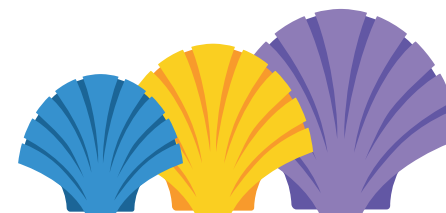


Post-Ofsted Improvement Plan: improve the quality and consistency of teaching



ST JAMES'
Church of England
Primary School

Success criteria

Improve the quality of teaching, especially in KS2, so that it is at least consistently good in all subjects and pupils make good progress by:			
<p>setting work that matches pupils' needs and abilities and is challenging</p> <p>swiftly engaging pupils in challenging tasks in mathematics, especially the most able pupils</p> <p>checking pupils' understanding of what they are reading and...</p>	<p>staff having high expectations of what pupils can achieve</p> <p>... strengthening their vocabulary</p> <p>checking pupils' spelling meticulously to strengthen the quality of writing</p> <p>ensuring that pupils have good skills to check their spelling and their answers to problems in mathematics</p>	<p>skilfully questioning pupils to deepen their understanding of what is being learned</p> <p>+ subject knowledge (leadership action: CPD for teachers)</p>	<p>increasing opportunities for pupils to apply their mathematical skills and write at length across a wide range of subjects</p>
Who? all KS1, KS2 teachers	Who? all KS1, KS2 teachers	Who? all EYFS, KS1, KS2 teachers	Who? all KS1, KS2 teachers
Spring 2:			
<p>teachers can identify specific, relevant pupil groups</p> <p>teachers understand the value of ARE grids to plan and to assess</p>			
Summer 1:			
<p>teachers can identify specific, relevant pupil groups, and talk about specific provision in place</p> <p>teachers purposefully refer to pupil FFT targets</p> <p>observation and evaluation of whole-class reading: all lessons indicate good provision and with at least one element (challenge, questions, engagement)</p>	<p>more impressive vocabulary used – some evidence in writing eg in a typical, independent piece, 2-3 examples</p> <p>KS2: evidence in independent writing of spellings being corrected with specific prompt from teacher</p>	<p>evidence in Maths books of reasoning at least twice in the week</p>	<p>minimum 3 examples of cross-curricular writing (independent and/or extended)</p> <p>evidence of Reading, Writing and Maths as a substantial aspect of topic learning every week</p>

Summer 2:			
books rarely show activities which pupils found easy (ie avoid excessive correct answers with no variation or challenge) ARE grids are heavily annotated (and referred to in moderation activities across year groups / across Sphere; led by leaders and SLE)	more impressive vocabulary used appropriately – some evidence in writing eg in a typical, independent piece, 2-3 examples KS2: evidence in independent writing of spellings being corrected with prompt from teacher	timed visits (by DR) to observe at least 33% of questions are challenging, for depth	evidence that Reading, Writing and Maths as part of topic corresponds to age-related expectations
Autumn 1:			
observation and evaluation of whole-class reading: all lessons indicate at least good provision and with at least two elements (challenge, questions, engagement)	all teachers, most of the time, demonstrate high expectations in lessons, books and planning impressive vocabulary used appropriately – evidence in writing eg in a typical, independent piece, 3-4 examples	evidence in Maths books of effective reasoning that leads to deeper learning at least twice in the week teachers do KS2 GPS and Maths KS2 SAT tests and self-review (anonymously); 100% of KS2 teachers rate themselves as confident and competent	evidence that Reading, Writing and Maths as part of topic closely corresponds to age-related expectations, with some elements of challenge
Autumn 2:			
teachers easily and purposefully refer to prior-attainment (EYFS or KS1)	KS2: evidence in independent writing of spellings being corrected with no prompt from teacher	timed visits (by DR) to observe at least 67% of questions are challenging, for depth	evidence that Reading, Writing and Maths as part of topic is showing progress
Spring 1:			
observation and evaluation of whole-class reading: all lessons indicate at least good provision and with at least three elements (challenge, questions, engagement)	all teachers, most of the time, demonstrate high expectations in lessons, books and planning, including topic	marking which develops deep and effective application / reasoning in a range of subjects 100% accurate marking in books 100% accurate learning environment SAT tests and self-review (anonymously); 100% teachers rate themselves as confident and competent	
Spring 2:			
	all teachers demonstrate high expectations in all lessons, books and planning, including topic		

The quality of teaching, especially in KS2, has improved so that it is at least consistently good in all subjects and pupils make good progress by teachers:

<p>setting work that matches pupils' needs and abilities and is challenging</p> <p>swiftly engaging pupils in challenging tasks in mathematics, especially the most able pupils</p> <p>checking pupils' understanding of what they are reading and...</p>	<p>having high expectations of what pupils can achieve</p> <p>... strengthening pupils' vocabulary</p> <p>checking pupils' spelling meticulously to strengthen the quality of writing</p> <p>ensuring that pupils have good skills to check their spelling and their answers to problems in mathematics</p>	<p>skilfully questioning pupils to deepen their understanding of what is being learned</p> <p>+ subject knowledge (leadership action: CPD for teachers)</p>	<p>increasing opportunities for pupils to apply their mathematical skills and write at length across a wide range of subjects</p>
monitored by:			
<p>intervention plans</p> <p>SIA and leaders (DR, KH +) monitoring (books, in particular)</p> <p>school leaders' (DR, KH) learning walks</p> <p>SLE support log</p> <p>pupil discussion (Jackie Sykes, governor)</p> <p>TLC governors' evaluation of above</p>	<p>SIA and leaders (DR, KH +) monitoring (books, in particular)</p> <p>school leaders' (DR, KH) learning walks</p> <p>SLE support log</p> <p>pupil discussion (Jackie Sykes, governor)</p> <p>TLC governors' evaluation of above</p>	<p>SIA and leaders (DR, KH +) monitoring (books, in particular)</p> <p>school leaders' (DR, KH) learning walks</p> <p>SLE support log</p> <p>learning conversation (pupils-leaders)</p> <p>SAT test self-reviews</p> <p>Timed visits</p> <p>TLC governors' evaluation of above</p>	<p>SIA and leaders (DR, KH +) monitoring (topic books, in particular)</p> <p>school leaders' (DR, KH) learning walks</p> <p>SLE support log</p> <p>TLC governors' evaluation of above</p>
governors:			
TLC governors' evaluation of above	TLC governors' evaluation of above Jackie Sykes (pupil voice)	TLC governors' evaluation of above	TLC governors' evaluation of above
costs:			
<ul style="list-style-type: none"> SLE: £13,026 <i>if we get grant</i> GB training: possibly 2 courses per governor at £100 per course = £2,800 CPD: £4,000 <i>as last year</i> 			