

Single Action Plan 2021-22

School: Grasmere Primary School

LaMA: Laleh Laverick

Date presented to FGB: October 2021

Ofsted Priorities from most recent inspection (01/12/16)

Overall Effectiveness: 2

Achievement: 2

Quality of teaching: 2

Behaviour and Safety: 1

Leadership and Management: 2

- The quality of feedback for pupils is of a high quality by the consistent use of the school's policy, particularly in writing.

Priorities for improvement – 2021/22

- Progress of pupils in reading in KS2
- Monitoring of language needs in EYFS through implementation of two projects
- Ensuring excellent outcomes in writing through Talk for Writing
- An excellent wider curriculum through the effective development of middle and subject leaders
- An equitable offer across the curriculum

Assessment headlines to inform priorities for 2020/21 (continues for 2021/2022):

Source: IDSR

KS2 progress score in writing over 3 year trend is below local average [0.8 v 1.5]

KS2 progress score in maths over 3 year trend is generally below local and national average

KS2 average progress for middle attaining disadvantaged children in RWM is significantly below national average

KS2 scaled score for reading and maths is below national average [102.1 v 105.5 and 104 v 106.1]

KS1 percentage achieving greater depth in reading is below local and national average

KS1 percentage of disadvantaged achieving EX+ is below national average [67% v 78%]

2019 Phonics score below local and national average

Source: Internal monitoring

Lack of consistency in topic books regarding content and coverage for foundation subjects

Quality of writing is inconsistent across the school

Single Action Plan 2021-22 Grasmere School

| Objective 1 | Success Criteria (copy main outcomes to TAG templates) | | | |
|---|--|-------------------|------------------------------------|---|
| <ul style="list-style-type: none"> Progress of pupils in reading across the school | <ul style="list-style-type: none"> Phonics screening check to increase to 95%+ Targets for each year group met or exceeded SEN children show good progress according to their need Non SEN children make outstanding progress in reading Consistently good and outstanding quality of teaching across reading in the school Systems for teaching reading are used consistently | | | |
| Key actions | Staff responsible | Start date | Resources Where appropriate | Monitoring methods – who, how & when |
| Monitoring of reading provision | Lena, Nick [SLT] | Sept 2021 | Time | Half Termly book looks Regular short drop ins Extra support for new staff and ECTs Analysis of data Conferencing with children Planned observations Outcomes of PPR Planning check for reading across the curriculum |
| Ensure phonics is taught every day and intervention groups are in place for children needing extra support. | Lena [SLT] | Sept 2021 | Phonics screening kit | Half Termly book looks Regular short drop ins Extra support for new staff and ECTs Analysis of data Half termly screenings to identify cusp children |
| Monitoring of SEN children in reading | Lena | Sept 2021 | | Knowledge of plans for SEN children Visits to reading interventions Ensure all teachers know the abilities and needs of their SEN children Analysis of data |
| Support all teachers to be good and outstanding in reading | Lena | Sept 2021 | | Learning walks to see where teachers might need team or model teaching Provide model teaching or a suitable teacher within key stage Monitor and observe improvements in teaching . |
| To monitor the progress of sub groups of children who are not at ARE or above | Lena [SLT] | Sept 2021 | Target Tracker | PPR outcomes Data analysis Monitor impact of any interventions Source reading support for those children that need it |

| Objective 2 | Success Criteria (copy main outcomes to TAG templates) | | | |
|--|---|-------------------|------------------------------------|---|
| <ul style="list-style-type: none"> Ensuring good and better outcomes in writing across the curriculum | <ul style="list-style-type: none"> All teaching of writing is good and better Writing across the curriculum is of a high quality Presentation skills are high The cursive script is developed through each year group Teaching of Talk for Writing is Good or Better | | | |
| Key actions | Staff responsible | Start date | Resources Where appropriate | Monitoring methods – who, how & when |
| Ensure that all teachers are familiar with the requirements of Talk for Writing, and how to implement it. | Emmy | Sept 21 | | Training then team and model teaching Learning walks Book Looks and observation |
| Ensure all classes are using high quality and age appropriate text texts | Emmy | Sept 21 | | Book audit Ordering and classification of texts Monitor planning Book looks |
| Ensure all teachers understand the handwriting requirements of their year group | Emmy | Sept21 | | Observation Book Looks across the curriculum |
| Ensure writing opportunities are embedded across the curriculum | Subject leads/Neela | Sep 21 | | Observation Book Looks across the curriculum Pupil Voice |
| Ensure that presentation skills are consistent across the year groups | Emmy/Neela | Sept 21 | | Observation Book Looks across the curriculum |

| Objective 3 | Success Criteria (copy main outcomes to TAG templates) | | | |
|--|---|-------------------|------------------------------------|--|
| <ul style="list-style-type: none"> To develop an outstanding wider curriculum provision through the effective development of middle and subject leaders | <ul style="list-style-type: none"> Middle and Subject Leaders speak with confidence and excellent subject knowledge about their curriculum area Teaching in the wider curriculum is consistently good or better Children are enthused by their curriculum and make good or better progress | | | |
| Key actions | Staff responsible | Start date | Resources Where appropriate | Monitoring methods – who, how & when |
| Ensure new and ECT teachers understand what and how to teach | Subject leaders | Sept 21 | cover | Meetings Mentoring Modelling and team teaching |
| Supervision for all subject and middle leaders | Subject leaders/Neela | Sept 21 | cover | Termly planner and teacher feedback |
| Ensure all teaching is consistent and progressive | Subject leaders | Sept 21 | cover | Co planning |

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|--|-----------------|---------|--|---|
| | | | | Planning scrutiny Observations Book looks |
| Ensure all schemes of work and programmes of study are fit for purpose | Subject leaders | Sept 21 | | CPD Book Looks Scheme scrutiny |