



Lockyer's Middle School School Action Plan 2018 - 2019

Signed: Date: October 2018
Mr Mark Legge
Headteacher

Signed: Date: October 2018
Mr S. Utley
Chair of Academy Committee

Signed: Date: October 2018
Mrs Liz West
Chief Executive



WIMBORNE
Academy Trust

Lockyer's Middle School School Action Plan 2018-2019

SLT: Mark Legge – Headteacher
Richard Ettling – Deputy Headteacher
Fiona Locke - Assistant Headteacher
Kate Whittaker – Vulnerable Pupil lead
Inclusion Team:
Jasmine Adams – SEND Lead
Standards Team:
Ed Crocombe – Mathematics Lead

RAG status rating:

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

Priority 1 - Teaching and Learning <i>Link to PE: f) to be outward-facing and outward-listening and recognised as the Trust of choice for schools in our area, based on the quality of opportunities we offer.</i>				Success Criteria				
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
1.1 To develop a consistent approach to assessment across the school and Trust in all subjects using WAT agreed assessment codes	1.1.1 to use 'Monitoring Progress and Attainment Guidance' to plan, deliver and evaluate a robust system appropriate to school and to include: <ul style="list-style-type: none"> • moderation within year groups/subjects • moderation between year groups/subjects • moderation between schools • end of year transition moderation within and between schools. 	July 2018	Subject leads FL, RE Assessment Co-ordinator	November 2018 - school plans in place and started. Termly ECP visits from November 2018 verify at least 70% data judgements with robust moderation evidence. March 2019 - Review impact of monitoring through ECP and support and challenge meetings. At least 90% data judgements verified through robust moderation evidence. June 2019 - Review impact of monitoring through ECP and support and challenge. 100% data judgements verified through robust moderation evidence.	100% moderation judgements are verified.	Head Teacher, School Improvement Lead, SLE, CEO		
	1.1.2 Further develop impact across our school following Trust moderation sessions to include a balance of CPD and verification of judgements.	July 2019	Subject leads FL, RE Assessment Co-ordinator	Review impact in November to inform next session - 70% judgements verified. March 2019 - 90% judgements verified. June 2019 - 100% judgements verified.	100% moderation judgements are verified.	Headteacher, School Improvement Lead, SLE, CEO		

	1.1.4 Implement tracking of combined figures for reading, writing, maths (RWM) in all year groups.	July 2019	English and maths leads, Assessment Co-ordinator, Data manager	November - 70% of children on track to achieve flight path for end of KS2. March 2019 - 90% of children on track to achieve flight path for end of KS2.	100% children on track to achieve flight path for end of KS2.	Headteacher, School Improvement Lead, SLE		
	1.1.5 Question level analysis of year 6 SATs for reading and maths across the four Trust middle schools to highlight strengths and weaknesses.	Sept 2018	English and Maths lead Year 6 English and Maths teachers	Analysis shared with schools October 2018 . November 2018 SLT analyse school specific data. March 2019 Impact shown in mock SATs data analysis.	100% of all year 6 progress figures show improvement of two points. 50% meet national progress figures.	Headteacher, School Improvement Lead, SLE		
1.2 To embed the principles of Quality First Teaching across the school	1.2.1 <ul style="list-style-type: none"> Differentiation is a main focus for all monitoring in all subjects with a specific focus upon SEND, disadvantaged and more able pupils To make effective use of support provided by Inclusion experts engaging in the Trust wide differentiation project To introduce Non-negotiable criteria for monitoring To establish Focus Learning Action Groups (FLAG) to develop pedagogy and collaboration 	July 2019	Subject Leads, FL and RE SEND Lead	November 2018 70% of teachers can confidently differentiate learning appropriate to needs. March 2019 100% of teachers can confidently differentiate learning appropriate to needs. Ongoing review of impact at PSG meetings	100% of teachers can confidently differentiate learning appropriate to needs. 100% of teachers can confidently and effectively use the features of Quality First Teaching	Headteacher, School Improvement Lead, SLE, CEO		
1.3 To complete a review of the school curriculum	1.3.1 To ensure that Key Stage 2 and 3 Curriculum maps are reviewed before Subject leaders produce revised Medium Term Plans across the	July 2019	FL and RE Subject Leads	September 2018 – Revised Curriculum Maps in place for Autumn term alongside revised format MTPs January 2019 – Spring	100% of MTPs will show evidence of engagement, differentiation and assessment from September 2018 Good or better teaching in	Headteacher, School Improvement Lead		

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	academic year.			term plans in place April 2019 – Summer term plans in place	80% of foundation subjects will be evidenced through improved understanding of progression and assessment within subjects			
	1.3.2 Subject Leaders and Heads of Year to improve their ability to lead in key areas to bring about improved achievement for key groups	July 2019	FL and RE Subject Leads	November 2018 – revised Monitoring and Evaluation programme in place for all subject areas July 2018 – All subject leaders will have completed a review focused upon T+L and outcomes of key groups to improve their understanding and ability to take clear actions to improve outcomes Ongoing review of impact at PSG meetings	All subject leaders will be able to evidence their actions to hold staff to account in order to bring about improved standards and outcomes in their subject area. Good or better teaching in 80% of foundation subjects will be evidenced through improved understanding of progression and assessment within subjects	Headteacher, School Improvement Lead,		
	1.3.2 Begin to develop an interconnected curriculum framework that addresses sequential and transferable learning alongside Trust colleagues. (Vertical, horizontal, diagonal)	July 2019	LLEs Teaching and learning leads FL and RE	Begin in February with Trust teaching and Learning leads in post. Review schemes of work for each subject as produced above	100% of schemes of work show progression in all subjects.	Head teacher, School Improvement Lead, Standards leads, CEO		

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Priority 2 – English <i>Link to PE: c) culture of continual improvement, willingness to challenge and innovate, ambition to be the best we can be.</i>				Success Criteria				
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
2.1 To improve the quality of teaching and learning across the school with a specific focus on Boys and lower attaining pupils and SEND writers	2.1.1 Consistent English basic skills across the curriculum. Provide CPD where relevant and ensure it is a focus during book scrutiny.	July 2019	FL and SLE	Discuss practice - November 2018 network, audit what % consistent application of basic punctuation and spelling in all written work. March 2019 - 90% consistent application of basic punctuation and spelling in all written work.	Evidence of 100% consistent application of basic punctuation and spelling in all written work.	Head teacher, School Improvement Lead, SLE		
	2.1.2 To ensure that the following target groups make rapid and sustained progress when writing <ul style="list-style-type: none"> • High prior attaining boys • SEND • Disadvantaged 2.1.3 To make effective use of SLE and School Improvement Lead support to adopt and embed revised strategies to improve outcomes when writing. 2.1.4 Through rigorous pupil progress meetings each half term ensure that sufficient rigour is maintained by all to bring about improvement 2.1.5 Maintain regular workbook review and quality of teaching review to ensure impact in this target area.	July 2019	FL and SLE	October 2018 – Ensure that target setting and flight pats clearly identify these target pupils and that all staff are aware November 2018 – begin cycle of pupil progress meetings to evidence progress as below: November 2018 - 70% of children on track to achieve flight path for end of KS2. March 2019 - 90% of children on track to achieve flight path for end of KS2. Ongoing review of impact at PSG meetings	100% children on track to achieve flight path for end of KS2.	Head teacher, School Improvement Lead, CEO <i>Ongoing review of impact at PSG meetings</i>		

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2.2 To further improve the quality of teaching and learning in reading.	2.2.1 Discrete teaching of vocabulary through: Understanding three tiers of words according to usage. 2.2.2 Teaching the meaning of words in different contexts and subjects. 2.2.3 Use poetry to teach choosing vocabulary for an effect.	July 2019	English standards lead, SLE and FL	November 2018 - Discuss research and agree CPD needs through networks. February - deliver CPD from Trust across school June - review impact of CPD 100% of teachers display and use appropriate vocabulary in lessons.	100% of staff can identify appropriate vocabulary within the curriculum and confidently apply within teaching.	Head teacher, School Improvement Lead		
	2.2.4 To engage the children in regular reading through the use of Accelerated reader.	July 2019	English standards lead SLE and FL	December 2018 Audit impact in schools already engaged in its use. January 2019 Audit cost	100% of children years 5-8 have access to Accelerated reader.	School Improvement Lead		
	2.2.5 To develop whole class guided reading and share best practice - networks - video - lesson observations	July 2019	English standards lead SLE and FL	November 2018 - Discuss and agree through networks. 70% of KS2 and KS3 staff can use a variety of strategies to deliver quality whole class guided reading. February 2019 - deliver CPD in schools 90% of KS2 and KS3 staff can use a variety of strategies to deliver quality whole class guided reading. June 2019 - review impact of CPD	100% of KS2 and KS3 staff can use a variety of strategies to deliver quality whole class guided reading.	Head teacher, School Improvement Lead		
2.3 To further develop a consistent approach to assessment across the School and	<ul style="list-style-type: none"> Revisit the use of the skills progression map to support gap identification of gaps. Revisit the use of English tracker to inform planning and assessment. Ensure Monitoring Progress and Attainment Guidance is 	December 2018	English standards lead SLE and FL	September 2018 - Review at network meetings November 2018 - review at network 70% of staff have secure knowledge of the English curriculum and can	Through monitoring English leads can evidence that 100% of staff have secure knowledge of the English curriculum and can identify skills gaps.	Headteacher, School Improvement Lead		

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Trust in English.	referred to when individual schools plan their monitoring program.			identify skills gaps. March 2019 - review at network 70% of staff have secure knowledge of the English curriculum and can identify skills gaps.				
	<ul style="list-style-type: none"> Agree ARE and GD exemplification for each year group. 	July 2019	English standards lead, SLE and FL	September 2018 - initial discussion and sharing of work at network. November 2018 - review sets of work and agree at network. March 2019 - exemplification materials for ARE presented and explained to all staff June 2019 review sets of GD work and agree at network.	100% of staff use exemplification materials to ensure a shared understanding of writing judgements.	School Improvement Lead		
2.4 To implement an agreed approach to teaching and learning from KS2 to KS3 in reading and writing.	<ul style="list-style-type: none"> Agree ARE and GD exemplification for each year group. 	July 2019	English standards lead, SLE and FL	September 2018 initial discussion and sharing of work at network. November 2018 review sets of work and agree at network. March 2019 exemplification materials for ARE presented and explained to all staff June 2019 review sets of GD work and agree at network.	100% of staff use exemplification materials to ensure a shared understanding of writing judgements.	School Improvement Lead, CEO		

Priority 3 – Mathematics				Success Criteria				
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
3.1 To further develop a consistent approach to assessment across the Trust in Maths.	<ul style="list-style-type: none"> • Termly Moderation events to ensure consistent judgements from Year 5 to Year 8 • Assessment systems in place and used to ensure all groups remain on flight path • Assessment information used to identify where pre-teach/interventions /catch up is required • Develop ARE and GD exemplification for each year group 	July 2019	Maths standards lead, EC, FL, RE, Assessment Co-ordinator	<p>November 2018 70% judgements verified.</p> <p>March 2019 90% judgements verified.</p> <p>June 2019 100% judgements verified</p>	100% moderation judgements are verified.	Head teacher, School Improvement Lead, Maths Standards Lead, K. Anstey, SLE		
3.2 To further improve the quality of teaching and learning in Maths.	<p>3.2.1</p> <ul style="list-style-type: none"> • To embed Maths No Problem in year 5 teaching and a bespoke Year 6 Mathematics curriculum that supports the principles of this approach • Through involvement in the SSIF project develop pedagogical expertise in KS2 • Provide Maths mastery approach training and support to identified teachers • Teacher research groups to develop teaching and learning and the use of manipulatives • Teacher research group to develop teaching and learning through lesson structure <p>3.2.2</p> <p>To make effective use of SLE and School Improvement Lead support to adopt and embed revised strategies to improve outcomes in mathematics.</p>	July 2019	EC, Maths standards lead, SLE Subject leads	<p>November 2018 - 70% of pupils maintain flightpath 70% of teaching good or better</p> <p>March 2019 - 90% judgements maintain verified. 90% of teaching good or better</p> <p>June 2019 - 100% maintain flightpath 100% of teaching good or better</p> <p>Ongoing review of impact at PSG meetings</p>	100% of pupils maintain flightpath 100% of teaching good or better	Head teacher, FL, School Improvement Lead, K. Anstey		

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	3.2.3 Through rigorous pupil progress meetings each half term ensure that sufficient rigour is maintained by all to bring about improvement 3.2.4 Maintain regular workbook review and quality of teaching review to ensure impact in this target area.							
3.3 To implement an agreed approach to teaching and learning in KS3 Maths.	<ul style="list-style-type: none"> to take part in Realistic Maths Education project Learn about the implementation and monitoring of the KS3 WAT mastery scheme at Trust Middle Schools Work with Maths Leads from Ferndown Middle & Upper to develop Key Skills assessments for KS3. 	July 2019	Maths standards lead EC, GW, HR and RE	November 2018 -70% of pupils maintain flightpath 70% of teaching good or better March 2019 - 90% judgements maintain verified. 90% of teaching good or better June 2019 - 100% maintain flightpath 100% of teaching good or better	100% of pupils maintain flightpath 100% of teaching good or better	Headteacher School Improvement Lead, K. Anstey		
Priority 4 – Inclusion <i>Specific link to PEs: a) best people – all staff to be valued and developed to maximise potential b) best possible environment – facilities, resources</i>				Success Criteria				
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Resources Costs	Status
4.1 To improve the quality of teaching and learning across the Trust with a specific focus on disadvantaged and SEND pupils.	4.1.1 Develop and implement SEN tracker incorporating pre-key stage 1 and 2 assessment standards.	July 2019	JA, Standards lead	December 2018 tracker in use March 90% progress for SEN pupils is demonstrated by the tracker.	100% progress for all SEN pupils is demonstrated by the tracker.	SLT		
	4.1.2 Support from Inclusion Experts to develop QFT. To include: <ul style="list-style-type: none"> The role of staff and support staff. TA audit Online training for Support staff. Training on pre and over learning 	July 2019	JA, Standards leads	October 2018 Hub down to define position of the Trust as assessed by Heads. 1.10.18 November 2018	100% of staff understand a whole school approach to quality first teaching that includes: <ul style="list-style-type: none"> An agreed set of non-negotiables. Expectations for 	SLT		

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	<ul style="list-style-type: none"> for teachers and TAs • Clear TA line management • Target groups assessed and monitored using provision map. • Promote communication with the child. • Decrease SEND paperwork 80% in class 20% paperwork. • Keynote speakers on disadvantaged pupils at Trust-wide conference. 			<p>90% of staff understand a whole school approach to quality first teaching</p> <p>February 2019 review impact of TA training. 90% of staff understand a whole school approach to quality first teaching</p>	<ul style="list-style-type: none"> disadvantaged pupils. • Wave 1 intervention. 				
<p>4.2 Ensure that the progress of SEND pupils is significantly improved in 2018-2019</p>	<ul style="list-style-type: none"> • Following the Sept ECP visit the SEND lead to work alongside SLT to ensure that data is reviewed and understood for all SEND pupils to plan specific actions • SEND Lead to maintain rigorous review holding staff accountable and taking specific actions to ensure improved outcomes for this group 	July 2019	JA Maths lead English lead	<p>Ongoing review of impact at PSG meetings</p> <p>November 2018</p> <ul style="list-style-type: none"> • Initial review of impact of strategy • Evidence of individual impact reports demonstrated <p>February 2019 - ECP review of impact of strategy to date</p> <p>July 2019 – Final review</p>	<p>The SEND lead will be able to evidence a 5 point improvement in the progress scores for SEND pupils at the end of Key Stage 2</p> <p>The SEND lead will be able to evidence progress in year and across years 5 to 8.</p>	Headteacher, School Improvement Lead			<p><i>Ongoing review of impact at PSG meetings</i></p>
<p>4.3 To ensure that clear impact of the school's pupil Premium strategy upon key outcomes can be evidenced</p>	<p>4.3.1 Through the careful implementation of the schools Disadvantaged Pupil strategy and impact review for individual pupils the following areas will be targeted:</p> <ul style="list-style-type: none"> • Progress in reading, writing and mathematics for disadvantaged pupils will be improved by 2 points. • Attendance will match the whole school figure • Participation – 100% of PP pupils will have been involved in at least two pieces of additional school provision. 	July 2019	RE, KW	<p>October 2018 – Pupil premium Strategy in place and on website</p> <p>November 2018</p> <ul style="list-style-type: none"> • Initial review of impact of strategy • Evidence of individual impact reports demonstrated <p>February 2019 - ECP review of impact of strategy to date</p> <p>July 2019 – Final impact review</p> <p>Ongoing review of impact at PSG meetings</p>	<p>Attendance lead will be able to clearly evidence continued improvement in attendance for disadvantaged building on progress in 2017-2018</p> <p>Strategic lead will be able to clearly present evidence of improved progress in line with non-disadvantaged groups and of improved participation and engagement in school</p> <ul style="list-style-type: none"> • Progress in reading, writing and mathematics for disadvantaged pupils will be improved by 2 points. • Attendance will match the whole school figure • Participation – 100% of PP pupils will have been involved in at least two pieces of additional school provision. 	Headteacher Standards Lead, CEO			<p><i>Ongoing review of impact at PSG meetings</i></p>

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