**Raising Achievement Plan**

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| **Objectives in line with school /trust principles** | **Trust Strategic Aims** | **KPIs** | **Specific Actions** | **Implementation and people responsible** | **Monitoring by whom & how** | **Resources, including time and costs** | **Timescale, dates & deadlines** | **Evaluation****RAG** |
| Objective 1 |  |  |  |  |  |  |  |  |
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| Objective 2  |  |  |  |  |  |  |  |  |
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| Objective 3 |  |  |  |  |  |  |  |  |
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Example of one filled in:

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| **Objectives in line with 7 principles** | **Trust Strategic Aims** | **KPIs** | **Specific Actions** | **Implementation and people responsible** | **Monitoring by whom & how** | **Resources, including time and costs** | **Timescale, dates & deadlines** | **Evaluation****RAG** |
| Ensure there is a culture of high ambition, expectation and achievement;There is high quality teaching;There is a broad, balanced and innovative curriculum and effective assessment framework which impacts on outcomes. | 2 | Pupils will achieve at least expected progress in Reading, Writing and Maths or higher | Monitoring of teaching/learningMonitoring of data (on trackness)Ambitious targetsBook scrutiny | Monitoring days/weeks in calendar at least termlyHead of school/HTExec Head/ CEOPupil interviews/ book scrutiny/TeachingSENDCo Screening for children where necessary | HT/Exec HeadSubject leadersGovernorsSENDCo | Release time for subject leadersScreeningStaff meetings for feedback on monitoring days | Termly feedback to Standards Board |  |
| 2 | Curriculum for Reading/Writing/Maths shows clear progression and intent | Intent and implementation and coverage for each area is monitored Subject leaders to report on moderation of curriculumAssessments show clear progression year on year (incl 6-7) | Subject leaders reportsSubject leaders scrutiny of medium and long term plans and assessments used | Subject leadersHTExec HCEO | Release time for networking and moderationStaff meeting for internal and sch-sch moderation | Report to Standards Board by end of Autumn termReport of coverage to Standards Board by end of July 2020 |  |
| 2 & 3 | Learners can talk about the purposefulness of their learning | Pupil interviews half termlyMonitoring of teaching and learningBook consultation with children | Dates in calendar for half termly pupil interviews with all age ranges and child groups | HT/Exec HTCEOGovernorsSubject leaders | Release time for subject leaders | Half termly feedback to CEOTermly feedback to Standards Board |  |
| 2 | Vulnerable groups will make progress in line with peers nationally | Pupil premium strategy in placeEAL strategy in place if necessarySEN auditPupil progress meetings take place to address these groups | Agreed strategy format and named person responsibleRegular PPMs in school calendar with menu of intervention | Head of school/HeadteacherExec HeadCEOGovernorsTermly data collectionPupil interviews | Staff meetings for staff to seek strategiesTraining for teachers where necessary | Termly progress of these groups monitoredJan 2020April 2020July 2020 |  |
| 2 | Outcomes for whole school will rise on previous years | Set targets for the yearMonitor on trackness for improved outcomes | PPMsData collection termly | HT/ Exec HTCEOGovernors | Allow release time for teachers to attend PPMs | Termly PPMs and on trackness reported to SLT |  |
| 2 | Gaps between boys and girls will be narrowed | Curriculum Lead to look at supported the lowest achieving groupAddress areas of the curriculum to inspire boys/girlsPupil group to share ideas for curriculum | PPMsData collection termlyMonitoring of teaching and select group monitoringMonitor curriculum | HT / Exec HTGovernorsCurriculum Leader | Staff meetings to review curriculum Staff training in engaging hard to reach gender group | Report to Standards Board |  |
| 2 | Progress in EYFS will be in line with national or above | Monitor teaching and learning in EYSupport in place for Teacher to work with Outstanding EY practiceModeration to be attendedEY teacher to attend training  | PPMsSch-Sch supportMonitoring of T&LSENDco to assess individuals | HTExec HTCEOEY Leader from sch-Sch supportSENDco | Release time for teachers to attend other schools/ training | On trackness reported termly |  |
| 2 | TAs challenge pupils in class using questions | Training in high quality questioningResources prepared for staffWhole school focus on high level thinking questioningMonitor effectiveness of intervention groups | TrainingMonitoring in T&LSmall group monitoringHT/Exec HT | HTExec HTGovernors | Training for whole school1:1 training for teachers and TAsResources prepared for use in classRelease time where necessary to observe others | T&L questioning a focus on monitoring day and feedback issued on what was observedData termly |  |
| 2 & 3 | Most able feel challenged | Books will show children having dialogue or work challenging themPupil voice will share challengeMore children reaching exceedingLessons observed | Monitoring of T&LBook scrutinyPupil interviews | HTExec HTCEOSubject leadersGovernors | Teaching to greater depth trainingResources for GT | Data termlyMonitoring feedbackReports to Standards Board |  |
| 2 & 3 | There is clear evidence of the school having a character curriculum Intent, Implementation and Impact statements along with medium term planning to show how it is implemented.  | Statements of Intent are created for whole school character curriculum as well as subjects areas.The school can show how this Intent is carried through the medium term planningTeachers to create ways in which they are to assess the objectives as well as character growthAll staff to be able to share confidently how their intent permeates the whole curriculum | Whole school statement of intentMedium term planning – topic websSubject action plansStaff discussionsMinutes of staff meetingsPupil interviews/voiceEvidence of work in books / elsewhere | HTExec HTCEOSubject leadersGovernors | Training in character curriculum – Oct Inset day | Statements by Jan 2020Medium term by Apr 2020Evidence of impact by July 2020 |  |
| There will be strong Professional development;There will be effective partnership and collaboration;There will be effective accountable leadership and governance.  | 1 | Appraisals have clear targets to help improve progress and /or outcomes | At least one target per every member of staff to work towards higher progress resultsStaff to be offered training to support them Mentoring / Coaching offered to support them | Appraisal for ALL staff and targets linked to progress targets in SDPAppraisal review midyear for all | HT | Release time to attend appraisals | Report on impact at review and end of year |  |
| 1 | CPD is bespoke and driven by teacher plans/needs | Teacher plansTargets for teachers reflect school needs in SDP and RAP | Menu of training offered to all, coaching, INSET, twilight, online etc. | HTExec Head | Release timeCost for whole school training | Teacher plans kept up to date and impact reviewed annually |  |
| 1 | CPD is in line with actions in SDP | Targets for teachers reflect school needs in SDP and RAP | Clear distinctions between training offered and area of SDP to show impact | HTExec Head |  | Impact measured half yearly |  |
| 2 | Teaching is at least good | T&L monitored - teaching- books- pupil voice- data drops- assessment- learning walks | Termly monitoring carried out for Eng/ Maths and RESubject leaders to monitor own subjects at least once per year (foundation subjects) | HTExec HeadCEOGovernors | Release time for subject leaders | Termly reports on T&L at SLT and Standards Board |  |
| 1 & 3 | All staff have access to a mentor/coach when required | Staff are offered the use of a mentor or coach during appraisal and times of feedback from monitoringSome staff will have coaching to encourage ambitious targetsJN to coachJN to train HT to coachJN / QTA to provide sch-sch mentoring | Governors to meet with link staff and discuss offers of mentoring or coachingJN to work with staff and encourage others to have some coachingImpact measured and shared with HT | HTExec HCEOGovernors | Release time for coaching or mentoring | Impact shared termly with HT and SLT |  |
| 1 | Support staff are accessing CPD whether f2f or online | Support staff are offered online courses and other f2f courses at least termly to address their needs following monitoring or appraisals | HT to discuss with support staff offers of training following monitoring of T&LHT to report to Governors how many are accessing training | HTExec HGovernorsSLT | Cost per trainingRelease time | Impact shared termly with SLT |  |
| 1 | Where a school shows Amber or Red they are actively working in partnership with another school to gain new strategies | Areas within the SART where there is RED the HT is actively working with sch-sch supportWhere Amber is shown strategies are being shared via other schools who are Green in that area | HT is gaining new strategies to choose from in order to address the Amber and is working alongside another HT in partnership to improve the Red areas. | HTExec HGovernorsCEO |  | Impact celebrated at SLT |  |
| There is evidence of an exemplary ethos; | 3 | Attendance is in line or above national average | Attendance is in line with the national average for that schoolWhere is it not there is some improvement and capacity to continue to improveWhere no improvement the HT is actively and robustly working with EWO to address the barriers | HT is working with a school who has higher attainment to gain strategies to address the barriersHT / Exec HT is monitoring the attendance half termlyTermly reports to Governors and CEO for percentage. | HTExec HTGovernorsCEO |  | Strategies which gained good outcomes are shared and celebrated at SLT level |  |
| 3 | Pupil discussions show that pupils attitudes to learning are very positive and ambitious | Pupils are interviewed 1:1 and as groups at least once per half term to gain their thoughts around their learningPupils feed in to the school council about how they feel their education is benefitting themThere are strategies in place to allow pupils to share their voice, such as worry box, governors interviewing and drop-ins by HT & Exec HT | Half termly discussion groups/ school council/ house captains and subject leadersDrop ins by HT and Exec HT question children in lessonsGovernors to interview pupils in monitoring programme | HTExec HTSubject leadersGovernorsCEO |  | Pupil voice shows that children’s attitudes are improving.Pupils offer ideas to support improving the curriculum, t&L or policies.Children take part in workshops to offer their ideas and solutions. |  |