



St Raphael's Action Plan Overall Evaluation 2014 15 Governing Board

Area		
RE		
Objective	Action	Impact
<p>In faith life and RE improve and extend:</p> <ul style="list-style-type: none"> • Teaching & Learning in RE • Assessment in RE • Prayer and worship. 	<ul style="list-style-type: none"> • Driver words for planning and marking used by staff • RE policy reviewed • Assessment timeline complete and a update of assessment completed • SEF reviewed Spring 2015 • Prayer journals introduced in all KS2 classes. • Chapel internal fit. • Audit showed the need to review SRE, meeting completed and plans in place • British Values policy written and shared with GB. 	<ul style="list-style-type: none"> • Successful RE inspection - met • Assessment processes embedded into school. Unable to use SPTO on advice from diocese regarding keeping levels. - met • Moderated work ensured a developing consistency of standards. - met • Portfolio of work completed for 1 cycle. - met • Prayer journals embedded into school and plans for developing worship leaders for 2015 16 - met • Reported to parents on ARE of each child in the end of year report. - met • All KS2 children to be using a Prayer Journal as part of their reflections. - met • New SRE policy in place, with parent consultation done to support this. - met
Next Steps	<ul style="list-style-type: none"> • Increase pupil involvement in, and response to, the many opportunities provided for Collective Worship • Embed creative curriculum model to enhance RE curriculum. • Measure their impact on pupils' learning experiences and achievement • Develop the profile given to professional development training, especially for less experienced staff 	



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Area		
Achievement & Assessment		
Objective	Action	Impact
<ul style="list-style-type: none"> • Raise standards and achievement by implementing the changes in the national curriculum. • Extend children's independence and ownership of learning with a particular focus on reading 	<ul style="list-style-type: none"> • Ongoing performance monitoring review in place with subsequent actions e.g. maths coaching, overcoming barriers. • Regular monitoring leading to appropriate staff redeployment. • Whole school writing moderation – also cluster and with partner school • New maths, science, writing, RE targets in place. • Pupil Interview days in place so children know their targets. • Evidence shows better more accurate use of matched objectives. • Used information from - 2 x Pupil Progress meetings, coordinator PP meetings, data reports given to staff with areas to focus on. Introduction of pupil interviews and the data footprint (which is shared with all stakeholders) • New assessment procedures brought in taking into account ARE. • Separately assessing Y2 and 6 and devising ARE tests. • Thorough review moderation and assessment through school EYFS, Phonics, End of KS etc. • Curriculum statement on web completed • All staff reviewing policy for their area and now on website • All staff attended grammar training (2x ½ days) • CT/DM liaised regarding development of independence and reading (more work to be done) • Staff meeting focus on cross curricular writing moderation. • Curriculum statements for progression online. • Currently reading targets being researched (this has been delayed with the staffing changes – new focus. • GR session restructure has led to mixed feedback/ – will review . • SC has led some pupil voice and research into developing the library / librarians. • DM has developed Y6 readers with a group of targeted for L6, which demonstrate some success. • Raphael's Readers developed reading competitions. • GS developed paired reading as part of the lunchtime provision. 	<ul style="list-style-type: none"> • Skill progression maps in each subject in the new curriculum to be in place.- met • The assessment cycle to take account of the new curriculum objectives, with moderation to show that the assessment is accurate –met well in maths and writing. • Moderated work that validates judgements made – met fully • Reporting to parents on ARE of each child in each subject in the end of year report - met • 25% of pupils to attain L5a/6 at the end of the year – no L6 but L5 above national • Voice activity that shows that 85%+ of pupils have a good attitude to reading. – deferred
Next Steps	<ul style="list-style-type: none"> • Develop the new assessment system to ensure consistency of practice and progress, incorporating thorough moderation. • Look at further at developing reading (post Raise 2015) 	



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Area		
Teaching and Learning		
Objective	Action	Impact
<p>Extend teaching, learning, achievement and progress in all subjects to reach outstanding standards by ensuring that lessons have;</p> <ul style="list-style-type: none"> • an appropriate productive pace; • precision targeting of feedback to children; • refined questioning that moves children learning forward. 	<ul style="list-style-type: none"> • LL/CT attended OTP. • LL initiated coaching development of teachers and TAs • Number of coaching cycles in place for both teachers and TAs • CT working on a coaching programme to ensure good phonic teaching. • Improvement in marking showed with monitoring evidence • New target sheets in maths, writing, science, RE and the writing targets being refined to focus on new curriculum. • Quality CPD in grammar, maths, writing and further CPD planned • DM on mastery of maths conference (June). • Rigorous monitoring cycle in place. • Curriculum reviewed, website updated with this and further refined in Feb 15. • Appraisal meetings linked to monitoring evidence of individual teachers. • Data review given to all staff with next steps with focus on Pupil Progress – the footprint given to teachers and TA. • External coaching cycles underway, targeting KS1. Also supporting questioning and reasoning within lessons. • TA appraisal and coaching underway. • Big Write embedded in school with a wider evidence base of cross curricular writing and Big Maths 	<ul style="list-style-type: none"> • All teachers to be judged robustly good in each area of monitoring – OFSTED good • All teachers and TAs to have completed an individual coaching cycle/ CPD – Met . • 85% of children at ARE in each class (most children did this with 2015/16 Y2 and 6 the areas of most concern) – broadly met
Next Steps	<ul style="list-style-type: none"> • Build on successful OFSTED • Two new staff (and 3 in different year groups) therefore looking at relentless focus of improving teaching and learning . • New OFSTED framework • All classes having a TA so, ensuring that they are effective. • Look at further at developing reading (post Raise 2015) 	



Area		
Writing		
Objective	Action	Impact
<p>Improve writing standards by:</p> <ul style="list-style-type: none"> Embedding the weekly dedicated extending writing opportunity (Big Write) thus ensuring progress. Improve opportunities for cross curricular writing. 	<ul style="list-style-type: none"> Continuation of the Big Write process each week, communicate to parents in half term overview. Monitoring of planning has led to further work on literacy planning cycle. Learning walk of Big Write Display of Writing work in hall to show the progression. Boys writing review undertaken by CT. Reviewed curriculum and re planned for 2015 to further exploit cross curricular opportunities. Initial genre map planned and fed into the new curriculum. New timetables in place (Sep 14) which has contributed to a greater range of evidence of cross curricular writing. Where monitoring of the cross curricular writing showed gaps, measures put in place and this has been addressed. Scrutiny of cross curricular work and examples used as evidence within moderation. Mapped out cross curricular writing and linked this with in the new curriculum map and will need to be on a cycle. Target sheets improved and in place. Next step link this further to class/ age specific target sheets. Target sheets most effectively used with cross curricular in the big write sessions, in saying this they are still a source of improvement/ referenced at other times, especially before a longer writing task. Ongoing moderation within school and across the cluster. In depth monitoring of all end of KS1 and 2 books internally and this feeds into the facilitated cross cluster examples. Criteria for moderation used is that of national curriculum DFE expectations SPAG training initially in September and this a mid year follow up ensured all teachers and TAs trained. The effectiveness of this was evidenced in lesson observations. The next stage will be to map out how we teach SPAG through school to ensure continuity and therefore effectiveness. 	<ul style="list-style-type: none"> Moderation to show accurate assessment of writing. - met Moderation and display to show the cross curricular writing through a range of books. - met 85% of children at ARE in writing in each class. – broadly met, end of KS results above national. End of KS moderation very positive OFSTED noted writing as a strength.



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Next Steps	<ul style="list-style-type: none"> • Writing not a key area, continue to embed and will develop within other sections of SDP.
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Area		
Leadership and Management		
Objective	Action	Impact
<p>Improve the rigour of judgements of T&L.</p> <p>Strengthen governorship to ensure the school is held to account.</p> <p>Cultivate and embed the New Curriculum for 2014.</p> <p>Develop the role of the subject leaders.</p>	<p>a. Improve the rigour of judgements of T&L.</p> <ul style="list-style-type: none"> • Judgements of teaching challenged/ discussed/ supported by SIP/ LA/ Learning Alliance leaders/ BURY EYFS team. All above have ben used to strengthen judgements of T&L through school. • Strategic use of challenge/ support has shown an improvements of T&L. • OFSTED course for PJ and LL with work with Dane Bank. • Use of cluster schools (Stalybridge/ Dane Bank/ St Anns/ Hindley) has strengthened confidence in judgements in school. • Variety of coaching models to support development – internal/ external/ demonstration lessons/ learning walks/ TA coaching • Monitoring timetable with running record of action, analysis and impact. • CT/ LL attended OTP course leadng to internal coaching – CT phonics development and LL teacher/ TA development. • All observations paired <p>b. Strengthen governorship to ensure the school is held to account.</p> <ul style="list-style-type: none"> • GB Action Plan based on the external review of GB. • ISG meetings based around either data or working meeting which involves learning walks, attending staff meetings etc. • Key GB attended training based on their needs – LA/ diocese/ bespoke training • Terms of reference reviewed taking into account key Ofsted areas. • GB visit timetable complete and evidence of visits to support school linked to statutory needs and needs of POAP. • Composition of GB review completed and reconstituted completed in liaison with LA and diocese. • POAP evaluated by GB and on governor page of the website. • GB training underway for key GB – chair/ vice chair/ safeguard/ pupil premium. <p>c. Cultivate and embed the New Curriculum for 2014 and (d.)Develop the role of the subject leaders.</p> <ul style="list-style-type: none"> • New curric in place Sept 14 meeting statutory needs • Training (SPAG/ Maths) pre September to ensure the curriculum could be taught. • Use of school website ensured that all areas have key progression maps linked to the new curriculum. • Half term overviews ensure reduction in potential repetition and that there is an even coverage. • New resources purchased in maths/ art/ music/ DT/ P E, ensures that school met and exceeded the new statutory curriculum requirements. Impact can be seen in the enriched curriculum. • Coordinator attended training/ support – SA/LW LA middle leaders course, SA work with Gorsey Bank Wilmslow, LW Manchester Teaching Alliance, JD Tameside Arts and Music Service, CT Literacy cluster, CTaylor work with SLT, K Neale Senco course • Following above, this fed into the long term curriculum map created to give ST Raphael's bespoke curriculum that meets statutory guidance. • All coordinators have an action plan, new policy written (some delay in a small number that is timetabled for next year), running record of actions, overview of skills all posted on website. • PJ met with coordinators to action plan each subject. • SIP met with Subject Leaders – further steps/ advice given., 	<ul style="list-style-type: none"> • All teachers to be judged robustly good in each area of monitoring – Met OFSTED said T&L/ L&M good • Completed cycle of governor visits that build into the leadership self evaluation of the school - Met • Clear skill progress and curriculum map for each subject in place - Met • New policy written for every curriculum area – Almost complete 9audit now in place for next year • ARE reported to parents in each area in each class.- met



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Next Steps	New Framework increased focus on middle leaders Ofsted Oct 2015 – Middle Leaders Aim of strengthening the new curriculum and gaining greater expertise for pupils	
Area		
Behaviour and Safety		
Objective	Action	Impact
<ul style="list-style-type: none"> Review and develop e-safety of St Raphael's. Review the role of the Inclusion Manager and Attendance officer to enable them to further improve the provision for pupils with the target that all children will have an attendance figure between 97.5 - 100%. 	<p>a. Review and develop e-safety of St Raphael's.</p> <ul style="list-style-type: none"> CP training in school & E-Safety training for staff. LL worked with Heather Truelove re the new Computing curriculum and embedding e-safety Training session with each teacher prior to the planning of the new half term with Heather. Learning walk at Buckton Vale supported planning Wider evidence of e-safety through school and included in Feb 15 curric review SC completed pupil voice activities to support this area and evidenced through the work on display through school. E-Safety work further embedded in PSHE work in school. Information sent home to parents that support this area, including links to CSE support. Policy on website and ratified by GB. All staff signed up to acceptable use policy and currently designing the agreement that children will sign. <p>b. Review the role of the Inclusion Manager and Attendance officer to enable them to further improve the provision for pupils with the target that all children will have an attendance figure between 97.5 - 100%.</p> <ul style="list-style-type: none"> First call system in place so all attendances are chased up. GS completes weekly monitoring of attendance and interventions which has shown a reduction in the lower attendance cords and persistent absence (see GS records) Data communicated with parents via targeted letters, meeting, newsletter, attendance display in the hall, Parents Eve PowerPoint New Attendance prize and attendance expectations shared with parents. Timetabled office meetings to ensure that we can be efficient. Review of GS timetable to manage a growing area of the school demand on school and regular meetings so that NH and GS have an appropriate division of responsibility. Consistent response to absence in term time leading to reduction of requests. GB visit complete with advice/suggestions for next steps. 	<ul style="list-style-type: none"> E-Safety work embedded in the curriculum - met Pupil voice highlighting greater pupil awareness of the dangers – met and on 2015 16 Safeguarding Audit Clear job description for Administration and Attendance and the Inclusion Manager roles - met Whole school attendance above 97.5% - Almost met above national at 96.94 with minimal PP difference. “Some aspects of this work are of particularly high quality, for example, the level of support offered for vulnerable pupils and their families.” OFSTED 2015
Next Steps	<ul style="list-style-type: none"> New Framework increased focus on Parent Partnerships Aim to disseminate the many changes in education to parents Support from home leading to pupil progress 	



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Area		
EYFS		
Objective	Action	Impact
<ul style="list-style-type: none"> To review and develop the Foundation Stage Practice to ensure that provision, assessment practices and attainment of children is outstanding 	<ul style="list-style-type: none"> Orbit embedded in assessment procedures and will move to Tapestry as meet needs better. Targeted intervention timetable in place for the afternoons targeting the children who are the borderline for GLD. CPD sourced through Hindley, EY2P and Learning Alliance Visits to other settings, looking specifically on organisation and learning behaviours. Monitoring of EYFS as led to SA visiting another setting with the target of reviewing practice to aid greater pupil perseverance. This has led to a reorganisation of the morning target to ensure targeted learning. Moderation of Baseline completed. Reviewed data with staff. Cross school moderation taking place Decision made on EYFS Baseline and further support sourced - NFER 	<ul style="list-style-type: none"> Improve attainment at end of year so 70+ children are ARE in FS1 and GLD improved to 70-80+% - met Validated judgements of a soundly good and better EYFS. – OFSTED judged as good with areas to improve Improved outdoor provision leading to better outcomes for children. - developing
Next Steps	<ul style="list-style-type: none"> OFSTED focus New EYFS team need to review policies, planning, practice and overall effectiveness. Room to improve previous excellent GLD results 	