



(APPENDIX 4A) PEER REVIEW ACTION PLAN Gargrave C.E. (V.C.) Primary School

This Action Plan template is designed to help guide your action planning during the Interactive Review Workshop.

Areas of Strength identified during the review:

- All the staff interviewed were confident, reflective practitioners who demonstrated an excellent level of commitment to their roles and made constructive suggestions for developing the target area of writing further.
- The majority of the pupils interviewed were very articulate; confidently described their experiences in writing and were also motivated to write. They showed high levels of imagination and creativity.
- Relationships at all levels are a strength – between staff, pupils and governors. There is a strong sense of team-work and all feel that they have a voice. This creates a warm and positive atmosphere in the school.

Areas for Development identified during the review:

- Presentation and handwriting are a barrier to progress and marking is not always specific enough to the piece of work under review in the books seen. The identified group of boys need to go “back to basics” in terms of the technical and mechanical aspects of writing i.e. handwriting and SPAG
- Issues around the time available for these children to complete longer pieces of writing and/or need to develop the stamina of these children.
- Staff do not confidently understand the standards expected in writing across key stage 2 and therefore children are not clear either.

When planning the specific actions following the review, it is important to consider that support with the delivery of those actions could come from:

- a. within the reviewed school itself
- b. within the partnership
- c. outside of the partnership, but within Education Development Trust 's national network.

Please contact your Education Development Trust Associate to discuss the delivery of (c).



Action required	Timings and deadlines <i>(be specific where possible)</i>	Who will deliver this action?	Comments
Appoint lead staff for this 9 week project	24.1.17.	S Peel	N Hesleden and A Driver agreed
Handwriting focus – and presentation of work, shared from each year group, including reception – initiate cursive. Agreed presentation standards. Display best handwriting (and punctuation and grammar rules). Practise 3 x per week.	1.2.17. – 17.2.17. 3 weeks 1 pupil in each year group. 21 pieces of work shared	N Hesleden (lead worship) A Driver (lead display)	Award for pupils? Judge of the best work at the end-final day of the half term?
Review phonics for pupils unable to access spellings and resource accordingly, KS1 groups or discreet KS2 group	9.2.17. (1 hour release time)	Nicola and Amandine- review pupils not accessing spelling and propose actions	Discuss with Sarah (SENCO) and class teachers
Book grammar training- in school, delivered by out of school (idea from Bentham? Or Northern Lights?)	9.2.17. (release time) Aim for training ASAP March 2017	Nicola	
Feedback from TA writing course to all staff and agreed actions - stimulus for writing in classes (World Book Day)	13.2.17.	Amandine Nicola (planning)	Plan for World Bok day (2.3.17) and engaging and motivating writing for our boys
Moderation of writing between schools- expected standard Y1-Y6, and build portfolio of evidence/ display	15.2.17.	All Staff able to travel to Sutton for shared staff meeting	Outcomes from this meeting need to be planned for
Staff meeting looking at writing for each year group for at age-related. Use criteria from o track. Display work for pupils to see expected outcomes	March 2017	Nicola	
Monitor spelling across the school	March 2017	Nicola	