**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/learning  Monitoring of data (on trackness)  Ambitious targets  Book scrutiny | Monitoring days/weeks in calendar at least termly  Head of school/HT  Exec Head/ CEO  Pupil interviews/ book scrutiny/  Teaching  SENDCo Screening for children where necessary | HT/Exec Head  Subject leaders  Governors  SENDCo | Release time for subject leaders  Screening  Staff 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 curriculum  Assessments show clear progression year on year (incl 6-7) | Subject leaders reports  Subject leaders scrutiny of medium and long term plans and assessments used | Subject leaders  HT  Exec H  CEO | Release time for networking and moderation  Staff meeting for internal and sch-sch moderation | Report to Standards Board by end of Autumn term  Report of coverage to Standards Board by end of July 2020 |  |
| 2 & 3 | Learners can talk about the purposefulness of their learning | Pupil interviews half termly  Monitoring of teaching and learning  Book consultation with children | Dates in calendar for half termly pupil interviews with all age ranges and child groups | HT/Exec HT  CEO  Governors  Subject leaders | Release time for subject leaders | Half termly feedback to CEO  Termly feedback to Standards Board |  |
| 2 | Vulnerable groups will make progress in line with peers nationally | Pupil premium strategy in place  EAL strategy in place if necessary  SEN audit  Pupil progress meetings take place to address these groups | Agreed strategy format and named person responsible  Regular PPMs in school calendar with menu of intervention | Head of school/Headteacher  Exec Head  CEO  Governors  Termly data collection  Pupil interviews | Staff meetings for staff to seek strategies  Training for teachers where necessary | Termly progress of these groups monitored  Jan 2020  April 2020  July 2020 |  |
| 2 | Outcomes for whole school will rise on previous years | Set targets for the year  Monitor on trackness for improved outcomes | PPMs  Data collection termly | HT/ Exec HT  CEO  Governors | 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 group  Address areas of the curriculum to inspire boys/girls  Pupil group to share ideas for curriculum | PPMs  Data collection termly  Monitoring of teaching and select group monitoring  Monitor curriculum | HT / Exec HT  Governors  Curriculum 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 EY  Support in place for Teacher to work with Outstanding EY practice  Moderation to be attended  EY teacher to attend training | PPMs  Sch-Sch support  Monitoring of T&L  SENDco to assess individuals | HT  Exec HT  CEO  EY Leader from sch-Sch support  SENDco | 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 questioning  Resources prepared for staff  Whole school focus on high level thinking questioning  Monitor effectiveness of intervention groups | Training  Monitoring in T&L  Small group monitoring  HT/Exec HT | HT  Exec HT  Governors | Training for whole school  1:1 training for teachers and TAs  Resources prepared for use in class  Release time where necessary to observe others | T&L questioning a focus on monitoring day and feedback issued on what was observed  Data termly |  |
| 2 & 3 | Most able feel challenged | Books will show children having dialogue or work challenging them  Pupil voice will share challenge  More children reaching exceeding  Lessons observed | Monitoring of T&L  Book scrutiny  Pupil interviews | HT  Exec HT  CEO  Subject leaders  Governors | Teaching to greater depth training  Resources for GT | Data termly  Monitoring feedback  Reports 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 planning  Teachers to create ways in which they are to assess the objectives as well as character growth  All staff to be able to share confidently how their intent permeates the whole curriculum | Whole school statement of intent  Medium term planning – topic webs  Subject action plans  Staff discussions  Minutes of staff meetings  Pupil interviews/voice  Evidence of work in books / elsewhere | HT  Exec HT  CEO  Subject leaders  Governors | Training in character curriculum – Oct Inset day | Statements by Jan 2020  Medium term by Apr 2020  Evidence 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 results  Staff to be offered training to support them  Mentoring / Coaching offered to support them | Appraisal for ALL staff and targets linked to progress targets in SDP  Appraisal 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 plans  Targets for teachers reflect school needs in SDP and RAP | Menu of training offered to all, coaching, INSET, twilight, online etc. | HT  Exec Head | Release time  Cost 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 | HT  Exec 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 RE  Subject leaders to monitor own subjects at least once per year (foundation subjects) | HT  Exec Head  CEO  Governors | 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 monitoring  Some staff will have coaching to encourage ambitious targets  JN to coach  JN to train HT to coach  JN / QTA to provide sch-sch mentoring | Governors to meet with link staff and discuss offers of mentoring or coaching  JN to work with staff and encourage others to have some coaching  Impact measured and shared with HT | HT  Exec H  CEO  Governors | 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&L  HT to report to Governors how many are accessing training | HT  Exec H  Governors  SLT | Cost per training  Release 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 support  Where 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. | HT  Exec H  Governors  CEO |  | 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 school  Where is it not there is some improvement and capacity to continue to improve  Where 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 barriers  HT / Exec HT is monitoring the attendance half termly  Termly reports to Governors and CEO for percentage. | HT  Exec HT  Governors  CEO |  | 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 learning  Pupils feed in to the school council about how they feel their education is benefitting them  There 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 leaders  Drop ins by HT and Exec HT question children in lessons  Governors to interview pupils in monitoring programme | HT  Exec HT  Subject leaders  Governors  CEO |  | 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. |  |