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| Priority 1: Improve the leadership and governance of the school so that all groups of students make at least expected progress |
| Success Criteria:  1.1 Middle Leaders have established effective monitoring, challenge and support by Dec 2020  1.2 Students are engaged in and proud of their learning, showing resilience in and good attitudes towards learning  1.3 Middle leaders rapidly improve the quality of teaching and learning through monitoring and leading with best practice, including 3i curriculum thinking  1.4 Governors effectively hold leaders to account  1.5 The school self-evaluates precisely and plans effectively  1.6 Spending of additional public funds leads to closing attainment gaps by July 2021  1.7 Actions from the external review of Pupil Premium are implemented and evidenced in practice with an effective PP strategy in place  1.8 Governors and leaders evaluate the impact of Catch-Up funding termly |

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| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.1  Middle Leaders monitor, challenge and support colleagues so that teaching is consistently effective | Tracking from point of entry through school  T&L monitoring  Support to colleagues  MLs operate teaching and learning focused team meetings with pedagogy at the forefront  Regular ML learning walks and lesson obs  Bespoke ML development programme from **Wessex MAT**. | Tracking data and intervention  Year 6 at national ARE for maths or higher and 2% or less below for R, W and GPS summer 2021  Fortnightly accountability structure  Engagement and increased effectiveness of MLs | Oct 2020  July 2021  ongoing  Ongoing  Resumed  Sept. 2020 | SBE  with KS2 maths and English leads  SLT  **Wessex MAT** | Meeting and CPD time  Weekly focussed Learning Walk by SLT in place.  Regular Learning Walk by Subject Leaders  Dorset Council HR support with underperforming staff  **Wessex MAT** | Lexia intervention and maths specialist TA intervention around underperformance.  SLT reporting to CAG  Lesson observations  SLT  Subject Leader briefing notes and minutes from line manager meetings. | Consistency of standards in books evident across the school.  Subject Leaders can be specific about what high expectations are in their team and how they are supporting these to improve the Quality of Education.  Some SLs can model for others; other SLs are engaged in developing this practice.  PP/SEND first approach is evident throughout SL thinking and analysis.  Governors to random sample SL action in one subject team. | All Subject Leaders are able to analyse team performance and hold to account.  Best practice SLs are having impact upon outcomes.  PP/SEND first approach is evident throughout SL work samples.  Governors to random sample SL action in one subject team. | All SLs are having some impact on outcomes; in the areas of best practice we can track this across progress of groups.  PP/SEND first approach is evident in outcomes and progress; individual case studies are available to support the work done here.  Governors to random sample SL action in one subject team. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.2  High expectations are the norm and students display good behaviour, engagement in learning and take pride in their work | New Relationships (Behaviour) Policy further embedded across school life  ATL becomes a useful tool with students, parents and staff  Teachers teach the desired behaviours  Communication with parents (app) embedded  Greater challenge to promote ownership of behaviour both in and out of lessons  Induction of new teachers, mentoring of inexperienced teachers and regular training for staff. | Behaviour policy is underpinned by strong values and is owned by all in the school  Proactive development of resilience in learning, willingness to fail  Year Leaders drive forwards interventions needed and holistic cohort improvements  Student work is typically well-presented and complete  Students are more resilient and engaged | Dec 2020  March 2021  Oct 2020 | GBI and SLT  GOT  CST  DRO  LST | CPD time  Year Leader inputs  All staff | Parental feedback  Student feedback  Year Leaders  SLT  Year Leader briefing notes and minutes from line manager meeting with Year Leaders. | Ready, respectful, safe as school mantra is alive and effective in school shared by teachers, leaders, students and parents.  Ongoing monitoring of students on behaviour stages.  Any LLD is effectively managed so children can learn in all lessons.  Books across school typically show engaged learners working to a high standard.  New to school members of staff have been trained and are becoming consistent in approach. | Inexperienced staff are supported well so they consistently manage behaviour in line with school policy.  Relationship Policy is further embedded and all staff are consistent. Subject Leader book monitoring confirms high standard of engagement in learning. | Transition arrangements identify at risk students through early identification and specific plans are put in place for Sept. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.3  Monitoring of teaching leads to sustained improvements in its quality | Subject leaders continue a monitoring cycle of Learning Walks and developmental input. Subject RAPs are sharp and echo the whole school RAP.  Modelling of lesson drop-ins and process  Peer to peer Sub Ldr support for the future, developing peer review, working with DASP and **Wessex MAT** | Teaching is typically good or better  Impact of teaching over time improves  Book scrutiny evidences progress  Independence of MLs, accountability increases | Dec 2020 | SLT  MMO able to provide peer training (as trained Improvement Champion in peer review) | CPD time  SLT time to establish and support  **Wessex MAT** and work with MLs  Subject Leaders to own developments and cascade good practice; collaborative curriculum review underway. | MLs evidence with learning walk pro forma and all team action is reported and discussed at fortnightly link meeting  SLT links, reporting to CAG  Links between new Governors and learning developing | Subject leaders, supported by SLT, follow the rigorous plan of monitoring, identify strengths and weaknesses and source appropriate support for teachers. Subject Leaders lead on pedagogy improvement within their teams.  Clear guidance is given to teachers on how to improve QE, whilst taking unnecessary workload and well-being into account.  PP/SEND first approach is evident throughout. | All Subject Leaders have embedded pedagogy improvement into their regular Subject Team meetings.  All Subject Leaders have the confidence to carry out role independently, to challenge under performance and can evidence this in their 1:1 meetings.  Evidence in book scrutiny that subject leaders’ support has impacted on QE. | SLT and external learning walks confirm that teaching is typically good or better.  Teachers feel supported by subject leaders and recognise the care of leaders for their well-being.  Impact of PP/SEND first approach first is seen in progress and outcomes for the year. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.4  Governors are able to support precise and realistic evaluation of strengths and weaknesses | External review of governance – review the implementation  Closer focus on school life, data and finance continues  Core Action Group (CAG) with **Wessex MAT** support and leadership drives forward improvement | Clear structure of governor work continues  Effective leadership of this RAP | Dec 2020  ongoing | EW with SSA and SLT | **Wessex MAT** support with leading CAG incl. Thomas Hardye School Headteacher sitting on CAG.  **Wessex MAT** mentor to FGB. | Ken Bush to review FGB progress and suggest further focus and improvements. | All governors have the confidence to challenge SLT and hold leaders to account.  Governors continue to follow timetable of tasks and are able to support SLT monitoring and evaluation, providing a critical friend.  Ken Bush reviews FGB progress and offers further guidance. | Actions from Ken Bush are taken and Governors are able to input into progress against the RAP.  Ken Bush will have test and train governors on progress this far. | Governors able to contribute to the writing of the school RAP 2021-22 and are able to support the evaluation of strengths and weaknesses meaningfully. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.5  Governors monitor strategic planning effectively | CAG continues to model good governance and lead the implementation of this RAP | Further development of the governor role and impact | 2020 and on | EW with SSA | Time and support/challenge from **Wessex MAT** | Governors holding the RAP close and can talk about it’s progress at all stages. | Governors able to challenge and support SLT, contributing to the RAP and SEF.  All subject link governors are decided and have made at least one visit to the school, met the Subject Leader face to face and had a discussion about the 3i planning and journey in that subject. | All Governors able to contribute at FGB and fulfil statutory duties.  All subject link governors have made at least one further visit to school and supported the Subject Leader to analyse and review team progress.  Governor of the month is embedded. | Governors have developed effective links into their areas of individual areas of responsibility and are able to shine a light on those areas with relevance.  All subject link governors have made at least three visits to school to meet with SL during the academic year. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.6  Governors hold leaders to account particularly when certain groups of pupils achieve less than well | Pupil Premium governor role becomes established and effective.  Focus Performance management objectives on expected levels of progress | Teachers have clarity of expectation, developed accountability around key performance indicators | 2020 and on | LB | Dorset Council Support with Pupil Premium strategy to enable governors to monitor. | Governors analysing outcome data.  **Wessex MAT** support with PM system and process (NU/ABO) | Student progress towards Attainment Targets shows a decreasing gap compared to last year.  PP/SEND first approach is evident throughout. | Student progress towards Attainment Targets shows a decreasing gap within cohort.  PP/SEND first approach is evident in data when compared to last year.  Governors to sample PP monitoring and work. | Student attainment shows a decreased gap within cohort.  PP/SEND first approach is evident in attainment data when compared to last year.  Governors to sample PP monitoring and work. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.7  Pupil Premium funding is used effectively to support disadvantaged student attendance, academic and personal development | PP strategy review and tweak  Track the attendance, attainment and progress of PP students and intervene  Work to engage more PP parents  Work to improve ATL scores for PP students | Clarity over what the barriers to learning are with plans to overcome them.  Narrowing the gap in attendance, attainment and progress to be closer to peers | Sept 2020 and on | LST, HHA  GOT  CST  DRO  LST | Time  Support from Ken Bush and Dorset Council.  Teachers  Teaching Assistants  DASP funding for parental engagement | Extensive data with the PP lead to track increasing parental engagement (alternative contact for no-shows at Parents’ Eves etc.)  PP case studies | Attendance of PP students continues to move closer to non-PP students.  PP students’ engagement with extra-curricular school life is tracked and analysed. Intervention with those PP students not showing engagement with school life to enable, targeting personal development beyond academic and acquisition of cultural and social capital. Ensure uptake. | PP students have overcome barriers to engagement with case studies to support improved personal development, behaviour, attendance and attitude.  Governors to sample PP case studies and intervention/support. | Multiple examples of PP students who have better engaged with the whole of school life are available.  Governors to interrogate the scale and width of PP work in order to support the ongoing development and effectiveness. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 1.8  Catch-up premium is used effectively to ensure that Year 6 students attaining below ARE are supported to improve rapidly in Year 7, alongside supporting catch up in other year groups (C-19) | Targeted spending of the premium on the learning needs of these students including TA intervention (within and without classrooms) | Lexia used to improve reading age  Catch up arithmetic approach used to improve basic ability to perform calculations | 2020 and on | GDA  AFE, CMI  JLA, KYO  SBE | Time allocated to specific work | SBE and Sub Ldrs to monitor progress data half termly and remove student from intervention once catch-up achieved (Band 3 DASP attainment) | On entry to Year 7, 11T used to baseline all non-ARE. Interventions within class and without class put in place.  GDA and CMI/AFE to flag students in other cohorts needing catch up | 11T data and Lexia data will evidence a significant movement forwards. | 80% of Year 7 who were not ARE at year start are now ARE (stanine 4) at the end of Year 7. |
| Priority 2: Improve the quality of teaching and learning so that all groups of students make at least expected progress | | | | | | | | | |
| Success Criteria:   * 2.1 Areas of good practice in planning learning are used to support development in school * 2.1 The majority of teaching is typically good or better * 2.1 Teachers plan effectively and assess effectively for all groups of students * 2.2 The quality of teaching and assessment ensures that all students are making good or better progress by Dec 2020 * 2.2 Rigorous focus on progress established across the school and across the curriculum * 2.2 Outcomes for Y6 to be in line with national for R, Wr and Ma by July 2021 * 2.3 Disadvantaged students attain at no less than 10% less than their peers by July 2021 * 2.4 Outcomes in maths and English for Y6 are at national ARE by July 2021 * 2.5 Presentation in students’ books is typically of a good standard by Dec 2020 * 2.6 CEIAG has a policy and has completed two terms of action, having achieved relevant Gatsby benchmarks | | | | | | | | | |

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| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 2.1  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 has given lesson planning for progression (the WHAT).  Year-long input into lesson planning and design each half term to better engage teachers in meeting student need (the HOW). | Knowledge Organisers (KO) in place across the curriculum and used effectively in learning sequences  Clear plans for progression and curriculum grids in place for y5-8 to show levels of challenge, 3i documents are at the heart of teaching  Teachers to plan to build on prior learning | 2020 and on | Sub Ldrs  ABO  HMU and GDA | CPD budget  **Wessex MAT** input to support colleagues as needed | Subject Leaders and SLT | From Subject Leader monitoring, teachers showing strong skills in planning next steps in learning are identified.  Subject Leaders to develop planning practice and share within team, including planning questions. | Lead practitioner sharing effective practice in spring term pedagogy sessions.  Teaching is typically good or better. | More effective lesson design and planning amongst the staff in order to ensure all students are making good or better progress. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 2.2  Assessment is effective so that learning builds on prior attainment and students know how to improve | Whole class feedback is embedded across school life.  DASP portfolios of typical attainment bands are secured 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 | 2020 and on | CMI  Subject Leaders  ABO | Meeting time  Subject Leader modelling and developing with their teams.  Subject Leaders develop most effective strategies within their areas. | Subject Leaders and SLT | All teachers are embedding trained points of pedagogy such as ‘think aloud’ abstract/concrete, dual coding, whole class feedback, DIRT.  All teachers know the end points of what they are teaching, what the sticky knowledge is and how they will get there. All teachers demonstrate the non-negotiables in their portfolio of practice.  Teachers can articulate the curriculum intent. | Quality of Education across the school is typically good or better with teachers using assessment to inform future teaching  Subject leaders’ monitoring shows the planned curriculum has been delivered effectively in all subjects.  Consistency across the school of the non-negotiables. | Curriculum is taught well and all teachers can identify next steps in learning.  Good practice is shared in whole school training. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 2.3  Disadvantaged students make progress and attain in line with their peers | Target reading as a barrier.  Subject Leaders have a team approach to support PP pupils and track.  Training in whole class reading. | Reading ages move closer to chronological  Individual teachers are focussed on quality first teaching for PP students. | 2020 and on | LST  HHA, JLA  All Sub Lds  CMI | Lexia and TA time  CPD time  Year Leader intervention programme to support ATL improvement and address barriers to learning. | Governors and SLT to monitor termly data drops  SLT to monitor implementation of strategy | All PP students access at least one hour per week of Lexia reading practice.  PP first approach is demonstrable by all teachers in their classroom practice. | Lexia data shows reading gains for all PP students.  Subject Leaders lead an ongoing team focus to support the teaching of reading across the curriculum. | PP first culture in place across school and PP Learning Mentor leads provision to close gap.  Teaching of reading is consistently good and evidence of new strategies being used. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 2.4  In maths and English, 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 TRG and SSIF  Consistent SoW becomes embedded in both KS2 and KS3, maths and English  Reading including reading for pleasure has a whole school approach which becomes embedded.  Whole School oracy (Voice 21 approach) is in training and development | Understanding of pedagogy consistent with a maths 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 | 2020 and on  Spring term 2021 introduction | GDA and CMI/AFE  AFE | CPD  Time  Phil Eadie and  **Wessex MAT** support input for mixed ability groups with mastery approach.  Tutor groups have daily reading.  Voice 21 training and coaching. | Subject Leader evidence forms from learning walks  SLT lesson obs | Subject Leaders in maths and English have a clear view of attainment across Y5 and Y6 including children who are a long way from ARE and will be having intervention.  School target system support attainment in line with national ARE.  Tutor groups enjoy following a novel together. | Year 6 children who are not on path for ARE receive intensive support.  Reading across the curriculum is promoted.    There is structured teaching of vocabulary across the school, including consistent use of word banks and deliberate teaching of specialist and tier 3 vocabulary. | Progress in maths and English is good.  Reading, including reading for pleasure, is promoted across school.  Tier 2 and 3 vocab. is acquired readily. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 2.5  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 mistakes and errors in key words | 2020 and on | ABO, SBE  AFE, CMI, all Sub Ldrs  All teachers and TAs | Time  Support time if needed, from Sub Ldrs | Subject Leader evidence forms from learning walks  SLT lesson obs | Subject Leaders monitoring and taking action within teams. 1:1 SLT meetings to include this item.  Handwriting focus in Year 5 and 6 across school – 95% cursive script in Year 6 by Dec 2020. 80% in Year 5 by Dec 2020. | Subject Leaders plan for further action needed in teams. Whole class feedback includes correction of errors.  Governors to sample subject leader monitoring. | Across the school, all aspects of standards are addressed in whole class feedback with errors corrected.  Governors to sample subject leader monitoring. |
| Objective | Action | Outcome | Timescale | Lead | Resources | Monitoring and evaluation | Dec 2020 | March 2021 | July 2021 |
| 2.6  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 CEIAG including clear policy  Careers event planned for whole of KS3  Focus established and school working with DASP to establish effective CEIAG action group  STEM day to target PP students and others | 2020 and on | DRO | Meeting time and planning time | SLT | Careers programme repeats and becomes embedded.  Familiarity with Gatsby Benchmarks  Governors to interrogate plans for careers in Spring Term. | Self-evaluation of careers programme started using pupil voice.  Governors to receive feedback on Spring Term careers events. | Gatsby Benchmarks toolkit is used to evaluate provision and plan for 21-22.  Governors to support analysis and planning for next year. |