

# BEYOND GOOD – The Achievement of Pupils


## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

<p>What did OFSTED say in 2015?</p> <ol style="list-style-type: none"> <li>1. Over time, pupils have not made the progress of which they are capable. This is particularly the case in writing.</li> <li>2. The attainment of Year 1 pupils in the national phonics screening check in 2014 was below the national average.</li> <li>3. In 2014 national tests, Year 6 pupils did significantly less well than their peers nationally in writing.</li> <li>4. The percentage of pupils that made more than expected of them was well below the national average in writing.</li> <li>5. The progress of the most-able pupils in school, although improving, still varies too much between subjects and classes.</li> <li>6. Teachers are not yet consistently providing demanding work for these pupils in classes.</li> </ol> <p>What did OFSTED say in 2017?</p> <ol style="list-style-type: none"> <li>1. Pupils' attainment is rising because their progress is accelerating. Pupils are reaching higher standards from their individual starting points in a range of subjects. Almost all groups of pupils are now achieving better outcomes.</li> <li>2. Following a dip in attainment in 2016, this year the proportion of children reaching a good level of development in early years increased.</li> <li>3. Pupils' progress in lessons is accelerating.</li> <li>4. At the end of Year 6, likewise, the proportion of pupils reaching and exceeding the expected standard increased in reading and writing this year.</li> <li>5. At the end of Year 2, the proportion of pupils reaching the expected standard increased this year in reading, writing and mathematics because of improvements in teaching.</li> </ol>	<p>What actions are required?</p> <p>Improve further pupils' attainment and progress in writing by:</p> <ul style="list-style-type: none"> <li>• providing work that is more finely tuned to different pupils' abilities, particularly the most able;</li> <li>• making teachers' expectations of the quality and quantity of work more explicit;</li> <li>• making success criteria more closely linked to the needs of pupils of different abilities, particularly the most able and least able.</li> </ul> <p><b>***Please also see Howard Park Community School Achievement ambitions for 2018-19</b></p>
---	---

1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
<div style="text-align: center; font-size: 2em; font-weight: bold; color: yellow; border: 2px solid black; width: 40px; margin: 0 auto; padding: 5px;">A</div> <p><b>Attainment Objectives EYFS:</b> Blue Sky is successful at monitoring all key aspects of the school.</p> <div style="background-color: #d4edda; border: 1px solid #c3e6cb; padding: 5px; margin-top: 10px; text-align: center;"> <p><b>***Please see attached achievement ambitions for 2018-2019 document (at end)</b></p> </div>	<p>Progress will be above national expectations as indicated.</p> <p>Attainment will be above national expectations as indicated.</p>	<p><u>Global Actions</u></p> <p><b>Target setting</b></p> <ol style="list-style-type: none"> <li>1. Ensure the percentage of pupils targeted for each expectation following baseline assessments (emerging, expected and exceeding) are accurate.</li> </ol> <p><b>Tracking progress of the child</b></p> <ol style="list-style-type: none"> <li>1. Through half-termly pupil progress meetings with DHT and CT the child's journey is monitored with three tier intervention as required. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</li> <li>2. Use of Tapestry</li> </ol> <p><b>Tracking progress on intervention</b></p> <ol style="list-style-type: none"> <li>1. Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations - create and implement a weekly intervention timetable and monitor the implementation fortnightly and at end of a 7 week intervention.</li> </ol> <p><b>Personalised Intervention</b></p> <ol style="list-style-type: none"> <li>1. Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject.</li> <li>2. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers.</li> <li>3. Establish the expectations within each subject/ SEND stream and ensure pupils are enabled to learn/ develop at the appropriate expectation as a result of specific provision of resources.</li> </ol> <p><b>Monitor and evaluate</b></p> <ol style="list-style-type: none"> <li>1. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</li> </ol> <p><u>Specific Actions</u></p> <p>***Please see EYFS Action Plan 2018-2019</p> <p style="color: red;">Staff awareness sessions, data training</p> <p style="color: blue;"><b>Coaching Model used with teams to dev. RO action plans</b></p> <p style="font-size: 0.8em; color: blue;">                     Goal – defining what you want to achieve                      Reality – exploring the current situation, relevant history and future trends                      Options – coming up with new ideas for reaching the goal                      What/who/when – deciding on a concrete plan of action                 </p> <p style="color: green;">PM targets</p>	<p><u>Global</u></p> <p>Key Stage Leaders will complete pupil progress meetings, with use of 'Blue Sky' identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <p>Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion</p> <p>(as per 'Blue Sky')</p> <p style="color: red;">MN to refresh and update May '19</p> <p style="color: blue;">MN to lead, teams to action plan By May 2019</p> <p style="color: green;">MN &amp; JP to lead December 2018, Review April 2019</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>To include:</p> <p>Planning scrutiny, Intervention documentation, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p style="color: red;">Calendar entry, HTs word</p> <p style="color: blue;">RO action plans on website</p> <p style="color: green;">PM overview of targets</p>	<p>Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training</p> <p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p style="color: red;">Sept' INSET, Staff meetings, Raise Online un-validated data</p> <p style="color: blue;">Staff meetings, Raise Online un-validated data</p> <p style="color: green;">Non-contact time CPD – Reviewer training</p>	<p style="color: red;">Red - not achieved</p> <p style="color: orange;">Amber – partly achieved</p> <p style="color: green;">Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p style="color: gray;"><i>Evaluate against success criteria</i></p> <p style="color: gray;"><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>


# BEYOND GOOD – The Achievement of Pupils

## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

		<p>Self-evaluation of Teachers Standards</p> <p>Moderation/ INSET/ Networks</p> <p>Partner Governors</p> <p>Strengthening SLT NLE work</p> <p>Strengthening Writing NLE work</p>	<p>MN to lead, staff to complete, PM reviewers to evaluate with staff October 2018</p> <p>Timetabled</p> <p>MN and GM to reissue September 2018</p> <p>Further embed NLE action plan (HA)</p> <p>Further embed NLE action plan (Shelley)</p>	<p>HTs word – confidential</p> <p>Calendar entries</p> <p>'Governors' section on website</p> <p>NLE action plan (HA)</p> <p>NLE action plan (Shelley)</p>	<p>Non-contact time</p> <p>Staff meeting/ INSET days</p> <p>Governor meeting/ HT: CoG meeting</p> <p>Meeting with NLE</p> <p>Meeting with NLE</p>	
<div style="text-align: center;">  </div> <p><b>Attainment Objectives: KS1</b> (including Phonics at Y1/2) Blue Sky is successful at monitoring all key aspects of the school.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>***Please see attached achievement ambitions for 2018-2019 document (at end)</p> </div>	<p>Progress will be above national expectations as indicated.</p> <p>Attainment will be above national expectations as indicated</p>	<p><u>Global Actions</u></p> <p><b>Target setting</b></p> <p>1. Ensure the percentage of pupils targeted for each expectation on FFT Aspire (emerging, expected and exceeding) are accurate.</p> <p><b>Tracking progress of the child</b></p> <p>1. Through half-termly pupil progress meetings with DHT and CT the child's journey is monitored with three tier intervention as required. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><b>Tracking progress on intervention</b></p> <p>1. Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations - create and implement a weekly intervention timetable and monitor the implementation fortnightly and at end of a 7 week intervention.</p> <p><b>Personalised Intervention</b></p> <p>1. Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject. 2. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers. 3. Establish the expectations within each subject/ SEND stream and ensure pupils are enabled to learn/ develop at the appropriate expectation as a result of specific provision of resources.</p> <p><b>Monitor and evaluate</b></p> <p>1. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><u>Specific Actions</u></p> <p>***Please see Y1/Y2 Phonics Action Plan 2018-2019 ***Please see End of KS1 Assessment Action Plan 2018-2019</p> <p>Staff awareness sessions, data training</p> <p><b>Coaching Model used with teams to dev. RO action plans</b> Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p>PM targets</p> <p>Self-evaluation of Teachers Standards</p> <p>Moderation/ INSET/ Networks</p> <p>Partner Governors</p> <p>Strengthening SLT</p> <p>Strengthening Writing NLE work</p>	<p><u>Global</u></p> <p>Key Stage Leaders will complete pupil progress meetings, with use of 'Blue Sky' identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <p>Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion</p> <p>(as per 'Blue Sky')</p> <p>MN to refresh and update May '19</p> <p>MN to lead, teams to action plan By May 2019</p> <p>MN &amp; JP to lead December 2018, Review April 2019</p> <p>MN to lead, staff to complete, PM reviewers to evaluate with staff October 2018</p> <p>Timetabled</p> <p>MN and GM to reissue September 2018</p> <p>Further embed NLE action plan (HA)</p> <p>Further embed NLE action plan (Shelley)</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly) To include:</p> <p>Planning scrutiny, Intervention documentation, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>Calendar entry, HTs word</p> <p>RO action plans on website</p> <p>PM overview of targets</p> <p>HTs word – confidential</p> <p>Calendar entries</p> <p>'Governors' section on website</p> <p>NLE action plan (HA)</p> <p>NLE action plan (Shelley)</p>	<p>Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training</p> <p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Sept' INSET, Staff meetings, Raise Online un-validated data</p> <p>Staff meetings, Raise Online un-validated data</p> <p>Non-contact time CPD – Reviewer training</p> <p>Non-contact time</p> <p>Staff meeting/ INSET days</p> <p>Governor meeting/ HT: CoG meeting</p> <p>Meeting with NLE</p> <p>Meeting with NLE</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>

# BEYOND GOOD – The Achievement of Pupils

## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS


 <p><b>Attainment Objectives: KS2</b> Blue Sky is successful at monitoring all key aspects of the school.</p>	<p>Progress will be above national expectations as indicated.</p> <p>Attainment will be above national expectations as indicated.</p>	<p><u>Global Actions</u></p> <p><b>Target setting</b> 1. Ensure the percentage of pupils targeted for each expectation on FFT Aspire (emerging, expected and exceeding) are accurate.</p> <p><b>Tracking progress of the child</b> 1. Through half-termly pupil progress meetings with DHT and CT the child's journey is monitored with three tier intervention as required. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><b>Tracking progress on intervention</b> 1. Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations - create and implement a weekly intervention timetable and monitor the implementation fortnightly and at end of a 7 week intervention.</p> <p><b>Personalised Intervention</b> 1. Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject. 2. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers. 3. Establish the expectations within each subject/ SEND stream and ensure pupils are enabled to learn/ develop at the appropriate expectation as a result of specific provision of resources.</p> <p><b>Monitor and evaluate</b> 1. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p><u>Specific Actions</u></p> <p>***Please see End of KS2 Assessment Action Plan 2018-2019</p> <p>Staff awareness sessions, data training</p> <p><b>Coaching Model used with teams to dev. RO action plans</b> Goal – defining what you want to achieve Reality – exploring the current situation, relevant history and future trends Options – coming up with new ideas for reaching the goal What/who/when – deciding on a concrete plan of action</p> <p>PM targets</p> <p>Self-evaluation of Teachers Standards</p> <p>Moderation/ INSET/ Networks</p> <p>Partner Governors</p> <p>Strengthening SLT</p> <p>Strengthening Writing NLE work</p>	<p><u>Global</u></p> <p>Key Stage Leaders will complete pupil progress meetings, with use of 'Blue Sky' identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <p>Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion</p> <p>(as per "Blue Sky")</p> <p>MN to refresh and update May '19</p> <p>MN to lead, teams to action plan By May 2019</p> <p>MN &amp; JP to lead December 2018, Review April 2019</p> <p>MN to lead, staff to complete, PM reviewers to evaluate with staff October 2018</p> <p>Timetabled</p> <p>MN and GM to reissue September 2018</p> <p>Further embed NLE action plan (HA)</p> <p>Further embed NLE action plan (Shelley)</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly) To include:</p> <p>Planning scrutiny, Intervention documentation, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>Calendar entry, HTs word</p> <p>RO action plans on website</p> <p>PM overview of targets</p> <p>HTs word – confidential</p> <p>Calendar entries</p> <p>'Governors' section on website</p> <p>NLE action plan (HA)</p> <p>NLE action plan (Shelley)</p>	<p>Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training</p> <p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Sept' INSET, Staff meetings, Raise Online un-validated data</p> <p>Staff meetings, Raise Online un-validated data</p> <p>Non-contact time CPD – Reviewer training</p> <p>Non-contact time</p> <p>Staff meeting/ INSET days</p> <p>Governor meeting/ HT: CoG meeting</p> <p>Meeting with NLE</p> <p>Meeting with NLE</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>
--	---	---	--	--	--	--

\*\*\*Please see attached achievement ambitions for 2018-2019 document (at end)




# BEYOND GOOD – The Achievement of Pupils

## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

 <p>Formerly D and F</p> <p>Revitalising the Howard Park Community School Curriculum</p> <p>Ideal: The curriculum is inspirational, creative and matches the interests of the community</p> <p>To open up learning which thinks outside the 'classroom box', is personalised, real, expecting and helping students to be effective learners, measuring what matters and creating empowerment.</p> <p>To incorporate:</p> <p>Ideal: To set challenging work for all pupils, especially the most able.</p> <p>To ensure that the most able pupils are challenged in all lessons and that all groups, including the most able are monitored constantly to evaluate the impact of actions.</p> <p>Ideal: Placing more importance on high standards of presentation of pupils' work.</p> <p>There is greater importance on high standards of presentation of pupils' work. To ensure that good spelling habits, neat handwriting and good presentation and layout are used consistently and in every piece of work. There is pride in work and presentation is seen as a vital component to be proud of.</p>	<p>'Blue Sky' <b>SCRUTINY OF CHALLENGE</b> will agree that challenging work is in place.</p> <p>Planning*, observations* and scrutiny* evidences that work is challenging, stimulating and thought provoking.</p> <p>Progress, as identified in 'Blue Sky's' <b>RECORD OF PUPIL'S PROGRESS MEETINGS</b> will be above national expectations as indicated.</p> <p>Records of Pupils Progress meetings* show that discussions are made about challenge for all pupils and concrete actions lead from these. Each CT will have a list of clearly defined interventions to challenge pupils.</p> <p>Teachers will engage with strategies to 'Challenge', as set out in 'Key Levers and Actions'.</p> <p>Evidence of observations* show that pupils are becoming increasingly independent, to show that there is an element of independence the following expectation is placed:</p> <ol style="list-style-type: none"> <li>1. every day (by May 2016);</li> <li>2. each taught morning or afternoon (by July 2016);</li> <li>3. each lesson (by Christmas 2016)</li> </ol> <p>Evidence shows, through pupil interview* and observation*, that pupils are engaged because they are appropriately challenged.</p> <p>The % of pupils achieving greater than expected progress is increased, pupils classed as 'more able' are exceeding their FFTD targets</p>	<p><b>Strategies to 'CHALLENGE':</b> (<a href="http://www.howardpark.co.uk/challenge">www.howardpark.co.uk/challenge</a>)</p> <p>Review curriculum planning in light of new National Curriculum. Ensure that research and open ended tasks are built into schemes of work</p> <p>Review schemes of work and ensure that more challenging extensions are in place to stimulate teachers planning. Use staff meetings to share and research ideas.</p> <p>All subject leaders and leadership team attend INSET on new curriculum expectations.</p> <p>Introduce Bloom's Taxonomy</p> <p>Teachers CPD 'Leaders and Facilitators in the Classroom', pupils are encouraged and given responsibility as leaders and facilitators</p> <p>Teachers CPD to 'Flip the Classroom' so that pupils prepare work at home and arrive to lessons ready to apply their knowledge</p> <p>Teachers CPD in using specific techniques such as the Structure of Observed Learning Outcomes (SOLO) taxonomy</p> <p><b>Tutor 1:1's (1: Groups)</b> Each term, a form tutor will sit down with individual pupils to talk about their assessment tracking information:</p> <ol style="list-style-type: none"> <li>1. Where the pupil is performing well, and why</li> <li>2. Areas where attainment is not as strong, and what the pupil thinks is affecting his or her performance</li> <li>3. How the pupil can improve his or her outcomes in subjects where there is room for improvement</li> </ol> <p>Teachers CPD in 'Allowing Pupils to Struggle' Some strategies involve allowing pupils to "struggle" with the material rather than giving them the answers or walking them through solutions step-by-step.</p> <p>Observing OUTSTANDING schools, sharing, mirroring and eval. Coaching to identify strength and weaknesses in 'Challenge'</p> <p>Peer observations</p> <p>Teachers CPD in 'Deep-end Instructions' and 'Socratic Questioning Techniques'</p> <p>The gadfly involves asking lots of little questions. For example, "What do you mean by that?", "Does that always apply?", "What evidence do you have?"</p> <p>The stingray shocks pupils out of their established way of thinking with questions such as, "Imagine if X was not the case, what then?"</p> <p>The midwife asks questions which encourage ideas. For example, "What made you think of that idea?", or "How might that affect things?"</p> <p>The ignoramus encourages pupils to explain their thinking more clearly by pretending to have no understanding of a topic. For example, "So, you mean that...?"</p> <p>Teachers CPD 'Great teaching with challenge' <a href="http://headguruteacher.com/2013/01/31/great-lessons-3-challenge/">http://headguruteacher.com/2013/01/31/great-lessons-3-challenge/</a></p> <ol style="list-style-type: none"> <li>1. Through scrutiny of planning using the Blue Sky system use the documents to ensure the most able are challenged effectively.</li> <li>2. To focus on all groups, including the most able, in regular pupil progress meetings using the Blue Sky and <b>RECORD OF PUPIL'S PROGRESS MEETINGS</b>.</li> <li>3. Use of FFTD data in Aspire at PP meetings to identify pupils with barriers and opportunities – CPD 'FFT Aspire'</li> <li>4. Ensure that the most able groups in each class are subject to a six-week intervention programme which evaluates specific strategies to be able to spread good practice. This should then be recorded by the teacher in their own 'Blue Sky' record.</li> <li>5. Provision maps are used where required, in this case more able pupils, intervention is targeted specifically at these pupils</li> <li>6. A More able policy is adopted and applied</li> <li>7. Appointment of leader of More Able students</li> <li>8. Opportunities for the more able away from the classroom</li> </ol>	<p>All leaders and teams (January '19) All leaders to monitor (January '19)</p> <p>All leaders and teams (January '19)</p> <p>2018-2019</p> <p>Whole school INSET (Twilight) Spring 2019 Leaders and teams (Spring 2019)</p> <p>Development work complete by Spring 2019</p> <p>Development work complete by Spring 2019 Leaders introduce to teams by January 2019 for commencement in Summer term</p> <p>Leaders introduce to teams by Spring 2019</p> <p>MN and JP MN and JP to coach leaders MN/JP to diarise Development work complete by Spring '19</p> <p>Development work complete by Spring '19</p> <ol style="list-style-type: none"> <li>1. SLT, termly</li> <li>2. JP termly with CT, shared with SLT termly</li> <li>3. CPD – staff meeting – April 2016</li> <li>4. CT with leaders overview, immediate</li> <li>5. By Nov '18, leaders with HT input</li> <li>6. Au '17, CL</li> <li>7. Summer '16, CL</li> <li>8. Sept '17, CL</li> </ol>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Green File Overviews (Termly) To include:</p> <p>Planning scrutiny, Challenge Scrutiny, Record of Pupil Progress Meetings Observations, Pupil interview</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p> <p>The evaluation document kept by each team will be located at <a href="http://howardpark.co.uk/ofsted-action-plans/">http://howardpark.co.uk/ofsted-action-plans/</a> for inspection</p> <p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <ol style="list-style-type: none"> <li>1. Green files overview</li> <li>3. FFT Aspire data and impact statement of its use</li> <li>4. Impact of interventions</li> <li>5. Provision map example</li> <li>6. Policy</li> <li>7. Q and A with lead</li> <li>8. Evaluation of x-c activity</li> </ol>	<p>EYFS/ KS1/ KS2 pupil progress meetings</p> <p>EYFS/ KS1/ KS2 assessment analysis and evaluation</p> <p>Use of record of pupil's progress meetings, Attainment tracker, Scrutiny of challenge, scrutiny of perseverance in writing and Scrutiny of presentation will be required.</p> <p>The use of AT1 – Life without Levels - £75 and SL3 – Effective Core Subject Leadership - £65</p> <p>Bloom's Taxonomy Posters <a href="http://www.in2edu.com/resources/thinking_resources/blooms_taxonomy_helpful_verbs_poster/">http://www.in2edu.com/resources/thinking_resources/blooms_taxonomy_helpful_verbs_poster/</a></p> <p>CPD resources for:</p> <ul style="list-style-type: none"> <li>• Flip the Classroom</li> <li>• Leaders and Facilitators in the Classroom</li> <li>• SOLO</li> <li>• Allowing Pupils to Struggle</li> <li>• Deep-end Instructions</li> <li>• Socratic Questioning Techniques</li> <li>• Great Teaching with Challenge</li> </ul> <p>Time for INSET, CPD, Prep for CPD, time allocation for 1:1/ 1:groups</p> <p>'Blue Sky' System FFT Aspire Policies advice</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>
--	--	---	---	--	---	---

# BEYOND GOOD – The Achievement of Pupils


## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

<p>Ideal: Placing more importance on high standards of presentation of pupils' work.</p> <p>There is greater importance on high standards of presentation of pupils' work.</p> <p>To ensure that good spelling habits, neat handwriting and good presentation and layout are used consistently and in every piece of work. There is pride in work and presentation is seen as a vital component to be proud of.</p> <p><i>There is clear policy and practice follows this</i></p> <p><i>The school has high quality, systematic, consistently used and effective resources</i></p> <p><i>Staff have a vision of what they can become and this is supported by their visits to see effective practice at other schools</i></p> <p><i>The use of an NLE is productive in the development of the school and its actions</i></p> <p><i>There is a very clear message in school which is consistently adopted and is having a positive effect</i></p>	<p>Blue Sky book scrutiny will agree that high standards of presentation and pride in work is in place.</p> <p>Attainment ambitions will be met, there will be a noted quality of presentation which will be breath-taking</p>	<p><b>Strategies to 'HANDWRITING with Howard':</b> (<a href="http://howardpark.co.uk/1108-2/">http://howardpark.co.uk/1108-2/</a>)</p> <p>Review handwriting policy/ writing policy/ display policy          Establish an entitlement for all pupils          Establish expectations for teachers of handwriting/presentation          Promote continuity and coherence across the school          State the school's approaches to handwriting and presentation to promote parents' and carers' understanding of the curriculum          Evaluate resources and skills          Look at other scheme/schools success rate with schemes/non-scheme approach</p> <p>To share good and outstanding teaching practice in school to raise standards further          TQI/ NLE and staff to support HT/SLT in making judgements on teaching and advising how to make improvements          HT/SLT to observe staff in paired observations          Develop internal marketing and motivators strategy          Reinforce the highest expectation throughout school, including of taking care of school/ own property, pride in environment, looking after grounds etc.          All staff to be exceptional role models in all presentation          The school adopts a universal font for all internal academic work and is brand focussed and protective re: internal and external communications</p> <p>1. To audit and build physical, digital and knowledge resource base which is consistent across school.          2. To access good provision examples and learn from successful strategies and positive research.          3. Introduce a whole school strategy for good spelling habits which is progressive, challenging and effective.          4. Introduce the Pen Pals handwriting scheme (Cambridge) with expectation that this is used throughout school, introduce a pencil – pen – fountain pen system which instils pride and desire to achieve.          5. Introduce a whole school strategy for presentation and layout which is progressive, focussing on pride.          6. To create a digital resource for home: school links          7. To promote a writer of the week</p>	<p>Policy work completed by Summer 2016 by leaders, teams and subject specialists</p> <p>Literacy/ English leaders to audit resources and fact find on new resources by Summer 2016          Autumn 2016</p> <div data-bbox="1347 533 1733 835" style="border: 2px solid blue; border-radius: 15px; padding: 10px; background-color: #4a7c9c; color: white; text-align: center; transform: rotate(-2deg);"> <p><b>**Most actions completed in Year 1, 2 and 3 Ensure that these actions are embedded</b></p> </div> <p>1. HT, SLT, Sept '17          2. SLT, Christmas '17          3. SLT, Christmas '17          4. SLT, Christmas '17</p> <p>5. Summer '16 following evaluation/ embedding, SLT, leaders, CT          6. Christmas '17, HT          7. Christmas '17, HT</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>3. Verbal description of strategy, visual evidence of impact in books, environment.          6. Website          7. Display</p>	<p>Time for INSET, CPD, Prep for CPD, time allocation for 1:1/ 1: groups</p> <p>Policy guidance          Resource budget          Non-contact time for visits          NLE time through LA          Marketing budget          Font and branding expenses</p> <p>Pen Pals handwriting scheme (Cambridge) £600 approx.          Resources £550 approx.          Website          Non-contact for exploratory visits</p>	<p><b>Red - not achieved</b>  <b>Amber – partly achieved</b>  <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p>1. Have the actions been completed?          2. Have the actions been effective – have the success criteria been achieved/ what was the impact?          3. What needs to be done now to achieve the success criteria?          4. How can the issue be prevented from happening again?          5. Have the new procedures been embedded in practice?</p>
 <p>Formerly N, E</p> <p>The 'Writing Journey'</p> <p>Teachers have a clear planning goal – outcomes are clearly stated.</p> <p>To strengthen the quality and consistency of marking to ensure that feedback to pupils is clear and they can identify their next steps in learning.</p> <p>For pupils to work more Independently when writing.</p> <p>Ensuring a clear success criteria is used that supports pupils in identifying what is expected from them.</p>	<p>Please see:  <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p>Key Objective: Raise standards in writing throughout school from KS1 – KS2:</p> <ul style="list-style-type: none"> <li>The percentage of children achieving the expected level in writing to increase throughout school.</li> <li>The percentage of children working beyond the expected standard in writing to increase throughout school.</li> <li>Teachers marking to improve to allow pupils to respond to feedback.</li> <li>Planning to show clear outcomes for pupils in a unit of work.</li> <li>Planning to be focussed on the needs of the pupils.</li> <li>Greater expectations of children – to write at greater length and at greater quality.</li> <li>To increase the levels of independence of writers throughout school.</li> </ul> <p>Method and Research (in relation to work with NLE)</p> <ul style="list-style-type: none"> <li>Work with Shelley First School, introduced to Mrs D Knowles (NLE) by Mrs B Laher OBE (NLE);</li> <li>Joint planning and book scrutiny with SLT at Shelley First School and SLT at Howard Park Community School (held at HPCS);</li> <li>Joint observations with DK (SFS), BL (TQI) and MN (HPCS) of all school through drop ins;</li> <li>MN to visit Shelley to meet with SLT discuss writing and observe;</li> <li>SLT to visit Shelley to meet with SLT and discuss writing and observe;</li> <li>1:1 meetings with DK (SFS) and MN (HPCS);</li> <li>BL to monitor and report back through TQI visits;</li> <li>SLT at HPCS to report back to staff through staff meetings and to hold INSET;</li> <li>SLT to report back to Governing Body;</li> <li>SLT to monitor.</li> </ul>	<p>Please see:  <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p>Please see:  <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p>Please see:  <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p><b>Red - not achieved</b>  <b>Amber – partly achieved</b>  <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p>1. Have the actions been completed?          2. Have the actions been effective – have the success criteria been achieved/ what was the impact?          3. What needs to be done now to achieve the success criteria?          4. How can the issue be prevented from happening again?          5. Have the new procedures been embedded in practice?</p> <p>Please see evaluation at: <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>





# BEYOND GOOD – The Achievement of Pupils

## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

<p>Ideal: Expecting pupils to write at length more frequently to further develop their skills in spelling, punctuation and grammar.</p> <p>To ensure that there are sufficient opportunities for students to apply taught skills in English to extended pieces of written work.</p> <p><i>Staff understand the before and after context of their own teaching stage</i></p> <p><i>There is a structured and consistent approach to the teaching of spelling, grammar and punctuation across school with staff understanding the contexts in which they teach and know what has come before and what will follow</i></p> <p><i>Speaking and listening will have a greater priority in developing excellent writers.</i></p> <p><i>Staff will adopt the principles of effective programs in their teaching Careful assessment, evaluation and identification of intervention will be fully embedded in school</i></p> <p><i>Intervention will be structured and fully evaluated at appropriate gaps to feedback to the success of these activities</i></p> <p><i>All activity will be thoroughly evaluated – where it's not working we will address the issues and redesign our approaches</i></p> <p><i>Expanding 'The Writing Journey'</i></p> <p><i>Ideal: Attainment in Writing matches the high standards attained in Reading and Maths</i></p> <p><i>To incorporate:</i></p> <p><i>Ideal: Expecting pupils to write at length more frequently to further develop their skills in spelling, punctuation and grammar.</i></p> <p><i>To ensure that there are sufficient opportunities for students to apply taught skills in English to extended pieces of written work.</i></p> <p><i>Ideal: Vocabulary, Etymology and Spelling enjoys a high profile in school. The school enjoys greater vocabulary and in turn higher results in GPS (Spelling) and Writing.</i></p> <p><i>To develop a cohesive spelling strategy.</i></p>	<p>Planning will show that there is greater opportunity to write at length.</p> <p>Attainment ambition will be met</p> <p><b>Key Impacts</b></p> <p>OFSTED/ HMI will see that:</p> <ol style="list-style-type: none"> <li>Over time, pupils <u>have</u> made the progress of which they are capable, particularly the case in writing.</li> <li>The attainment of Year 1 pupils in the national phonics screening check is above the national average.</li> <li>Year 6 pupils did equal to, better to significantly better than their peers nationally in writing.</li> <li>The percentage of pupils that made more than expected of them was equal to, above or significantly above the national average in writing.</li> <li>The progress of the most-able pupils in school, is good and has little variance between subjects and classes.</li> <li>Teachers are consistently providing demanding work for the most able pupils in classes.</li> </ol> <p>Students will use English lessons to further develop their understanding of and use their taught English skills in the extended study of their topic themes. 'Topic' will be given to 'English', to create meaningful contexts, rather than 'English' being merely demonstrated in 'topic' sessions.</p>	<p><b>Strategies to 'WRITE MORE, with more':</b> (<a href="http://www.reasonsforwriting.co.uk">www.reasonsforwriting.co.uk</a>)</p> <p><b>Research driven thinking</b></p> <p>Ensure that early skills planning understands previous stages <i>Planning that does not take into account pupils' earlier learning in phonics. Consequently, activities go over ground covered earlier in the EYFS</i></p> <p>Ensure that spelling patterns are reinforced throughout school following successful, systematic phonics teaching and that KS2 staff understand the phonics system and taught structure Not making a connection between pupils' poor spelling and the school's lack of rigorous phonics teaching</p> <p>Through staff meeting/ INSET: Ensure that all staff have the highest expectations of what learners should achieve (this includes understanding what has been taught previously as above)</p> <p>Ensure that there is an institution-wide emphasis on speaking and listening skills</p> <p>Ensure that there is a systematic approach to teaching grammatical and punctuation based knowledge and skills</p> <p>Ensure careful assessment and analysis of data determines the next steps and most appropriate curriculum</p> <p>Ensure carefully planned provision, which will include additional support or intervention to meets individual needs, through the four stream leaders</p> <p>Ensure that the monitoring of impact is rigorous</p> <p>Ensure that we allow the stepping 'Out of the Box' to enable staff and resources to be used creatively</p> <p>Establishment of <u>Reasons for Writing</u> Program</p> <p>Establishment of the <u>Everybody Writes</u> Program</p> <ol style="list-style-type: none"> <li>Taking writing beyond the classroom</li> <li>Giving pupils exciting stimuli for writing based on their experiences and interests</li> <li>Finding real audiences for pupils' writing (reasons for writing)</li> <li>Exploring writing across the curriculum</li> </ol> <p>Establishment of the <u>Talk for Writing</u> Program, including CPD</p> <ol style="list-style-type: none"> <li>Imitation</li> <li>Innovation</li> <li>Independent application</li> </ol> <p>Teacher CPD on <u>The Effect of Weak Lessons</u>, to focus on:</p> <ol style="list-style-type: none"> <li>an excessive pace;</li> <li>an overloading of activities;</li> <li>inflexible planning;</li> <li>limited time for pupils to work independently.</li> <li>Concentration, too much or too early, on a narrow range of test or examination skills.</li> </ol> <p>Investigate 'Big Writing' and its current use in schools, current resources, impact, value, cost etc. for possible integration from September 2016</p>	<p>Sharing good practice in staff meetings to understand the whole perspective; avoid repetition, by Summer '16</p> <p>Sharing good practice in staff meetings to understand the whole perspective, by Summer '16</p> <p>CPD by Summer 2016</p> <p>Leaders: By Autumn 2016</p> <p>Leaders: By December 2016</p> <p>Leaders: By December 2016</p> <p>Heads of SEND streams by Summer 2016</p> <p>MN and JP MN and JP to facilitate</p> <p>MN and LB</p> <p>JN and CL</p> <p>JN and CL</p> <p>Leaders to facilitate by Summer 2016</p> <p>MN to investigate</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>The evaluation document kept by each team will be located at <a href="http://howardpark.co.uk/ofsted-action-plans/">http://howardpark.co.uk/ofsted-action-plans/</a> for inspection</p>	<p>CPD resources for:</p> <ul style="list-style-type: none"> <li>Expectations across school</li> <li>Reasons for Writing rationale</li> <li>Everybody Writes program</li> <li>Talk for Writing</li> <li>The Effect of Weak Lessons</li> </ul> <p>Time for INSET, CPD, Prep for CPD, time allocation for 1:1/ 1: groups</p> <p>CPD (check – Talk for Writing')</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>What needs to be done now to achieve the success criteria?</li> <li>How can the issue be prevented from happening again?</li> <li>Have the new procedures been embedded in practice?</li> </ol>
 <p>PART TWO</p> <p>Formerly H</p> <p>Ideal: Vocabulary, Etymology and Spelling enjoys a high profile in school. The school enjoys greater vocabulary and in turn higher results in GPS (Spelling) and Writing.</p> <p>To develop a cohesive spelling strategy.</p>	<p>The standard of spelling will improve resulting in more confident writers producing more accurate pieces.</p>	<ol style="list-style-type: none"> <li>Staff to create resource base using the provided spelling resource ensuring consistency throughout the year and consistency throughout each year group;</li> <li>Staff to collate evidence based on results and consideration to be made into the most suitable, fitting method;</li> <li>Monitor and evaluate.</li> </ol>	<ol style="list-style-type: none"> <li>By January '19</li> <li>By Easter '19</li> <li>2018-2019</li> </ol>	<p>Governors will see the following to enable them to determine the success of key actions:</p> <p>Observations of lessons Discussion with pupils Evaluation documents</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p>	<p>As identified</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>What needs to be done now to achieve the success criteria?</li> <li>How can the issue be prevented from happening again?</li> <li>Have the new procedures been embedded in practice?</li> </ol>

# BEYOND GOOD – The Achievement of Pupils

## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN – Year 4: PUPIL OUTCOMES AT KS1, KS2 AND EYFS

 <p>Formerly G</p> <p>Ideal: Maths Mastery is a successful and enjoyable method of teaching and learning mathematics throughout school. Maths is enjoyed by all as it facilitates strong understanding. Maths attainment continues to be high, progress is accelerated.</p> <p>To reinforce the successful delivery of Maths Mastery to HP throughout in Years 1 to 6, evaluating the outcomes and extending practice to EYFS in 2019/20.</p>	<p>Standards in mathematics will increase. Pupils will be more confident in problem solving and develop greater mastery and depth in mathematical concepts</p>	<ol style="list-style-type: none"> <li>1. Staff attend internal and external INSET and keep up with networks and best practice;</li> <li>2. Y2 launch programme in Sept '18;</li> <li>3. Evaluation of programme and consideration of development into EYFS.</li> <li>4. Staff are allocated time to prepare, plan and discuss approach in supporting KS1 and then EYFS;</li> <li>5. Continues evaluation of success of project, resource base and staff views;</li> </ol>	<ol style="list-style-type: none"> <li>1. 2018-2019</li> <li>2. Autumn term '18</li> <li>3. 2018-2019</li> <li>4. 2018-2019</li> <li>5. 2018-2019</li> </ol>	<p>Governors will see the following to enable them to determine the success of key actions:</p> <p>Observations of lessons Discussion with pupils Evaluation documents</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p>	<p>Resources, INSET, time for preparation</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>
 <p>Formerly I</p> <p>Ideal: Families aspirations are raised, pupils have ideas for their futures and can articulate their short, medium and longer term goals.</p> <p>The school community has 'Great Expectations'.</p>	<p>Aspirations are raised.</p>	<ol style="list-style-type: none"> <li>1. Gifted and Talented Students Register of Opportunities Provided.</li> <li>2. Partnership with High Schools and HGS.</li> <li>3. Promotion of STEM and Maths Mastery.</li> <li>4. Careers Education through 'Drop Down' days.</li> <li>5. Greater promotion of transition opportunities and increased parental education for 'next steps'.</li> <li>6. Student Leadership.</li> <li>7. Achievement Assemblies revamp.</li> <li>8. Student achievement awards.</li> </ol>	<p>Throughout 2017-2018</p>	<p>Governors will see the following to enable them to determine the success of key actions:</p> <p>Observation Discussion with pupils Evaluation documents</p> <p>Governor will be invited to ask questions in this area following the detail in the Head Teacher's Report to Governors</p>	<p>As identified</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>