

<u>1, Ensure that all pupils make rapid and sustained progress from their starting points.</u>	<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Resource</u>	<u>Monitoring</u> <u>Governor monitoring by Nicki and Ben.</u>	<u>Evidence</u>	<u>Expected Outcomes</u>	<u>Link to RAP.</u>	<u>Rag rating.</u>
To ensure that expectations are raised in all subjects for all children particularly the most able.	Demonstrate equally high expectations of pupils in all classes, including behaviour for learning.	All staff	Implemented 13/01/17 C Dekker and K Winter to observe week beginning 6 th March. Feedback immediate.	P.R.I.D.E to be used consistently across the school in all classes.	HT/Governors. Learning observation outcomes and next steps shared with staff and Governors during week beginning 12 th June	Book scrutiny. Pupil voice. Governor monitoring and report.	Pupils know what is expected of them and can articulate it. Quality of work improved. Behaviour improved.	RAP 1A	Embedded but ongoing. Monitored by Governors on 5 th June.
	Provide consistently good opportunities for learning to take place in other subjects.	All staff	To be confirmed.	Medium term planning.	Governors/ HT.	Medium term planning. Short term planning. Book scrutiny. Pupil voice.	Pupils make accelerated progress from their starting points in other subjects.	RAP1A	To be implemented September 2017.
	Ensure that children know expectations around quality and quantity of work in all subjects.	All staff	Book scrutiny week beginning 27 th Feb. C Dekker and K Winter to observe week beginning 6 th March. Feedback immediate.	Submitted data.	HT, Governors, LA Book scrutiny week beginning 27 th Feb. Monitoring carried out by Nicki Gogle on 5 th June 2017. Pupil voice ascertained.	Medium term planning. Short term planning. Book scrutiny. Pupil voice. Data.	100% of pupils know expectations and are working at ARE where possible.	RAP1C	Embedded expectations from teachers. Monitored by Governors on 5 th June.

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Ensure that assessment is accurate. (EYFS and Year 2 to moderate, share good practice and build partnerships with Grove school)	<p>Train staff on the expected outcomes for age related expectations.</p> <p>Moderate the teacher's judgements using: whole staff, peer, cluster.</p> <p>Ensure opportunities for more able are planned for. (MA problem solving, reasoning, algebra)</p> <p>Baseline Year 6.</p> <p>Cold tasks to begin a topic to establish prior knowledge. Hot task at the end of a topic to establish progress and effectiveness of teaching.</p>	All staff	<p>Moderation staff meetings (see staff meeting timetable)</p> <p>Grove school visit for Lisa and Zoe on 29th Feb.</p> <p>Pupil progress meetings for all staff to look at needs of all pupils on week beginning 18th April.</p> <p>Jan 2017</p> <p>Jan 2017</p>	<p>Exemplar work Standardised assessments across the school.</p> <p>Work sampling Professional dialogue. Exemplar interventions and strategies alongside work with EAL, SEND, BEST, PP.</p>	<p>HT/Governors/ NB2B representative.</p> <p>Pupil progress monitoring week beginning 1st May.</p> <p><u>EYFS and KS1 moderated by LA.</u></p> <p>Gov monitoring on 27th Feb.</p>	<p>Book scrutiny Moderation file</p> <p>Book scrutiny Moderation file</p>	Common agreement of what age related, below age related and above age related looks like.	<p>RAP2A</p> <p>RAP2B</p> <p>Ofsted-teachers systematically and effectively check understanding to re-shape teaching and intervene in learning.</p> <p>Almost all pupils make rapid and sustained progress.</p> <p>RAP1B</p>	<p>Moderation completed internally for year 2.</p> <p>External moderation for EYFS and KS1 by LA.</p> <p>Case studies for HPA pupils collated.</p> <p>Cold tasks embedded.</p>

YAXHAM RAPID ACTION PLAN- ALL PUPILS MAKE CONSISTENTLY GOOD PROGRESS THROUGH ACCURATE ASSESSMENT AND TARGETED QUALITY FIRST TEACHING.

	<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Resources</u>	<u>Monitoring</u>	<u>Evidence</u>	<u>Expected outcomes.</u>	<u>Links to RAP</u>	<u>Rag Rating.</u>
Implement and embed the marking & feedback policy Marking ladders	Review the marking policy.		Monday 24 th April to review with staff and implement.	Marking policy	Gov, LA Week beginning 1 st May to check implementation. Lit and MA lead to monitor week beginning 8 th May. Outcomes to Govs.	Policy	A clear marking policy agreed by all staff for the new academic year.	RAP1B	Completed and re-reviewed June 2017. Embedded.
	Model marking expectations.		As above	Exemplification packs to be made.	As above	Staff discussion	Clear understanding of expectations.		
	Share marking practice from across the school.		As above	Best practice from across the school to create a help document for staff.	As above Literacy leader	Staff discussion.	Best practice recognised and shared.		Samples of high quality marking gathered w/b 5 th June.
	Challenge staff to follow the policy.		Dictated by monitoring system.	Release time	As above	Subject leaders report.	100% of staff are using the marking policy.	RAP1B	Embedded
Target setting/next steps Marking Ladders	Agree a format for targets and their location so that children can access them. To be kept in individual pencil cases. Yr. 6 as a matter of urgency.	All Staff	June 2017. Deadline Friday 16 th June and Gov monitoring on this day.	Format.	DHT, HT Subject Leaders. 27 th Feb 2017 Govs to review and monitor week beginning 12 th June.	Targets evident and pertinent. Year 5 targets shared with parents.	Staff and children know what their next steps are. Pupils use targets and understand how and when to apply them. They can discuss them with members of staff confidently. Pupils to be able to challenge with confidence further targets.	RAP1A	Targets in place and kept in childrens' individual pencil cases.
		All Staff	Each lesson		Monitored by Subject Leaders.	Learning walks/drop ins Lesson observations	Children know their target and they understand how		

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		All staff	Every two weeks. Feb 2017 as above.	Check and change time.		Learning walks/drop ins Lesson observations Pupil voice.	Children know their target and they understand how to achieve it.		Targets in place by 16 th June.
Pupil Progress Meetings. 100% of pupils at age related. (Data planning)	Hold Pupil progress meetings. Class analysis to include: <ul style="list-style-type: none"> Boys/Girls PP SEND EAL Next steps to include <ul style="list-style-type: none"> Specific children Expected outcomes Interventions Clear time scales 	All staff	First week back after each holiday. Week beginning 18 th April.	Format	Govs to monitor week beginning 24 th April. Additional monitoring on 5 th June. Anonymised Pupil Progress form shared with Nicki Gogle.	Completed forms	100% making at or above expected progress. Specific strategies to feed into interventions.	RAP1B	Embedded. Anonymised completed form given to Governor for monitoring w/b 5 th

<u>2, Ensure teaching is consistently good/ better.</u>	<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Resource</u>	<u>Monitoring</u> <u>Governors responsible for monitoring are Claire and Mike.</u>	<u>Evidence</u>	<u>Expected Outcomes</u>	<u>Link to RAP.</u>	<u>Rag Rating.</u>
Plan lessons that will challenge all learners, particularly the most able.	Review and agree literacy and numeracy planning format to include extension activities. <u>To be actioned Autumn term 2017</u>	All Staff	Monitoring of planning. See monitoring timetable for English and Maths. Planning staff meeting to agree consistent format on 8 th May 2017	Planning formats discussed and agreed by staff. Moderation of planning in moderation cycle.	Subject Leaders and HT Subject Leaders to scrutinise planning alongside HT. Governor monitoring of consistency week beginning 22 nd May.	Planning consistent and thorough to meet the needs of all learners.	Consistent format to be used across the school.	RAP1A, 1B Ofsted- Consistently accurate assessment informs planning so that pupils learn exceptionally well.	To be actioned Autumn term 2017
	Learning observations to be undertaken by HT and Governor leading to Workshop for Governors and staff.	All staff	Summer term 1 To be agreed and based on outcomes of last learning walk.	Planning evidence, Data Class file Book scrutiny Report on Learning and Teaching.	HT and Governor	Planning evidence, Data Class file Book scrutiny Pupil voice	HT and Governors established baseline in quality of Learning and Teaching.	RAP1,2 and 3	Learning observations undertaken. Report produced May 2017. Shared with staff and Governors on 12 th June.

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	<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Resources</u>	<u>Monitoring</u>	<u>Evidence</u>	<u>Expected outcome</u>	<u>Links to RAP</u>	<u>Rag Rating.</u>
	Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.	All staff	Pupil progress meetings, targets, planning, learning obs evidence.	Planning formats National curriculum Targets in place. Anotated samples of HPA work gathered and shared with Governors.	Subject leaders What to look for: <ul style="list-style-type: none"> • Clear learning objectives • Measurable success criteria • Vocabulary • Planning for misconceptions • AfL • Challenge • Deployment of adults. • Gobs monitoring with Leads.week beginning 22nd May. 	Planning monitored showing clear evidence of monitoring criteria	100% of teachers using the agreed format to plan effectively over time.	RAP1A, 1B Ofsted- All pupils are consistently challenged according to their needs. Learning strategies fully engage pupils.	Monitored by Head teacher and samples of targets collected. All targets in place by 16 th June.
	Planning mentor used in a two-week cycle to work with identified staff.	Staff mentors	Planning staff meeting to agree consistent format on 8 th May 2017	Planning formats National curriculum Planning mentor	Subject Leaders and HT Planning mentor Governor monitoring of consistency week beginning 22 nd May.	Minutes from mentor meetings. Planning in line with monitoring criteria.	100% of mentored teachers can demonstrate effective planning over time.		September 2017
	Ensure that planning is consistent and of a high quality.	HT/ Lit and Num leads.	Planning staff meeting to agree consistent format on 8 th May 2017	Planning files. Planning formats agreed.	Subject leads/ Governors. Governor monitoring of consistency week beginning 22 nd May.	Planning file evidence.	Planning is of a high quality and always available.	RAP3B	September 2017

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	Review lesson non – negotiables: What should we see in a good lesson?	HT and all staff. Shared with Staff on 12 th June 2017.	Spring half term 2 Mr Dekker's Staff meeting timetable. Completed.	List of non-negotiable produced. Staff meeting. Lesson obs. Monitoring timetable to be confirmed. Observation of outstanding teachers in other settings.	Subject Leaders and HT To be confirmed.	Inset minutes. 'Good lesson' checklist agreed and used.	Staff contributing to/owning a whole school teaching and learning framework. Staff modelling parts of lessons in staff meetings to discuss pedagogy.		Completed by staff and format shared with all staff on 12 th June 2017.
	Teaching and Learning mentor used in a two-week cycle to work with identified staff. Helpdesk.	HT/ Lit/ Num leads	Outcome of learning obs on 6 th March.		HT and Governors. Monitor week beginning 13th March.	Minutes from Mentor meetings. Teaching and Learning meets criteria of lesson checklist.	100% of mentored teachers can teach effectively over time.		September 2017.

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3, Behaviour and Safeguarding.	<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Resources</u>	<u>Monitoring</u> <u>Governors</u> <u>monitoring are Julia</u> <u>and Su.</u>	<u>Evidence</u>	<u>Expected outcomes</u>	<u>Link to</u> <u>RAP.</u>	<u>Rag Rating.</u>
Continue to set high expectations for behaviour.	Review the behaviour policy.	Gov, all staff. 24 th April at staff meeting. Pre-reviewed and given to Gobs week beginning 18 th April.	Spring term 2.	Policy	Gov and HT.	Behaviour policy agreed by staff, Governors and available on website.	All staff are consistent in the use of the behaviour policy. Consistent expectations.	RAP1,2 and 3. Ofsted-Teaching of SMSC is highly effective, well planned and regular.	Completed and shared with staff and Governors on Monday 12 th June.
	Review home-school agreement.	HT	February 2017	Home school agreement.	HT	Home/school agreement on website and completed by all parents.	100% of parents and children adhere to the Home/ School agreement.		Achieved April 2017.
3 Ensure that statutory safeguarding procedures are maintained.	Update safeguarding training and current updates to safeguarding arrangements, including Prevent and Encompass.	DSL's	On-going.	Safeguarding training materials Updates.	HT/ Governors	All staff have been trained and training documented.	Safeguarding in place.		Safeguarding secure. Suggested training for all new staff on September inset day.
	Agenda item for staff meetings	HT	On-going	Staff meeting agendas	HT	Safeguarding in place.	Safeguarding in place.		Embedded

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	Induction for new staff	HT	As necessary	Training and log	HT	Log	Safeguarding in place.		Embedded
	Safeguarding review	HT + Governor	Half termly	Review	HT/ Safeguarding Governor/ all Governors	Review completed.	Safeguarding in place.		Embedded
	Safeguarding audit.	HT and Governors	April 2017.	Audit tool on Safeguarding Norfolk Schools site.	HT, DSL's, Governors.	Review completed and audit report in school.	Safeguarding current and in place.		To be audited for LA.
	Health and Safety audit.	HT + Governor	Half termly	Audit materials	HT/Health and Safety Governors/ all Governors	Audit completed/ minuted and school compliant.	Health and Safety in place.		Governor visit Wed 24 th May.
	Health and Safety leads have been on training update.	H and S lead and Caretaker	As appropriate.	LA training at County Hall	HT/Health and Safety Governors/ all Governors	School compliant.	Health and Safety in place.		Awaiting new Head teacher.

<u>Objective</u> <u>4, Improve Leadership and Management.</u>	<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Resource</u>	<u>Monitoring</u> <u>Governors</u> <u>monitoring are</u> <u>Ann and Sally.</u>	<u>Evidence</u>	<u>Expected</u> <u>Outcomes</u>	<u>Link to</u> <u>RA</u> <u>P.</u>	<u>Rag Rating.</u>
1, Ensure that the RAP is accurate, monitored rigorously and shared with all stakeholders.	Smart targets give an accurate overview of where the school is at.	HT/Governors.	Govs meeting on 20 th feb and 27 th Feb. 22 nd May for staff meeting review.	Reviewed RAP shared with staff regularly and put up in staffroom so it is visible.	Governors Govs meeting on 20 th feb and 27 th Feb.	Reviewed, accurate and current RAP Shared with staff. 22 nd May for staff meeting review.	RAP in place and shared with Governors and staff	RA P1, 2 and 3	Self completed and on Governorhub.
	Ensure that the RAP reflects a strategic vision.	HT	Govs meeting on 20 th feb and 27 th Feb.	RAP	Governors Govs meeting on 20 th feb and 27 th Feb.	Reviewed, accurate and current RAP	RAP in place and shared with Governors and staff	RA P3	Shared with Governors at FGB and each
	Review and embed a measurable, robust action plan for monitoring implementation of RAP.	HT/Governors.	February 20 th 2017. Regular Governors meetings to review progress of RAP.	Monitoring timetable. SLT meetings. Action plan and changes to be shared in staff meetings.	HT and governors. Govs meeting on 20 th feb and 27 th Feb.	Monitoring evidence collated by HT/ Governors. Actions implemented by staff.	All objectives and actions identified in RAP are met.	RA P3A ,B and C	Secure Governor monitoring in place.

2, Develop the role of the Numeracy/ Literacy Leader.	<p>Establish clearly defined roles and responsibilities including robust job descriptions.</p> <p>Establish clear CPD opportunities for Leads to develop their expertise.</p> <p>Ensure that Eng. and Ma lead have time to monitor standards in their subjects and undertake learning walks.</p> <p>Ensure that a monitoring timetable is in place, produced by Leads and HT.</p> <p>Regular meetings with HT and/ or Governors to ensure shared accountability.</p> <p>Routinely include opportunities for quality discussion in lessons.</p> <p>Cluster meetings with other Lit. and Num. leads.</p> <p>Action planning including budget setting.</p>	<p>HT/Governors.</p> <p>NB2B</p> <p>HT/ Leads/ Governors.</p>	27 th March.	<p>Job descriptions.</p> <p>Minutes from meetings.</p> <p>Planning evidence.</p> <p>Lesson observations.</p> <p>Training log.</p> <p>Monitoring timetable with notes.</p>	<p>HT/ Governors/ NB2B.</p> <p>English and Ma leads.</p> <p>Govs review with Leads on week beginning 1st May.</p>	<p>Planning evidence.</p> <p>Lesson observations.</p> <p>Training log</p> <p>Action plan.</p>	<p>English and Maths leads are confident, knowledgeable about their subject including standards.</p> <p>Subject Leads are able to talk about standards in their subject with accuracy.</p> <p>Standards in Ma. and Eng. raised.</p> <p>Quality of pupil talk increases in order that children meet age related expectations for speaking and listening.</p>	<p>RA P 3C</p>	<p>Currently no Maths leader in place due to staffing changes. Literacy Leader is monitoring standards in her subject.</p> <p>Monitoring timetable in place.</p>
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	Give children in Reception and Key Stage 1 routine opportunities to practise RWI Speed sounds in order to build their confidence in tackling new words.	HT/ Num / Lit leads	Jan 2017	Phonics planning evidence. Phonics intervention planning. Lesson observations.	HT/Governors. Govs meeting on 27 th Feb.	Planning evidence. Lesson observations.	Phonic outcomes to be added.	RA P1 D	This is embedded and ongoing.
	Identify where teaching is most effective and share this expertise.	HT/ Governors	Outcome of learning obs week beginning 6th March. 15 th May staff meeting.	Lesson observations	HT/Governors. Outcome of learning obs week beginning 6th March. 15 th May staff meeting.	Lesson observations. Minutes of mentor meetings.	Teaching is consistently good/ better across the school.	RA P3 D	To be completed before end summer term. Pick up in September when new staff in post.
Ensure that pupils can spell at age related expectations/ above.	Adopt a consistent approach to the teaching of spelling.	HT/ Governors	Jan 2017	'Young's' spelling test to be purchased and used weekly in all classes. Phonics assessments in place in EYFS.	Governors and HT to monitor.	Spelling tests embedded. Phonics checks established.	Pupils can spell words at ARE and above. Phonics screening test scores improve.	RA P1 D	In place and embedded.

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Ensure that Staff meetings are focused on RAP improvement points are rigorous, robust and minuted with clear outcomes, including next steps.	Weekly staff meetings planned and overview given to all staff at the beginning of each half term.	HT/Governors.	February 20 th 2017 to discuss with Cor Dekker. April 18 th for new staff meeting list.	Staff meeting minutes. Staff meeting agendas. Staff meeting time. Meetings with Lit/ Num lead minutes.	HT/Governors. Summer term proposed Staff meetings given to Governors week beginning 6 th March.	Staff meeting minutes. Staff meeting agendas. Staff meeting time. Meetings with Lit/ Num. lead minutes.	RAP in place and all staff know and understand its purpose. Accountability is shared. CPD is appropriate and leads to raised standards.	RA P3B	In place.
Develop staff expertise and confidence in order to share and embed best practice.	Learning observations. Identify best practice from staff meetings, work scrutinies, classroom environment including displays. Plan staff meetings to ensure opportunities for best practice are shared. Have each staff meeting in a different classroom and record comments about environment.	HT/Governors, All staff.	Audit- February 2017. Learning observations March 6 th 2017. 15 th May staff meeting. Work scrutinies February 27 th am in English. March 6 th in Maths.	Audit format. Learning observations notes and whole school actions. Staff meeting minutes. Observation notes about different environments. Work scrutiny reports.	HT, Eng. and Ma leads, Governors. Summer term proposed Staff meetings given to Governors week beginning 6 th March. Share outcomes with Governors week beginning 13 th March. Staff meeting outcomes shared with Gobs week beginning 22 nd May.	Audit format. Learning observations notes and whole school actions. Staff meeting minutes. Observation notes about different environments. Work scrutiny reports. Data outcomes.	Staff are confident to share expertise and participate in developing colleague's knowledge and expertise in supportive way. Standards in quality of learning and teaching increased from good to Outstanding through collegiate professional development.	RA P3 D	This is embedded and best practice shared on a regular basis.