model, thereby promoting active problem-solving and building resilience.</b>	4.3.1 Ensure that the learning line model remains a key feature in every classroom and is used by all teaching staff to promote problem solving, build resilience and support self reflection and meta-learning i.e. understanding how we learn and the importance of a resilient approach..	From Sept 2018	Class teachers (all years)	Dec 2018 / Mar 2019 Learning observations and work scrutinies confirm that the learning line is actively modelled, used and applied as part of learning conversations with whole class/ groups/ individuals	Jul 2019 100% of sampled pupils (including PPE pupils) can use LL model to describe and explain how they have approached challenges in learning and how they have shown resilience.	SLT AC		
	4.3.2 Identify and support pupils who are not demonstrating high levels of motivation and resilience, improving their learning esteem (see 1.2.6 above)	From Sept 2018	Class teachers (all years) ELSA PP mentor Class TAs	Dec 2018 / Mar 2019 At least 50 / 75% of identified pupils show improved motivation and learning esteem as indicated by ELAT motivation scores	Jul 19 100% of identified pupils show improved motivation and learning esteem, as indicated by ELAT motivation scores	SLT AC		