

OFSTED focus	An outstanding school where pupils progress well from their different starting points and achieve or exceed standards expected for their age nationally.
1 Outcomes for Pupils	1 <b>Pupils make more than expected progress</b> all groups/year groups/subjects against national data & internal targets
	2 <b>Close Gaps</b> - Aspirational targets inform and motivate all pupils to achieve success
	3 <b>A rigorous assessment model</b> (against new nat. benchmarks for KS 2) - accurate data outcomes, systematically used at all levels
OFSTED focus	Good and outstanding practice at St Wilfrid's CE is developed to raise standards outcomes in all curriculum areas so that pupils can make good or better progress.
2 Quality of Teaching, Learning & Assessment	1 <b>Develop staff training programme to ensure</b> effective teaching for outstanding learning and outcomes
	2 <b>Embed consistency of effective teaching strategies</b> (Good all the Time/ Always Outstanding)
	3 <b>Enhance pupils' enjoyment of books so they read widely and often across a range of subjects and to a high standard</b>
	4 <b>Share effectively across the Academy Trust the Good and Outstanding teaching practice</b> to enable more outstanding outcomes
OFSTED focus	We are part of the St James and Emmanuel Academy Trust whose three key values we embrace and which are – <b>Belonging, Believing, Becoming</b>
3 Personal Development, behaviour & Welfare	1 Develop <b>SENDCo role</b> to support the deliver academic & social support programmes
	2 <b>Embed St Wilfrid's CE Values and ST James and Emmanuel Academy Trust Values – Belonging, Believing, Becoming</b> so that pupils are more responsible for their own learning, actions and success
	3 Monitor <b>attendance &amp; punctuality</b>
	4 Improve <b>behaviour</b> by effectively implementing the behaviour policy to <b>create consistency</b> across the whole school and the whole school day
	5 Ensure <b>Safeguarding procedures</b> are running effectively at all times

OFSTED focus	Leadership and accountability at all levels are fully distributed, enabling all to monitor, review and contribute to world class development, outreach and partnership
4 Effectiveness of Leadership & Management	1 Improve the highest levels of achievement and personal development for all pupils by achieving pupil outcome targets
	2 Leadership at <u>all</u> levels
	3 To ensure that the curriculum implemented impacts on high quality broad and balanced curriculum provision
	4 Embed parental and pupil involvement in the direction and development of St Wilfrid's joining the St James and Emmanuel Academy Trust

OFSTED focus	Key Priority	Lead	When	Success criteria	Monitoring and evaluation
Outcomes for pupils	<p><b>Pupils make more than expected progress</b></p> <ul style="list-style-type: none"> <li>Accurate Tracking and Analysis based on individualised targets for Reading, Writing and Maths shared with pupils through guided groups on a weekly basis. (Key Assessment Criteria)</li> <li>KS 1 (Year 2) and KS 2 (Year 6) targets set against national standard</li> <li>Clear information to pupils and parents</li> <li>All Year Groups to be analysed half termly via pupil progress meetings with a focus on pupils who should be making accelerated progress</li> </ul>	KS HD MD JG SB	½ termly	<p>Achieving in line with national data for reading, writing, maths and grammar, punctuation and spelling AND reading, writing, maths combined.</p> <p>Analysis - Intervention identifies pupils and actions</p> <p>From Year 1-Year 6, pupils must achieve 80% of the Key Assessment Criteria Statements for each term, to be judged as working at EXPECTED.</p>	<p>Termly QA &amp; assessment data</p> <p>Parental reporting</p> <p>SLT &amp; Leadership meeting minutes</p> <p>Phase Link meeting minutes</p> <p>RAISE Internal + external</p> <p>Local Governing Body Meetings</p>
	<p><b>Close the gap</b></p> <ul style="list-style-type: none"> <li>Pupil Premium strategy evidences closing gap</li> <li>Targeted PP strategy communicated and monitored</li> <li>Year 6 Maths and Writing Programme &amp; tracking for more able</li> </ul>	MD With SB and HM	Ongoing	<p>PP provision and intervention narrows gap to below 7%</p> <p>More Able (Exceeding) in line with national average(RAISE)</p>	<p>Vulnerable Group tracking</p> <p>Return Sheet to teachers after pupil progress showing the focus for children in reading, writing and maths</p> <p>Termly QA &amp; assessment data</p>

	<ul style="list-style-type: none"> <li>• Specific focus on underperformance: Boys achievement especially in writing and PP Pupils e.g. resources, teaching methods, interventions, learning environment, support in class</li> <li>• Staff planning from 'group' outcomes focusing on vulnerable groups including interventions provided by TAs to reinforce skills e.g. gardening and cookery therapy, BRP, Nessy.</li> <li>• All stakeholders clear on 'new' measures &amp; targets</li> </ul>			Analysis data demonstrates all children are making at least expected progress with a number of children making better than expected progress.	Parental reporting SLT & Leadership meeting minutes RAISE Internal Local Governing Body Meetings Individual class progress assessment data
	<p><b>Assessment model 'Excel Spreadsheet' used across the St James and Emmanuel Academy Trust</b></p> <ul style="list-style-type: none"> <li>• Pupil Progress meetings half termly</li> <li>• Assessment Data Updated Termly</li> <li>• SLT analysis</li> <li>• Accurate outcomes evidenced</li> <li>• Emerging inconsistencies tackled</li> <li>• Ensure focus on 'Aspirational Targets' in all reporting</li> <li>• Clarity of pupil understanding carried out by teaching staff</li> </ul>	HM SB MD KS HD JG	Ongoing	<p>Areas for development are informed by data and addressed by leadership team</p> <p>Pupils achieve more than expected progress Improving reading, writing, maths and grammar, punctuation and spelling data against national</p> <p>Predictions match outcomes</p>	Individual class analysis of progress against Key Assessment Criteria Intervention data ½ termly Termly QA & assessment data Lesson observations Termly standardisation scrutiny SLT & Leadership meeting minutes Pupil Progress Meeting Minutes
<b>OFSTED focus</b>	<b>Key Priority</b>	<b>Lead</b>	<b>When</b>	<b>Success criteria</b>	<b>Monitoring and evaluation</b>
<b>The quality of teaching, learning and assessment</b>	<p><b>Develop staff training programme</b></p> <ul style="list-style-type: none"> <li>• Dave Godfrey mathematics training across the Trust to ensure all staff are clear with key aspects of Number Fluency and consistency of approach.</li> <li>• Improve the provision of Phonics (EYFS and KS 1) and Spelling and Grammar (KS2) with</li> </ul>	SB HM MD	Ongoing	<p>90% Good or better teaching in all year groups with 40-50% O/S, no inadequate</p> <p>Good all the Time evidenced via Drop-Ins, Learning Walks, Work Scrutiny all graded good or better across all year groups and mirror above percentages</p>	<p>Pupil voice evidence termly</p> <p>Drop-Ins/Learning Walks</p> <p>Work Scrutiny as per Strategic Calendar</p> <p>Termly Assessment Data</p> <p>Lesson Observation outcomes</p> <p>PM interim reviews</p> <p>Pupil Progress Meetings</p>

	<p>training carried out by Jan Owens (EY2P) to support quality teaching.</p> <ul style="list-style-type: none"> <li>Literacy Company training for all year groups to inspire the teaching of reading and writing through the use of engaging stimulating texts (October '16-March'17)</li> <li>PM objectives evidence reflection on each individual's objectives</li> </ul>			<p>Positive Pupil Voice reflects internal data</p>	<p>QA Termly review Local Governing Body Meetings</p>
	<p><b>Embed consistency of effective teaching strategies</b></p> <ul style="list-style-type: none"> <li>Good all the Time standard seen in all lessons at all times</li> <li>Questioning – deepens thinking</li> <li>Embed whole school ethos where our mission statement can be lived out in our daily life in school. <i>'Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.'</i></li> <li>QA processes shared, understood, delivered: impact monitored</li> </ul>	<p>HM SB</p>	<p>ongoing</p>	<p>Differentiation, Questioning &amp; Progress evident in planning Pupil voice, assessment records, target sheets, work scrutiny, QA observations support</p> <p>90% Good or better teaching in all year groups with 40-50% O/S, no inadequate</p> <p>New staff (including NQT) 90% Good or O/S by summer 2016</p> <p>Common lesson content is consistently evidenced at all times against reading and writing procedures, lesson observation proforma (To be available in new Staff Handbook)</p>	<p>Pupil voice evidence Work Scrutiny Lesson Observation New staff development meetings including NQT meetings with mentor SLT &amp; Leadership meeting minutes Learning Walks &amp; Drop-Ins Consistency in monitoring sheets</p>
	<p><b>Enhance pupils' enjoyment of books so they read widely and often</b></p> <ul style="list-style-type: none"> <li>SQUIRT: Super Quiet Uninterrupted Reading Time for all year groups</li> <li>Pupil Voice on Reading for Pleasure</li> <li>Learning Environments in all classrooms to encourage reading for pleasure</li> <li>Set up and develop St Wilfrid's Library</li> </ul>	<p>HD SB (MD) GA JD R Waterto n</p>	<p>ongoing</p>	<p>Literacy/Numeracy planned in all lessons</p> <p>Library programme embedded in all timetables including SQUIRT time and Library visits</p> <p>Guided Reading Programme across all subjects</p> <p>80% read for pleasure (2016= 64%)</p>	<p>Pupil Voice evidence Lesson planning scrutiny Lesson observations Literacy data &amp; intervention reports Local Governing Body Meetings</p>

	<ul style="list-style-type: none"> <li>Develop Library profile within St Wilfrid's community</li> <li>Employment of Ruth Waterton to work at the Library</li> <li>Through Weekly Newsletter etc, raise the profile of reading library opportunities e.g. after school clubs, reading for pleasure workshops</li> </ul>			<p>Improvements from interventions evident across range of subjects</p> <p>improvement in chronological reading age in all year groups (Yr 1 – Yr 6) to ensure children catch up year on year</p>	
	<p><b>Share effectively across the Academy Trust the Good and Outstanding teaching practice</b></p> <ul style="list-style-type: none"> <li>Joint Practice development across the St James and Emmanuel Trust.</li> <li>Phase Meetings</li> </ul>	MD HD		<p>Good all the Time standards improve v 2015-2016</p> <p>Benchmarks as above</p>	<p>Whole Trust Staff Meeting minutes</p> <p>Phase Meetings</p> <p>Lesson observation</p> <p>Work Scrutiny</p>
<b>OFSTED focus</b>	<b>Key Priority</b>	<b>Lead</b>	<b>When</b>	<b>Success criteria</b>	<b>Monitoring and evaluation</b>
<b>Personal development, behaviour and welfare</b>	Develop <b>SENDCo role</b> to support the delivery of academic & social support programmes to targeted groups and individuals	SB	Ongoing	Reading, writing and maths progress and behaviour data of those in programmes improves	<p>Playtime and Lunchtime detention Logs</p> <p>SB behaviour reports termly from Class Behaviour Books</p> <p>Progress data for all classes</p>
	<p><b>Embed St Wilfrid's CE and St James and Emmanuel Academy Trust Christian Values</b></p> <ul style="list-style-type: none"> <li>Whole School Monday morning Worship Time to introduce values and half termly challenges linking to British Values</li> <li>Displayed around St Wilfrid's and in all classrooms</li> <li>Weekly value focus shared with St Wilfrid's Community via Newsletter</li> <li>Curriculum content (e.g. PSHE and class</li> </ul>	SLT All staff	Termly	<p>Reduced SIMS incident Log (Possibility of CPOMS)</p> <p>Improved progress data</p> <p>Positive student and parent voice</p>	<p>Head of School's report to governors</p> <p>Pupil Voice evidence</p> <p>Reward log reports</p> <p>Parent Voice returns</p> <p>Governor visits &amp; feedback</p>

	<i>worship time)</i>				
	Monitor <b>attendance &amp; punctuality</b>	SH	weekly	97% attendance. Below 10% PA 90%) Below 2% late within register	Governors reports Parents events survey each H/T Weekly returns data
	<p>Improve <b>behaviour</b> by effectively implementing the behaviour policy to <b>create consistency</b> across the whole school and the whole school day</p> <ul style="list-style-type: none"> <li>• Whole staff training and reminders about behaviour policy including use of class behaviour logs</li> <li>• Clear procedures to be followed for escalation of sanctions</li> <li>• Develop behaviour initiatives over lunchtimes e.g. Lego Club, PALS, gardening club.</li> </ul>	MD SB All staff	ongoing	Behaviour and Safety procedures judged to be good by October 2016 T&L reviews demonstrate an increasing consistency of the application of the behaviour policy Reduced SIMS incident Log (Possibility of CPOMS) Reduced low level disruption in classes Pupil voice activities show an increased awareness of what good learning behaviours look like. Success of initiatives and a decrease number of pupils in detention	Pupil Voice evidence Reward log reports Parent Voice returns Governor visits & feedback Playtime and Lunchtime detention Logs SB behaviour reports termly from Class Behaviour Books Progress data for all classes
	<p>Ensure <b>Safeguarding procedures</b> are running effectively at all times</p> <ul style="list-style-type: none"> <li>• All staff to undertake training</li> <li>• Annual Safeguarding audit carried out in January 2017 and emerging issues dealt with</li> </ul>	PM HM SB All staff	ongoing	All staff trained and retrained as appropriate Pupil voice on safe practices show by November 2016, 90% show satisfaction, April 2017, 100% show satisfaction	Pupil Voice evidence Safeguarding Procedures and Logs Head of School Report on Safeguarding to Governing Body
<b>OFSTED focus</b>	<b>Key priority</b>	<b>Lead</b>	<b>When</b>	<b>Success criteria</b>	<b>Monitoring and evaluation</b>
<b>The effectiveness of leadership in and management at ST Wilfrid's CE</b>	<p><b>Improve the highest levels of achievement and personal development for all pupils by achieving pupil outcome targets</b></p> <p>Continue to improve the quality of teaching by improving:</p> <ul style="list-style-type: none"> <li>• the quality of monitoring through lesson observations</li> </ul>	HM SB MD KS HD JG	Ongoing	Secure and accurate self-evaluation based on rigorous monitoring of teaching and pupil outcomes.  Triangulation of monitoring systems  Rigorous cycle of the review of book and lesson scrutiny to reflect Key Assessment Criteria in	Head of School's report to governors Pupil voice evidence termly Drop-Ins/Learning Walks Work Scrutiny as per Strategic Calendar Termly Assessment Data Lesson Observation outcomes

	<ul style="list-style-type: none"> <li>• Book and planning scrutiny to reduce variation in teaching quality</li> <li>• Pinpoint subject specific inconsistencies to enable quality strategic planning in phases.</li> </ul>			English and maths	PM interim reviews Pupil Progress Meetings Rolling Monitoring Sheets Teaching Leaders Information
	<p><b>To ensure that the curriculum implemented impacts on high quality broad and balanced curriculum provision by:</b></p> <ul style="list-style-type: none"> <li>• Monitor and reviewing the full coverage of the new National Curriculum in all subject areas.</li> <li>• Joint practice Development across the Trust and with Cluster of schools e.g. D Godfrey, Literacy Company</li> <li>• To develop teaching of phonics, spelling and grammar and 'talking for writing', using EY2P (R Levy)</li> <li>• To raise standards in mathematics throughout the school through planned use of concrete apparatus, focus on Numicon</li> <li>• Meeting curriculum targets set for each cohort including vulnerable groups.</li> <li>• Increasing children's enjoyment of PE by developing current and new staff members confidence in delivery through Pat Callaghan and other opportunities e.g. MCFC and MU.</li> </ul>	All Leaders hip team	Ongoing	<p>All staff set personal <u>teaching</u> targets from the appraisal objectives 2016-2017</p> <p>All follow expectations in reading and writing, maths, and phonics including lesson and core expectations etc</p> <p>Impact of T&amp;L cycle of monitoring on teaching 90% Good/Better teaching, 35-40% O/S</p> <p>Underperformance rigorously addressed in identified subject areas</p>	<p>All QA T&amp;L activity</p> <p>RAISE Online data</p> <p>Appraisal recording</p> <p>NQT feedback &amp; development</p> <p>SLT minutes</p> <p>Governor meetings</p> <p>National Programmes e.g. Teaching Leaders Programme</p>
	<b>Embed parental and pupil involvement</b>	All	Ongoing	Analysis through QA specific activity (Drop-Ins,	Pupil Voice returns



	<p><b>in the direction and development of St Wilfrid's joining the St James and Emmanuel Academy Trust</b></p> <ul style="list-style-type: none"> <li>• PTA fully developed and responsive to parent's feedback and school priorities, using fundraising to enhance children's learning experiences.</li> <li>• Analysis of parent questionnaires to ensure all actions are followed up and reported on through the weekly newsletter</li> <li>• Development of pupil voice in improving teaching &amp; learning through School Council representatives and Year 6 Ambassadors.</li> </ul>	<p>leadership team</p>		<p>Learning Walks and lesson observations) analysis of data demonstrates consistent and improving standards Improved KS2 results in Reading, writing, maths and spelling and grammar.</p>	<p>Lesson planning scrutiny Lesson observations &amp; QA activity Numeracy and Literacy data &amp; intervention reports Head's reports to FGB</p>
	<p><b>Distribution of leadership at <u>all</u> levels</b></p> <ul style="list-style-type: none"> <li>• All staff have a leadership objective (appraisal)</li> <li>• UPS staff lead initiatives within Appraisal</li> <li>• With Directors and Governors - formulate and monitor plans for the material, curricular and academic development of the St Wilfrid's and the St James and Emmanuel Academy Trust</li> </ul>	<p>All staff</p>	<p>ongoing</p>	<p>All staff achieve personal <u>leadership</u> target</p> <p>Subject Leaders analyse and report on standards to Leadership Team and Governing Body</p> <p>Staff lead on T &amp; L INSET (70% of staff)</p> <p>Sharing good practice through PM cycle Use of national programmes (Teaching Leaders, Dave Godfrey, Literacy Company) &amp; links to CPD.</p>	<p>PM information SLT &amp; Leadership meeting minutes Teaching Leaders impact statements Staff Meeting minutes/agenda</p>



## Key Performance Indicators

### 1. OUTCOMES

- **Expected Progress above** national average for reading, writing, maths and spelling and grammar
- **More than Expected Progress measures in line** with national average in reading, writing, maths and grammar and spelling (KS 1 and KS2) and in all year groups (*against RAISE Dec.2015/Mar.2016*)
- All groups of pupils achieve in line with expectation and above national data.
- Pupil Premium below 15% / 10% inside national across year groups and subjects
- Through phase meetings evidence of consistency in pupil tracking and action planning
- Assessments and predictions accurate against actual outcomes

### 2. TEACHING, LEARNING & ASSESSMENT

- **90% of teaching over time** Good or Better (2016 73%) **35-40% outstanding** (2016 22%) No inadequate
- **Reading ages improve** against intake data year-on-year. Reading programme across all subjects enables 75% positive pupil voice reading for pleasure
- **Work scrutiny** graded Outstanding or Good in all Subjects
- **Drop-Ins and Learning Walks** graded 1 or 2 in all year groups

### 3. PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

- **Punctuality 98%** (lates after registration below 2%)
- Bullying Logs reduced against 2015-16 = 12
- **Attendance 97%. PA 90% below 10%**. Attendance of GROUPS in line.

- **VALUES and their visibility embedded in ethos and culture-** measured through Governor visits/pupil/parent voice and incident log reduction

#### 4. QUALITY OF LEADERSHIP AND MANAGEMENT

- All staff leading (Appraisal objective for all)
- Deployment of staff in supporting and developing others internally and through outreach
- Consistent delivery of common standards across the school.
- **Quality Assurance scorecards graded 2 or above** for all areas
- Impact of sharing good practice and professional development on pupil progress