

ROBINSWOOD ACTION PLAN (January – December 2020)

To be referred to alongside Milestone documents.

Leadership and Management – Inadequate							
Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
Trust leaders ensure that leaders, including the local governing board, fulfil their responsibilities and are effective in their roles.	<p>Leadership at Governance/Trust level:</p> <ul style="list-style-type: none"> Review and further develop governance structures within the MAT to ensure scheme of delegation is clear and understood by all Further establish terms of reference and committee structures agreed for local academy boards Ensure appropriate levels of information are shared to enable all trustees and local board members to challenge and support leaders, i.e. through EHT/HOS reports, data sharing Further develop planned programme of monitoring to be carried out by governors in line with SDP to support school self –evaluation Ensure all governors receive appropriate training and induction 	Trustees	January 2020	Trust training organised to look at roles and responsibilities (Jan 2020)	Organise external review of governance Educational consultant to deliver training to board members (Jan 2020)	RB (through trust board meetings)	<ul style="list-style-type: none"> Scheme of delegation reviewed and clear terms of reference and committee structures embedded for local academy boards Members of academy boards have further opportunities to monitor aspects of school and are able to feedback (through reports) to the Trust Board Minutes of meetings highlight that members are well informed and are able to challenge and hold leaders to account Training is delivered in line with need and priorities and in a timely fashion
Trust leaders ensure that leaders within school are effective in their roles.	<p>Leadership at School level:</p> <ol style="list-style-type: none"> Re-visit overview of roles and responsibilities of all leaders in school, including subject teams with all staff Review and establish meeting structures and mechanisms for reviewing progress towards key actions and holding leaders to account 	EHT HOS	Feb 2020	Feb 2020	EHT HOS	EHT HOS	<ul style="list-style-type: none"> Leaders at all levels fully aware of their roles, responsibilities and levels of accountability Regular line management meetings established with clear actions recorded and monitored
Leaders ensure that the curriculum across all subjects is ambitious for its pupils and that it is coherently planned and cumulative Leaders ensure that pupils develop at least expected	<ol style="list-style-type: none"> Curriculum progression maps and medium-term planning to be finalised and expectations for delivery to be clearly communicated to all staff Year groups to create Unit Overviews so teachers are clear about progressive and cumulative nature of each subject. All teachers to have a file containing all progression maps for each subject from which to draw outcomes for pupils. These are linked clearly and 	Trust curriculum lead and subject leads	Jan 2020 Distributed to staff? Trust Meeting May 2020	Staff meeting Jan 2020 April 2020 Sept 2020		EHT GP & CA Subject leads HOS & AHoS	<ul style="list-style-type: none"> Curriculum progression maps in place for all subjects and implemented by all teachers The planning and sequencing of the curriculum is strong. There is a joined-up approach to the planning and delivery of pupils' education. Monitoring of lessons, discussions

knowledge and skills across all subjects so that they achieve well	<p>precisely to their planning and delivery of lessons.</p> <p>4. Subject leads visit lessons and speak with pupils to assess the implementation and impact of their subject across the school. This information is used further refine curriculum planning.</p> <p>5. Subject Leaders benchmark/moderate the impact of the curriculum on pupils in their subject area through Trust meetings (and wider: GSP)</p> <p>6. Additional INSET day to be organised to allow timely completion of documents for 2020-2021</p>		July 2020				<p>with pupils and pupils' work show that expectation is appropriate and the curriculum is progressive and cumulative</p> <ul style="list-style-type: none"> Teachers have good knowledge of the subjects they teach; outcomes improved in all year groups
<p>Leaders at all levels ensure that subject leaders have the necessary skills and knowledge to lead their subject effectively.</p> <p><i>(refer to leadership milestones documents alongside this)</i></p> <p>Leaders design and implement a comprehensive package of staff training, so that staff can lead and teach all subjects well</p>	<p>1. Subject leads work with trust subject teams to draw up the curriculum maps for their subjects to ensure shared understanding of curriculum development and expectation of outcomes.</p> <p>2. Subject leads receive effective training in their areas to ensure expertise and professional knowledge is high.</p> <p>3. Senior and middle leaders to access high quality, action research training through NPQ and local partnership training</p> <p>4. Subject Leader Workshops drawn up to ensure that all subject leads have an informed insight into the delivery and impact of their subject across the school</p> <p>5. Subject leads to attend GSP subject network meetings with other schools outside of Trust</p> <p>6. Subject leads to audit staff training needs and develop a clear CPD programme for their subject area.</p> <p>7. CPD programme is scheduled by leads.</p>	Subject leads	Feb 2020		Training for subject leads from external education consultant JE (March 20202)	EHT GP & CA	<ul style="list-style-type: none"> Subject leads demonstrate greater capacity and effectiveness following training Subject leads demonstrate clear understanding of expectations Monitoring timetable agreed and shared with all staff; feedback given in timely fashion Good practice shared with all staff CPD programme agreed Subject leads provide staff with enough guidance about what to teach and when Learning walks highlight increased staff confidence and effectiveness
			March 2020			HOS	
			Summer 2020				
			Ongoing				
			July 2020				
			Oct 2020				

QUALITY OF EDUCATION - Inadequate

Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/ Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
Significantly strengthen the leadership of special educational needs and/or disabilities (SEND). Leaders ensure that pupils' needs are accurately assessed or met, thus pupils get the	<p>1. Create a specific action plan to train teachers in areas where teaching of these pupils is weak.</p> <p>2. Train all teachers so they have strategies they can draw on to ensure SEND pupils can access the curriculum and so that the impact of barriers to learning are minimised.</p> <p>3. SEND specific monitoring on defined and progressive</p>	<ul style="list-style-type: none"> SEND Leads Class Teachers AHoS/ HoS Teaching Ass. 	<p>Spring 1</p> <p>ongoing</p> <p>ongoing</p>	<p>CPD: Staff Meeting: using resources 15/01/20 (delivered by KD/JC)</p>	<p>FASD 28/01/20 (FD/DH);</p> <p>ATS, Alt. methods of writing & recording</p>	<p>- See external monitoring in previous column in blue*</p>	<ul style="list-style-type: none"> All environments are appropriate for the SEND pupils in the class. TAs used effectively in all classes to support specific SEND needs showing increase in end of year data All class staff understand the needs of all the pupils in their class due to quality CPD My Intervention Plans are individually and

<p>right support in class and make the progress they should. The progress of pupils with SEND closes to the progress of the rest.</p> <p><i>(refer to SEND milestones document alongside this)</i></p>	<p>requirements: learning walks, book looks, pupil conferencing</p> <ol style="list-style-type: none"> MP analysis and feedback leading to individual/year group work-shops in order to improve APDR (assess, plan, do, review) cycle Provide training from external experts (including online courses) to support access to the curriculum within classes (including numicon) Monitor and retrain as necessary Parents/carers conferences to ascertain how to improve parent participation in the school SEND process Monitor SEND attendance with attendance officer: add specific targets in order to improve SEND attendance, carry out pupil conferencing and analyse data weekly. Increase capacity of the Inclusion team by appointing the following roles: Safeguarding Support Worker, Learning Mentor and Full-Time Assistant SENDCo. Set aspirational targets for SEND pupils in each year group for R, W & Maths Review interventions termly in order to provide measurable and specific targets to ensure SEND pupils are making rapid progress Train 6 key staff to lead interventions for RWInc phonics in order that SEND children keep up not catch up. Increase number of SEND pupils passing phonics screening (set target each year based on cohort/needs) 		<p>ongoing</p> <p>Ongoing</p> <p>Summer 1&2</p> <p>Ongoing</p> <p>March/ April 2020</p> <p>Dec 2020</p> <p>Ongoing</p> <p>July 2020</p>	<p>CPD: SaLT training Staff Meeting 12/02/20 (KD, JC, DR, KD)</p> <p>Numicon Training (May/July) Dyspraxia (26/03/20)</p> <p>Intro to QFT Strategies for SEND & TA Support notation (1/4/20)</p> <p>EPS Staff Meeting (22/04/20)</p> <p>Introduction of Whole Staff online Training (Easter Covid-19)</p> <p>ATS Staff Meeting QFT (Autumn 1)</p>	<p>30/01/20 (RW)</p> <p>External Consultant JE to review SEND leadership (Jan 2020)</p> <p>SEND Review with EP (28/4/20 & Autumn 1)</p> <p>External Consultant JE to review SEND leadership (Summer 2 2020)</p>	<p>- Internal monitoring is set on the milestones document term by term</p>	<p>appropriately written, actioned consistently, recorded and with participation from parents and pupils.</p> <ul style="list-style-type: none"> Learning activities planned for SEND pupils are appropriately differentiated, resourced or scaffolded. Equality of access to ALL school activities and resources. Barriers are removed by adaptations to whole class resources and activities to ensure ALL children can access the learning. All pupils to make progress to close the gap in line with ARE peers in speech and language, communication. Increase SEND attendance from 94.33% to 95% (2021) Increase EHCP attendance from 93.48% to 95.3% (2021) Specific targets set for SEND pupils by year group (see Milestones document) to make progress relevant for their age/stage to close the gap between them and their peers New staff appointed, induction complete and CPD planned for and delivered Frequent monitoring demonstrates increased impact of Quality First Teaching
<p>The teaching of early reading and phonics is effective. There is a systematic and consistent approach. Staff have the required subject knowledge to be experts in this area. Leaders ensure that there is a coherent approach to teaching phonics and that staff have the training they need to deliver it well. Leaders ensure that pupils who struggle to</p>	<ol style="list-style-type: none"> Assess a cross section of children in each class to ensure their home reading books are matched to their phonic abilities-feedback to staff (Rec-Y3) Implement book band tracker to analyse bottom 20% readers – or all pupils who do not gain the PSC in Y1 - look at interventions/my plans through pupil progress meetings Book RWI training for the school. Observe all staff teaching phonics-coach side-by-side. Follow up fortnightly RWI Leadership day to share vision for phonics and early reading. Learning walk across reception-literacy focus Targets are: <ol style="list-style-type: none"> Follow school marking policy 	<p>AHoS (BD)</p> <p>AHoS (BD & CB)</p>	<p>Spring 1 (ongoing each long term)</p> <p>Spring 1</p> <p>Spring 1</p> <p>Spring 1</p> <p>Spring 1</p>	<p>RWI Training (23.3.20 & 1.6.20) Development Days to follow (dates TBC)</p>	<p>Observe GR session at K C of E Primary School</p>	<p>AHOS-BD (see milestones document for dates)</p>	<ul style="list-style-type: none"> There is a systematic and consistent approach in the teaching of phonics-Read, Write Inc. Home reading books are phonically decodable and a range is available to all learners. Pupils who struggle to read catch up swiftly through pre/post teaching opportunities to eliminate pupils' gaps in knowledge Assessment data identifies gaps in learning and teaching is modified to close gaps

<p>read catch up swiftly. <i>(refer to Phonics Milestone Document alongside this)</i></p>	<p>b. Objectives linked to DM age bands c. Model correct spellings in writing d. Implement an interactive phonics area</p> <p>7. Assess KS2 chn struggling with phonics/spelling to identify areas of weakness. Disseminate to staff to ensure gap is being closed.</p> <p>8. Purchase new decodable home reading books.</p> <p>9. Year 3 children to have daily phonics teaching for 15 mins and ‘scoop groups’ in the afternoons. Work with TAs to model this.</p> <p>10. Implement post teach and pre teach before for the children not making expected progress within the lesson.</p> <p>11. Reception phonics drop-in (peer on peer support) BD to coach alongside.</p> <p>12. Hold pupil progress meetings, ensuring high standards are on track for Spring 1 and Summer 1 and Aut 2 2020.</p> <p>13. Carry out Performance management Lesson observations</p> <p>14. Assess all Rec to Y2 children and Year 3 children who did not pass PSC. Group homogenously.</p> <p>15. Read Write Inc Training for all staff</p> <p>16. Implement RWI systematically with side by side coaching with a weekly CPD focus so all staff</p> <p>17. External Monitoring of RWI (Development days)</p> <p>18. External moderation of EYFSP</p> <p>19. CPD RWI tutoring training for 1:1 interventions-6 staff highly trained for RWI scoop groups</p> <p>20. Learning walk across EYFS, KS1 and Year 3 (Focus- high quality, consistent teaching of phonics, including highly effective A4L)</p> <p>21. Aspirational Pupil Progress Targets relating to PSC and ARE are set by Class teachers and shared with TA’s.</p> <p>22. Carry out RWI skills audit to highlight any remaining/new areas of need and coach to support this.</p> <p>23. Review Impact of RWI interventions –learning walk with SENDCo</p> <p>24. Pupil progress meetings Focus: Are 90% of Y1 pupils are on track to pass PSC in Y1 and 90% Y2 retakes?</p>	<p>AHoS (BD)</p> <p>Subject Lead Year 3 staff and teachers</p>	<p>Ongoing Feb – July 2020 March 2020 Ongoing Feb – July 2020 Feb 2020</p> <p>Feb then Ongoing 2020 Spring 2 March 2020 April 2020 (ongoing) 23.3.20 & 1.6.20</p> <p>July & Nov 2020 May 2020</p> <p>24.6.20</p> <p>Sept 2020</p> <p>October 2020</p> <p>November 2020</p> <p>November 2020</p> <p>December 2020</p>	<p>POSTPONED DUE TO COVID - 19</p> <p>Weekly coaching session with focus on routines led by BD (Mondays)</p> <p>RWI CPD-videos on portal to share.</p>	<p>RWI training & support for all staff</p>	<ul style="list-style-type: none"> • A programme of CPD ensures that staff can teach phonics/reading well. • Accelerated pupil progress in phonics and reading across the Early Years and KS1 using formative assessment opportunities. • 80% of Year 1 pupils to pass the Phonics Screening Check and 80% of Year 2 re-takes in 2020. • Half termly assessment of phonics by phonics lead ensures there is consistent assessment and grouping by need. • Weekly coaching and CPD with staff ensures they are well-equipped to target the gaps in learning. • Bottom 20% of pupils have daily intervention and they make ‘better than expected’ progress. • Reading tracker identifies bottom 20% of pupils who are not hitting or predicted to hit termly milestone (set by Read, Write Inc.) and gaps are swiftly closed.
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Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/ Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
<p>Pupils gain the knowledge & skills they need to write with accuracy & understanding. Leaders ensure that pupils' academic standards in writing are strong. Key aspects of an English curriculum designed to develop pupils' writing abilities are evident and as a result pupils write well.</p> <p><i>(refer to Reading & Writing Milestone Document alongside this)</i></p>	<ol style="list-style-type: none"> 1. Writing learning walk (Focus: impact of raised expectation of quantity of writing/ benchmark for support and CPD) 2. Trial writing plan with NQT's (Year 3 & 5) to help structure teaching of a genre in a week with extended writing time on Friday (NB) 3. Extended Writing time for all year groups on Friday to write a planned genre. 4. Talk for writing introduced in Foundation Phase and KS1 so children are able to recall accurate language and structure; then have the ability to innovate in their own writing 5. Collect assessment data (including GPaS) from each year – identify interventions for those not at ARE. 6. Book look- has expectation of quantity produced by children in each lesson been raised? 7. Trust English leads' meeting to produce 'rigorous writing curriculum' 8. CPD: 'PoR is the curriculum vehicle, not the driver' 9. Exemplification portfolio of ARE writing responses by genre/written form 10. Shared writing pedagogy training- writing as a writer and the use of the TA 11. Learning walk: immediate implementation of raised expectations. 	<p>AHoS (CB)</p> <p>HoS (NB)</p> <p>AHoS (CB & BD)</p> <p>AHoS (BD)</p>	<p>March 2020</p> <p>January 2020</p> <p>January 2020</p> <p>February 2020</p> <p>March 2020</p> <p>March 2020</p> <p>Sept 2020</p> <p>Sept 2020</p> <p>July 2020</p> <p>May 2020</p> <p>Jul 2020</p>	<p>Staff Meeting Training</p> <p>Modelling of lessons by HoS & AHoS</p> <p>CPD: staff meeting x 1 Spring 2</p>	<p>CB to visit Minchinhampton Primary (PoR centre of excellence) CH/KS (other AHOS) to collaborate on trust writing curriculum</p> <p>CB to visit Henley Bank (local secondary school)</p>	<p>NB (HoS) planning weekly in Year 3/5 to support NQTs with teaching of writing.</p> <p>AHOS-CB (see milestones document for dates)</p> <p>RW English Team</p> <p>English Trust Wide Team (writing moderation)</p> <p>Annual Report to local board</p>	<ul style="list-style-type: none"> • Expectations of pupils' writing is high; pupils can write well and their academic standards are strong. • Pupils who struggle to write get the right support to catch up. • Teachers have a good subject knowledge of writing through a comprehensive package of staff training. • Leaders provide teachers with enough guidance about what they teach in writing; there is a rigorous writing curriculum which is designed to develop pupils' writing abilities. • Pupils develop detailed knowledge and skills they need to write with accuracy and understanding.
Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/ Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
<p>Pupils gain the knowledge and skills they need to read with accuracy and understanding. Leaders ensure that pupils' academic standards in reading are</p>	<ol style="list-style-type: none"> 1. Teaching of reading skills CPD: structure of lesson, clarity of delivery- differentiation, content produced in books 2. Purchase high-quality reading teaching resources to supplement teaching 3. Exemplification portfolio of ARE reading responses by strand 	<p>AHoS (CB)</p> <p>AHoS (CB) & Year 6</p>	<p>Feb2020</p> <p>Feb2020</p> <p>Jun 2020</p>	<p>CPD: Staff meetings x1 Spring 2; x1 Summer 2</p>	<p>Learning walk with Head of English at local secondary school</p>	<p>AHOS-CB (see milestones document for dates)</p> <p>RW English</p>	<ul style="list-style-type: none"> • Expectations of pupils' reading is high; pupils can read well and their academic standards are strong. • Pupils who struggle to read get the right support to catch up. • Identified significant deficiencies

<p>strong.</p> <p><i>(refer to Reading and Writing Milestone Document alongside this)</i></p>	<ol style="list-style-type: none"> 4. Create a cumulative and progressive vocabulary document by content domain and year group 5. Compile a resource bank of varied written outcomes mapped against the reading content domains 6. CPD for teaching a skill, applying the skill, then re-visiting 'at a greater depth' 7. Collect assessment data from each year – identify interventions for those not at ARE. 8. Hold pupil progress meetings, ensuring high standards are set for Spring 1. 9. Organise logins and structure to support delivery of 'Cracking Comprehension' resource 10. NQT (MM) to observe CB teach whole class reading 11. Benchmark Year 3 assessments 12. Year 6 Guided Reading drop-in (peer on peer support) 13. Observe RW teaching whole class reading (with feedback) 14. Observe MM teaching whole class reading (with feedback) 15. Collaborative planning with RW and team teach (Monday-Thursday) 16. Whole school reading book look (Focus: pitch/expectation required support/CPD) 17. Year 2 whole class reading learning walk 18. Weekly assemblies to present Reading Bands to pupils who have read at home keeping home reading a high priority. 19. Staff Meeting to refine teaching of Whole Class Guided Reading. Support structure and clarification of expectations. Introduce additional New Resource. 20. Conduct reading aloud drop-ins for all staff (Focus: engagement/enthusiasm for the text; promotion of RfP). 21. Produce cumulative and progressive reading spine 22. Produce cumulative and progressive vocabulary document, by content domain 23. Whole school learning walk with Head of English from local secondary school 24. Implement vocabulary document within all reading lessons. 25. Implement new daily timetable, including taught reading skills and RfP time (both independent reading and listening to stories) 	<p>Teachers</p>	<p>Apr 2020</p> <p>Jul 2020</p> <p>Oct 2020</p> <p>May 2020</p> <p>May 2020</p> <p>Feb 2020</p> <p>Jan 2020</p> <p>Jan 2020</p> <p>Feb 2020</p> <p>Jan 2020</p> <p>Feb 2020</p> <p>Jan 2020</p> <p>Apr 2020</p> <p>Jan 2020</p> <p>Ongoing</p> <p>Feb 2020</p> <p>June 2020</p> <p>Apr 2020</p> <p>Apr 2020</p> <p>Jun 2020</p> <p>Jul 2020</p> <p>Sep 2020</p>	<p>Staff Meeting (26.02.20)</p> <p>Guided Reading</p>	<p>(Henley Bank)</p> <p>External Consultant JE to review reading (October 2020)</p>	<p>Team</p> <p>English Trust Team</p> <p>Annual Report to local board</p>	<p>of the reading curriculum are acted upon head-on:</p> <ul style="list-style-type: none"> • Teachers have a good subject knowledge of reading through a comprehensive package of staff training. • Leaders provide teachers with enough guidance about what they teach in reading through an ambitious and coherently planned/sequenced curriculum that meets the pupils' needs. • Pupils develop detailed knowledge and skills they need to read with accuracy and understanding.
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	26. Aspirational Pupil Progress Targets relating ARE are set by Class teachers and shared with TAs. 27. Learning walk: sustain raised expectation of reading responses 28. Learning walk with SIP 29. Widen the breadth of responses to reading (after ensuring staff are skilled with questioning reading)		Oct 2020 Sep 2020 Oct 2020 Nov 2020				
Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/ Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
<p>Leaders ensure that pupils' academic standards in mathematics are strong.</p> <p>Pupils gain the knowledge and skills they need to apply their mathematics with accuracy and understanding.</p> <p>Teachers use all the information they have about what pupils can and cannot do. Teachers' plans are shaped to meet pupils' needs well. For example, in mathematics teachers tackle pupils' misconceptions, so pupils' mathematical understanding is strong.</p> <p><i>(refer to Maths Milestone Document alongside this)</i></p>	<ol style="list-style-type: none"> Develop Maths Subject leaders to support teaching of maths mastery across the school. Develop support of Maths in Foundation & KS1 using Trust Staff Leaders (AHoS) with an expertise in Maths teaching in these Key Stages. Improve capacity of Maths Leadership to monitor subject effectively. Carry out KS1 learning walk to identify areas of positivity and development. Main focus areas are: <ul style="list-style-type: none"> teaching of arithmetic use of reasoning activities challenge and subsequent progress of pupil groups. <p>Individual feedback given to teachers and SLT.</p> Progression map for all areas of maths delivered to teachers. Carry out KS2 learning walk to identify areas of positivity and development. Main focus areas are: <ul style="list-style-type: none"> teaching of arithmetic use of reasoning activities challenge and subsequent progress of pupil groups. <p>Individual feedback given to teachers and SLT.</p> Support Rec teachers (AB/FD) to identify arithmetic objectives from EYFS. Book look to follow up use of arithmetic objectives and evidence of arithmetic teaching in maths books (Y2/1). Identify appropriate intervention resources (catch up numeracy/numicon breaking barriers) ensuring staff are aware of these interventions and identifying children needing interventions. Collect assessment data from each year – identify 	<p>Maths Lead</p> <p>Trust Maths Team</p> <p>Maths Lead</p> <p>Maths</p>	<p>Spring 1</p> <p>Spring 1</p> <p>Spring1</p> <p>Spring 1</p> <p>Spring 2</p> <p>Spring 2</p> <p>Spring 1&2</p>	<p></p> <p></p> <p>Numicon Training Staff Meeting Spring 2</p>	<p>11.02.20 Subject Lead LH to watch NH teach Maths Year 2 DH to watch KR teach Year 6 - 28.1.20</p> <p>28.01.20 Mastery training for maths leaders establishing TRG – mastery self-evaluation form.</p> <p>Education Consultant JE visit to look at Maths with Subject leads (March)</p>	<p>RW Maths Leads (21.1.20)</p> <p>RW Maths leads (28.1.20)</p> <p>Maths Trust Team Leads to support with monitoring</p> <p>Annual Report to Local board</p>	<ul style="list-style-type: none"> A programme of CPD (including triads and lesson observations) ensures that teachers can plan and teach mathematics well and provide challenging activities. A progression map for all areas of mathematics will enable teachers to plan appropriate lessons to challenge the children and move their learning forward. Assessment data identifies gaps in learning and teaching is modified to close gaps. Ongoing assessment is used to target appropriate support throughout lessons. Pupils who are assessed as having gaps in their mathematical understanding are given pre and post teaching opportunities and interventions to close and eliminate gaps. Every opportunity will be given to consolidate children's understanding of arithmetic to develop the firm foundations needed to apply reasoning and problem solving skills. There is a consistent approach to the teaching of mathematics and all children will be given opportunities to extend and apply

	<p>interventions for those not at ARE.</p> <p>9. Update records of children receiving mathematical interventions across school, ensuring additional support being given to children working towards/below ARE in order to close gaps.</p> <p>10. All staff trained on Maths nav and Can Do Maths: Coherent and sequential maths plans in place and being used by all teachers.</p> <p>11. End of year assessment data collected and analysed to establish effect of strategies implemented, interventions and next steps/focus groups.</p> <p>12. Learning walks, book looks and planning scrutiny to determine that all staff following Maths Nav planning progression document and agreed arithmetic progression document. That teachers are planning tasks that develop fluency, and reasoning in line with 'Do it, stretch it, solve it' approach and pupils experiencing range of fluency and reasoning tasks.</p> <p>13. Staff to receive Numicon training to develop use of concrete manipulatives in the classroom and how these can be used to support children of all abilities to 'close the gaps'.</p> <p>14. Vocabulary progression map circulated to all staff in preparation for autumn 1 planning.</p> <p>15. Peer observation sessions planned so staff can be released to observe maths practice across the school – focussing on arithmetic, questioning, use of resources etc. Maths team to collect and discuss feedback from peer observation sessions.</p> <p>16. Calculation policy updated, based on Can do maths approaches - understood by all staff.</p> <p>17. Trial of consistent lesson structure evaluated and reviewed in preparation for whole school adoption Sept 2020.</p> <p>18. Lesson observations highlight appropriate vocabulary is being used by all teachers across the school and that children are using appropriate mathematical vocabulary in full sentences. Consistent lesson structure evident in all classrooms with teachers using consistent sequence of teaching slides.</p> <p>19. TRG ongoing and outcomes cascaded to all staff to maintain ongoing CPD and development of mastery</p>	<p>Leads with SLT</p> <p>Maths Leads with SEND team</p> <p>Maths Leads with SLT</p> <p>Maths Leads</p> <p>Maths Leads</p> <p>Maths Leads and all staff</p> <p>Maths Lead</p> <p>Maths Lead</p> <p>Trust Maths</p>	<p>Spring 1</p> <p>Spring 2</p> <p>Summer 2 Summer 2</p> <p>Summer 2</p> <p>Summer 2/Autumn 1</p> <p>Summer 2</p> <p>Summer 2</p> <p>Summer 2 - ongoing</p> <p>Summer 2/Autumn 1 Autumn 1</p> <p>Sept 2020 (Autumn 1) Autumn 1 - ongoing</p>		<p>2020)</p> <p>Mastery training for maths leaders (dates TBC)</p> <p>Steve Lomax to lead staff training on Can do maths and maths nav (date TBC)</p> <p>Professional development from OUP (May 2020 + additional date TBC in autumn 2020)</p>		<p>their thinking with appropriately targeted reasoning and problem solving activities.</p> <ul style="list-style-type: none"> Lessons will be carefully planned so that children have access to a range of concrete and pictorial resources to support their learning.
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	training. 20. Book looks to ensure calculation policy is being consistently applied and adhered to 21. End of term assessment data collected and analysed to establish effect of strategies implemented, interventions and next steps/focus groups.	team and maths Lead Maths leads and SLT	Autumn 2 Autumn 2 (Dec 2020)				
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BEHAVIOUR & ATTITUDES – Requires Improvement

Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/ Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
Pupils' attitudes are consistently positive. Pupils keep going when they get stuck and persevere to solve problems. They respond to adults' requests to moderate behaviour quickly. All adults consistently respond to pupils' inappropriate behaviour. <i>(refer to Milestones document)</i>	<ol style="list-style-type: none"> Consequences for behaviour are distributed across the school and train staff in the school's expectations. Learning walk for behaviour and attitudes in the classroom (highlight low level disruptive pupils) Train staff following learning walk in areas of inconsistent behaviour management and expectation. In weekly Inclusion Meeting raise SEND attendance as a regular item, monitoring percentage and discussion around improvement. Follow up learning walk to monitor progress & provide direct feedback to individual staff Develop lunchtime play to support improvement of behaviour to include effective resourcing for creative play as well as active play. Continue to monitor Class Behaviour Books to track reduction of incidents and note balance of consequences in relation to praise. Provide additional training on Thrive brain science to develop staff knowledge 	HoS & FSW Attend. Lead HoS FSW SEND Team HoS, FSW & T.A's	Spring 1 Spring 1 then ongoing Ongoing Ongoing Summer Ongoing Autumn 2020	Staff Meeting: (29.01.2020) Staff Meeting: Emotions Coaching (June 2020)	Education Consultant JE Behaviour Learning Walk (June 2020)	FSW Monitor Behaviour Book Logs (twice a term) Learning Walk every 2 weeks and feedback provided	<ul style="list-style-type: none"> Work is planned accurately so pupils are able to access learning at all times, thus reducing low level distraction Pupils demonstrate resilience when faced with challenging tasks All adults in the school address children's behaviour specially reminding them of the school code Routines and boundaries support the children's behaviour and learning so they achieve well Playtime incidents are reduced over time Children are able to self-manage their behaviour using the restorative framework structure. Staff have a pedagogy that underpins their understanding of behaviours

EARLY YEARS PROVISION - Inadequate

Specific targets linked to Ofsted report	Actions	Person Responsible	Time Scale	INSET/Staff Meeting (date)	External/ Trust Support	Monitoring How/Who (date)	SUCCESS CRITERIA
Leaders ensure that the basic foundations for	<ol style="list-style-type: none"> Pre-school meeting-speech and language-agree that Story-making will be implemented systematically 	BD/NM	Spring 1	SEND staff meeting looking	GSP EYFS best	AHOs-BD (see	<ul style="list-style-type: none"> Adults take every opportunity to promote language and writing

<p>learning are secure in the early years. Adults identify the support that the youngest children need. They do put a sharp focus on children's speaking skills and physical development. The quality of education in the Nursery meets children's needs. Leadership of the early years is strong. (refer to <i>Milestones Document</i>)</p>	<p>with a 3 week cycle as well as linked provision:</p> <ul style="list-style-type: none"> • Tell story and develop map with chn • Chn retell using story map with props and sequence parts of story • Chn draw/create own story map <ol style="list-style-type: none"> 2. Model Story-making session in pre-sch and the development of a story map and linked provision. Agree on a target for next week. 3. Implement new EYFS planning grid (pre-sch) 4. Model story-making session in Reception and the development of a story map and linked provision. 5. Book Look-impact on writing as a focus 6. Follow up story-making in Pre-school and Reception. Introduce new story in Pre-school. Look at outdoor provision that links to the story. 7. Implement Gap and Strength analysis following assessment. Ensure provision aims to close gaps in attainment. Weekly planning session with EYFS staff. 8. Learning walk (Focus: teachers shape learning & provision to match pupils' needs) 9. Provide Speech and Language training to all staff within EYFS and monitor and retrain as appropriate to ensure consistency. Ensure planning for language acquisition in EYFS is strong and shared with all adults effectively. 10. Review planning for physical development within continuous provision. Visit other settings where this is effective and share planning. Implement improvements for the planning and delivery of physical development, including training support staff on the vocabulary and activities needed to ensure pupils development. 11. Implement RWI Nursery session to aid transition to Reception. Send home sound cards. 12. EYFS learning walk with EYFS moderator(NM) confirms staff judgements and monitors quality of education 13. Observation Training for EYFS staff (focus-what makes an effective observation? How to facilitate) 14. EYFS external moderation (date TBC) Careful internal and external moderation confirms accurate 	<p>KJ FD & AB T.A's in EYFS</p> <p>AHoS (BD)</p> <p>AHoS (BD & NM)</p> <p>S&L Support</p> <p>PE Leads & AHoS EYFS Leads</p> <p>AHoS (BD & NM)</p> <p>AHoS BD</p>	<p>Spring 1</p> <p>Spring 2</p> <p>Spring 1</p> <p>Summer 1</p> <p>Summer 1</p> <p>Summer 1</p> <p>June 2020</p>	<p>at S&L resources</p> <p>S&L staff meeting-how to improve S&L for all</p> <p>RWI training-phonics</p>	<p>practice training for FD,AB & KJ</p> <p>GSP EYFS best practice training for FD,AB & KJ</p> <p>GSP EYFS best practice training for FD,AB & KJ</p> <p>RWI trainer</p> <p>NM moderator for EYFS</p>	<p>milestones document for dates)</p>	<p>skills well. Language opportunities are exploited in every vehicle for learning</p> <ul style="list-style-type: none"> • The physical development of pupils demonstrate they are well prepared for early writing and mark making • Provision across all areas of learning is planned meticulously (gap and strength analysis) and is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities • A comprehensive package of staff training ensures that EYFS staff can meet the needs of all pupils • Adults challenge children to take the next step in their learning at every opportunity • Questioning and feedback is evident in lesson observations and books and is securing and deepening understanding of pupils' learning which enable teachers to move learning forward. • Half termly 'gap and strength analysis' enables staff to link provision to the needs of pupils. The provision reflects areas where the children are working below that of age related expectations. • Adult intervention enables children to make more rapid progress. This is reflected in comparison data from previous cohort and greater % of children working at ARE on a half termly basis. • Careful internal and external moderation leads to accurate assessments
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	<p>assessments</p> <p>15. Implement 'Black Sheep' Speech and language assessment to identify need in EYFS.</p> <p>16. Start teaching phonics immediately in Reception</p> <p>17. Learning Walk (Focus-pre-teaching of vocabulary and explicit use speech and language in provision)</p> <p>18. Performance management meetings -complete in reflection of data, lesson observations and monitoring-rapid progress focus</p> <p>19. Lesson observations –do they show evidence of clear modelling of ARE and reflect high expectations?</p> <p>20. Data analysis in pupil progress meetings-are GLD predictions ambitious and are children on track? Are children not at ARE making 'better than expected' progress?</p>	<p>AHoS BD & S&L Support</p> <p>AHoS BD</p>	<p>Sept 2020</p> <p>Oct 2020</p> <p>Nov 2020</p> <p>Dec 2020</p>		<p>S&L team</p>		<ul style="list-style-type: none"> GLD improves to at least 73% in 2020 and 75% in 2021
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Data Analysis 2018/2019

2019 End of Key Stage Reading Data

KS1 Reading	At least ARE	Higher Standard	KS2 Reading	At Least ARE	Higher Standard
Robinswood	68%	10%	Robinswood	54% (Av. SS 99)	5%
National	75%	25%	National	73% (Av. SS 104)	27%
Boys (43)	67%	12%	Boys (31)	52%	10%
Girls (37)	68%	8%	Girls (28)	57%	0%
Disadvantaged (31)	68%	10%	Disadvantaged (33)	48%	3%
Other (49)	67%	10%	Other (26)	62%	8%
			EHCP (3)	33%	0%
SEN Support (23)	26%	0%	SEN Support (7)	0%	0%
No SEN (57)	84%	14%	No SEN (49)	63%	6%

KS1 Reading	Autumn Birthdays (26)	Spring Birthdays (24)	Summer Birthdays (30)
At or Above ARE	81%	71%	53%
Higher Standard	15%	13%	3%
KS2 Reading	Autumn Birthdays (20)	Spring Birthdays (19)	Summer Birthdays (20)
At or Above ARE	70%	42%	50%
Higher Standard	10%	5%	0%

EYFS Reading	Expected	Exceeding
Robinswood	68%	11%
National	77%	

2019 End of Key Stage Writing Data

KS1 Writing	At least ARE	Higher Standard	KS2 Writing	At least ARE	Higher Standard
Robinswood	55%	3%	Robinswood	61%	0%
National	69%	15%	National	78%	20%
Boys (43)	58%	0%	Boys (31)	61%	0%
Girls (37)	51%	5%	Girls (28)	61%	0%
Disadvantaged (31)	61%	3%	Disadvantaged (33)	52%	0%
Other (49)	51%	2%	Other (26)	73%	0%
			EHCP (3)	33%	0%
SEN Support (23)	9%	0%	SEN Support (7)	29%	0%
No SEN (57)	74%	4%	No SEN (49)	67%	0%

KS1 Writing	Autumn Birthdays (26)	Spring Birthdays (24)	Summer Birthdays (30)
At or Above ARE	73%	54%	40%
Higher Standard	4%	4%	0%
KS2 Writing	Autumn Birthdays (20)	Spring Birthdays (19)	Summer Birthdays (20)
At or Above ARE	65%	58%	60%
Higher Standard	0%	0%	0%

EYFS Writing	Expected	Exceeding
Robinswood	71%	0%
National	74%	

2019 End of Key Stage Maths Data

KS1 Maths	At least ARE	Higher Standard	KS2 Maths	At Least ARE	Higher Standard
Robinswood	69%	8%	Robinswood	61% (100 SS)	8%
National	76%	22%	National	79% (105 SS)	27%
Boys (43)	70%	14%	Boys (31)	68%	13%
Girls (37)	68%	0%	Girls (28)	54%	4%
Disadvantaged (31)	77%	3%	Disadvantaged (33)	58%	6%
Other (49)	63%	10%	Other (26)	65%	12%
SEN Support (23)	22%	0%	SEN Support (7)	29%	0%
No SEN (57)	88%	11%	No SEN (49)	69%	10%
			EHCP (3)	0%	0%

KS1 Maths	Autumn Birthdays (26)	Spring Birthdays (24)	Summer Birthdays (30)
At or Above ARE	85%	67%	57%
Higher Standard	8%	13%	3%
KS2 Maths	Autumn Birthdays (26)	Spring Birthdays (24)	Summer Birthdays (30)
At or Above ARE	85%	67%	57%
Higher Standard	8%	13%	3%

EYFS Maths	Expected	Exceeding
Robinswood	68%	11%
National	79%	

2019 Grammar, Punctuation & Spelling

End of KS2	At Least ARE	High Scaled Score
Robinswood	66% (101 SS)	17%
National	78% (106 SS)	36%
Boys (31)	65%	19%
Girls (28)	68%	14%
Disadvantaged (33)	58%	18%
Other (26)	77%	15%
EHCP (3)	33%	0%
SEN Support (7)	29%	14%
No SEN (49)	73%	18%

End of KS2	Autumn Birthdays (20)	Spring Birthdays (19)	Summer Birthdays (20)
At or Above ARE	85%	53%	60%
Higher Standard	20%	5%	25%

2019 End of Key Stage Combined Data

2019 GLD Combined Attainment (Reading, Writing, Maths)		
Robinswood	70%	
National	71.8%	
2019 KS1 Combined Attainment (Reading, Writing, Maths)		
	Expected Standard	Higher Standard
Robinswood	53%	0%
National	65%	11%
2019 KS2 Combined Attainment (Reading, Writing, Maths)		
	Expected Standard	Greater Depth
Robinswood	37%	0%
National	65%	10%

Key Stage 1 Combined Attainment (Reading, Writing, Maths)			
	2017	2018	2019
Robinswood	43%	69%	53%
National	64%	65%	65%
Key Stage 2 Combined Attainment (Reading, Writing, Maths)			
	2017	2018	2019
Robinswood	39%	35%	37%
National	62%	65%	65%

Key Stage 1 Combined Progress- Value Added (RWM)		
	Expected Standard	Higher Standard
Robinswood	-10%	-7%
National	(0)%	(0)%
Key Stage 2 Combined Progress- Value Added (RWM)		
Robinswood	-14%	-3%
National	(0)%	(0)%

Key Stage 1 Combined Progress- Value Added (RWM)			
	2017	2018	2019
At or Above	-15%	2%	-10%
Higher Standard	-11%	-6%	-7%
Key Stage 2 Combined Progress- Value Added (RWM)			
At or Above	8%	-9%	-14%
Greater Depth	-2%	-2%	-3%

