

<p><b>Priority 3:</b>  <b>To ensure good, or better, progress of ARE pupils, in reading, writing and maths.</b></p>		<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• The progress children make across the school is at least good, or better, for all abilities but particularly at ARE.</li> <li>• Attainment at the end of EYFS, KS1 and Year 4 is at least in line with or better than national / Dorset averages.</li> <li>• Pupils who could achieve better are identified and plans are put in place to maximise this opportunity.</li> <li>• Progress is monitored through half termly Pupil progress meetings and the success of interventions and support is discussed.</li> </ul>
<p><b>RRS Links</b></p> <p><i>Article 3: All organisations concerned with children should work towards what is best for each child.</i></p> <p><i>Article 28: Children have a right to an education.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full.</i></p>	<p><b>Ofsted Links</b></p> <p><i>Leaders and Governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</i></p> <p><i>Progress is rising across the curriculum, including English and mathematics.</i></p> <p><i>Leaders and Governors have a deep, accurate understanding of the schools' effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focussing on the impact of their actions in key areas.</i></p> <p><i>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</i></p> <p><i>From different starting points, the progress in English and in mathematics is high compared with national figures.</i></p> <p><i>The attainment of almost all groups is broadly in line with national averages, if below, it is improving rapidly.</i></p>	

<b>Actions:</b>	<b>Date completed</b>	<b>Lead person</b>	<b>Outcome</b>	<b>Resource costs</b>	<b>Monitoring systems</b>
Consistent approach to making and recording assessments using SPTO discussed and agreed by all staff at staff meeting.	Sept 2017	CH	Staff will have a shared understanding of how to use SPTO and there will therefore be consistency of assessment across Reading, Writing and Maths.	None	Staff meeting minutes file
Data to be analysed and ARE pupils identified who could do better, in reading, writing and maths.  Provision maps to be in place to support those pupils who could make better progress.	Tracking Meetings.  By December 2017.	All staff	Pupils will have personalised plans to support them in making rapid progress.  Plans will be monitored and evidence scrutinised in tracking meetings and scrutiny sessions.	None	SPTO Drop off provision maps Ongoing assessments Lesson observations Planning and book scrutiny
Staff to carry out on-going assessments in Reading, Writing and Maths through class / group observations.  Phase leaders across the HAT to model the expectations of on-going assessment.	Ongoing	All staff	Assessment records will be kept up to date regularly using observations from class sessions meaning SPTO is always up to date and accurate.	None	Planning and Assessment files SPTO Tracking meetings
Objectives and expectations for pupils in Writing to be clear and evident in theme and English books.	From October 2017.	All staff	Clear understanding of what objectives need to be achieved and evident in R, W and M.  Rapid gains and catch up made.	None	Books Class planning files
Tracking of starting points, in line with the HAT, to be evident in class books, to ensure that these are understood by staff and used in line with objectives (see above).	From October 2017.	All staff	Stickers in the front of books, using colour coded system, in place to clearly identify groups of pupils from their starting points.	None	Books Lesson observations Colour coded system agreed and recorded
Staff to work together to identify key features of good and outstanding teaching and recognise what this will look like in different lessons. Staff to become familiar and confident with the Ofsted criteria and recognise next steps in developing their own teaching skills.	Staff meetings from January 2018	CH  All staff	A shared understanding of grading criteria and what a good /outstanding lesson looks like.  Reflective practitioners and able to improve own practice through knowledge of next steps.	None	Lesson Observations Staff meetings CPD Records

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To understand the expectations of the curriculum and the objectives that need to be covered to be ARE and beyond.	On-going  Tracking meetings	All staff	Staff to have copies of DfE guidance and exemplification materials. Planning to reflect the raised expectations. Planning to address the 'drop off' and 'catch up' pupils and objectives that need to be covered (whole class or specific intervention).	None	Planning Exemplification documents evident and used pro-actively. Lesson observations Scrutiny Pupil discussions
Developing a HAT shared understanding of tracking and groups, looking at moderation and key examples of pupils working at different levels of ARE.	Phase meetings – half termly	MAT HT's  Phase leaders  All staff	Moderation to be carried out and agreed across the HAT. Good practice shared and developed in own schools. SPTO in order to have a common understanding and parity across the six schools.	None	HT monitoring group minutes.
Moderation meetings held across the school to ensure a common approach and agreed understanding of below ARE, at ARE and above ARE in R, W and M.  To focus on those children identified as making rapid gains and moderating their progress.	As above	All staff	Pieces of learning will be moderated against National Curriculum objectives. This will develop an understanding of exemplification materials.	None	Staff meeting minutes.
Book scrutiny, with a focus on groups of pupils, to look at progress over time, monitor presentation of learning, look for evidence of marking for improvement and progress and monitor curriculum coverage.	At least termly.	All staff	Books show pupil progress and demonstrate how marking moves learning forwards. High quality work is produced and valued by all. This is consistent across all classes. Pupils specifically dropping off or needing rapid gains, have evidence of catch up and personalised learning, where appropriate.	None	Scrutiny feedback Books Planning

Actions:	Date completed	Lead person	Outcome	Resource costs	Monitoring systems
<p>Planning scrutiny to monitor provision for different groups, including those pupils that 'could do better' to ensure use of shared format and monitor curriculum coverage. Linked with above action.</p>	<p>Monitor planning weekly.</p>	<p>All staff  Subject leaders, when appropriate</p>	<p>Planning is effective and consistent across the school. Timely feedback is given and this is acted on with diligence.</p>	<p>NCT for all staff</p>	<p>Planning folders Monitoring folder</p>
<p>Scrutiny format to be re-aligned with a focus on key areas for the school. This is shared and understood by all staff.</p>	<p>From January 2018.</p>	<p>CH/MR/AH</p>	<p>Scrutiny is effective and focussed. Scrutiny is disseminated to staff and points for action identified.</p>	<p>None</p>	<p>Scrutiny sheets Staff meeting minutes</p>
<p>Lesson observations with a focus on key groups of pupils and the gains they are making.  Joint observations with subject leaders and HAT colleagues, where appropriate</p>	<p>From January 2018.  At least half termly, more if required.</p>	<p>CH/RH/MR/AH/V/MW  HAT colleagues</p>	<p>Completed lesson observation forms will have evidence of challenge for all pupils and personalised objectives for specific pupils.  Targets will be linked to progress being made by ALL children (where appropriate).</p>	<p>None</p>	<p>Lesson observation file. Pupil discussions</p>
<p>Visits to other school to observe practice to include a written review of those visits with observations made and actions identified to improve practice at Sixpenny Handley, where required. This to form part of the CPD log.</p>	<p>From January 2018.</p>	<p>Staff in each year group to organise.</p>	<p>All staff members will have been to other MAT schools to observe practice. Review forms of visits completed and given to CH to monitor impact of visits.</p>	<p>Non-contact as and when</p>	<p>CPD log Impact on practice</p>

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<p>Regular progress reports presented to Governors from the CH and Subject Leaders, with a focus on particular identified groups of pupils.</p> <p>Formal data analysis and packages to be shared with all staff and Governors, for example, HAT tracking, IDSR, LA data etc.</p>	<p>On-going from Autumn Term 2017.</p>	<p>CH/AH/MR</p> <p>Subject Leaders</p>	<p>SLT and Subject Leaders will have a clear view of pupil progress across the school and will be able to disseminate this to Governors.</p> <p>Governors will have an accurate view of school performance and be able to ask challenging questions to SLT and subject leaders to ensure accountability and pupil progress.</p> <p>Actions will be in place to address any areas of concern in a timely manner and these will be monitored by Governors.</p>	<p>Non-contact if required.</p>	<p>Staff meeting minutes</p> <p>Governor minutes</p> <p>Data reports</p> <p>Action plans</p>