

## ST. OSMUND'S CE MIDDLE SCHOOL RAISING ATTAINMENT ACTION PLAN (POST OFSTED) JAN 2019-JULY 2020 YEAR 1 OF 2

### Priority 1: Improve the leadership and governance of the school so that all groups of students make at least expected progress

OBJECTIVES	ACTION	OUTCOME
Middle leaders are trained in how to monitor, challenge and support colleagues so that teaching is consistently effective	Bespoke Middle Leader development programme from Thomas Hardy school. Training in learning walks and lesson observations. Year Leaders are focussed on progress. Development of tracking from point of entry through school.	Fortnightly accountability structure. Tracking data and intervention. Year Leaders intervening with low Attitude to Learning ATLs. Engagement and increased effectiveness of MLs.
High expectations are the norm and students display good behaviour, engagement in learning and take pride in their work	New Behaviour Policy. Greater challenge to promote ownership of behaviour both in and out of lessons Clarity around Attitude To Learning with students, parents and staff. New parent app for communication. Ready to Learn charter in all learning spaces.	Proactive development of resilience in learning, willingness to fail. Student work is typically well-presented and complete. Students are more resilient and engaged, understanding what Ready to Learn means.
Monitoring of teaching leads to sustained improvements in its quality	Subject leaders develop a monitoring cycle of Learning Walks and developmental input. Modelling of lesson drop-ins and process. Peer to peer Subject Leader support for the future, developing peer review, working with DASP and Thomas Hardy Multi Academy Trust.	Impact of teaching over time improves. Book scrutiny evidences progress. Independence of Middle Leaders. Accountability of Subject Leaders increases.
Governors are able to support precise and realistic evaluation of strengths and weaknesses	External review of governance. Closer focus on school life, data and finance. Establish Core Action Group with Thomas Hardy Multi Academy Trust support and leadership	Clear structure of governor work established. Effective leadership of this RAP.
Governors monitor strategic planning effectively	CAG to model behaviour for Governors, asking questions and providing challenge and support. CAG to model good governance and lead the implementation of this RAP.	Support and development of governor role. Milestones established together with three week impact cycle.
Governors hold leaders to account particularly when certain groups of pupils achieve less than well	Development of Pupil Premium governor role. Focus Performance management objectives on expected levels of progress.	Governors able to challenge and support. Teachers have clarity of expectation, developed accountability around key performance indicators.
Pupil premium funding is used effectively to support disadvantaged student attendance, academic and personal development	Form an effective Pupil Premium strategy. Track the attendance, attainment and progress of Pupil Premium students and intervene. Work to engage more Pupil Premium parents. Work to improve ATL scores for Pupil Premium students	Clarity over how the money is spent and about what the barriers to learning are. Narrowing the gap in attendance, attainment and progress to be closer to peers.
Year 7 literacy and numeracy catch-up premium is used effectively to ensure that Year 6 students attaining below ARE are supported to improve rapidly in Year 7	Targeted spending of the premium on the learning needs of these students including Teaching Assistant intervention (within and without classrooms).	Lexia software used to improve reading age. Catch up arithmetic approach used to improve basic ability to perform calculations.

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**Priority 2: Improve the quality of teaching and learning so that all groups of students make at least expected progress**

OBJECTIVES	ACTION	OUTCOME
Learning is planned well to meet the needs of all students, including challenging the most able and supporting lower ability students.	Input into teacher pedagogy and practice to develop new ways of working. Curriculum review to check planning for progression. INSET day to input for all teachers to develop highly effective classroom practice.	Knowledge Organisers in place across the curriculum. Clear understanding of support strategies in the classroom. Clear plans for progression and curriculum grids in place for Years 5-8 to show levels of challenge. Teachers to plan to build on prior learning effectively and teach for challenge and support.
Assessment is effective so that learning builds on prior attainment and students know how to improve.	New Marking and feedback policy with staff training. CPD – live marking, use of visualiser, next step marking. DASP portfolios of typical attainment bands are secured and examples on website to exemplify progression standards.	Common summative assessment points in schemes of work are positioned to be most effective. Assessment for learning and formative feedback is embedded. Whole-class feedback is powerful. Workload is manageable and teacher time is effective.
Disadvantaged students make progress and attain in line with their peers.	Target reading as a barrier. Subject Leaders have a team approach to support Pupil Premium pupils and track these students across classes. Support from Dorset County Council Lead for disadvantaged to identify barriers to learning and plan to overcome them. External review of Pupil Premium.	Reading ages move closer to chronological. Individual teachers are focussed on quality first teaching for Pupil Premium students and are responsible (with Subject Leader) for progress. Strategy which targets spend on barriers to learning. Year Leader intervention programme to support Attitude To Learning improvement and address barriers to learning.
In maths, students make good progress and attain at least at the expected level in line with their starting points	Input in teacher pedagogy with mastery approach from Ban Har, TRG and SSIF. Move to a consistent SoW in both KS2 and KS3. Thomas Hardy Multi Academy Trust support input into Year 5 mixed ability groups with mastery approach	Understanding of pedagogy consistent with a mastery approach. Schemes of work consistent and with teaching for a mastery approach. KS2/3 team upskilled and delivering mastery approach effectively to provide for a range of learner needs.
Standards in presentation, spelling correction and learning about common literacy errors improve across the curriculum	Teacher input. Clarity of expectation. Staff support with approach.	Standards of presentation are significantly improved. All subject areas are correcting spelling errors of key words and engaging students in the correction.
Implement a clear and effective Careers Education, Information, Advice and Guidance (CEIAG) across years 7 & 8	Establish Careers Lead. Construct timeline to deliver statutory requirements. Work towards Gatsby benchmarks. Focus on raising aspirations across KS3 specifically with PP students.	Clear leadership of Careers Education, Information, Advice and Guidance including clear policy. Careers event planned for whole of KS3. Focus established and school working with DASP to establish effective Careers Education action group. STEM day to target Pupil Premium students and others.