

OBJECTIVE What outcome are we trying to achieve	Actions for improvement :	Success Criteria : Target cycle – commences September 2018 – key aspects to be achieved by September 2019. All targets to be met by July 2020
Raise writing standards across the school to bring end of year outcomes in line with or exceeding national figures	<ul style="list-style-type: none"> • Develop and embed a writing framework to be used consistently in Years 2-6 and with age- appropriate adaptations in Yr1. • Review year group subject planning to identify cross-curricular writing opportunities + ensure English texts are closely matched to topic learning • Half-termly writing moderations in phase groups for designated pieces of work + scrutiny of writing outcomes by phase leaders • Half-termly writing lesson observations/drop-ins by English leaders – outcomes shared with phase leaders • Embedding of Joint Practice Development / professional development for teachers with writing focus 	<ul style="list-style-type: none"> • Leaders incl. governors receive half termly reports of progress made against post-ofsted objectives and hold relevant stake-holders to account where impact of actions is insufficient in securing sustained improvement • School leaders respond swiftly to address emergent, declining trends as evidenced through PP meeting outcomes, lesson obs. cycles and phase leader monitoring • Improved SLT structure increases in-house leadership capacity (within budgetary limits) to maximize impact on standards • Stakeholders have secure grasp of whole school key priorities and those for longer term development.
Raise attainment of middle achievers (MIDAS) across the school to bring end of year outcomes in line with or exceeding national figures for Age Related + Greater Depth	<ul style="list-style-type: none"> • Class teachers to identify MIDAS groups in R/W/M • MIDAS are target group in Pupil Progress mtgs. • Half-termly ‘on track %’ checks + CTs provide details of interventions to address slippage • Assessment Leader tracks whole school outcomes half termly + reports to SLT to agree next-step action 	<ul style="list-style-type: none"> • Teachers plan for MIDAS progress to ensure KS1 % outcome is maintained on termly basis. • New class paper-filing system introduced for quick monitoring and checking back over previous outcomes. • SLT /phase leaders keep track of MIDAS groups by class on half termly basis. • Slippage is swiftly addressed and monitored to ensure pupil/s back on track in following half term. • SLT regularly informed of MIDAS progress. • Whole school action/inset regularly shared with teachers to ensure this group remains targeted on termly basis.
Leaders to develop greater rigour in accuracy of self-evaluation and use this to focus on self improvement; monitor/review impact of actions to secure sustained improvement over time.	<ul style="list-style-type: none"> • To improve information sharing pathways to ensure that leaders incl. governors have secure grasp of areas for development and are able to effectively review impact of improvement actions • Review SLT meeting cycle to sharpen focus on self-improvement & monitoring of improvement actions, • Agendas will include standing items for key areas of improvement • Conduct whole school review of Leadership Capacity / current post structure and its impact on standards • Post-Ofsted improvement plan format agreed with School Link Advisor. • Distinction between development planning and key improvement priorities 	<ul style="list-style-type: none"> • Leaders incl. governors receive half termly reports of progress made against post-ofsted objectives and hold relevant stake-holders to account where impact of actions is insufficient in securing sustained improvement • School leaders respond swiftly to address emergent, declining trends as evidenced through PP meeting outcomes, lesson obs. cycles and phase leader monitoring • Improved SLT structure increases in-house leadership capacity (within budgetary limits) to maximize impact on standards • Stakeholders have secure grasp of whole school key priorities and those for longer term development.
Improve quality of Teaching + Learning across school to ensure that lessons are suitably planned to enable progress for all groups	<ul style="list-style-type: none"> • Review NQT/RQT provision to enable new teachers to make good progress against performance-related descriptors in 1st, 2nd + 3^r years of teaching. • Allocate CT mentors to support progress • Review Lesson observation format to enable detailed feedback in key progress areas. • Templates to include MIDAS % outcomes from Spring 2019. • Provide targeted phase-leader/UPS mentor programme for teachers where RI aspect is repeated over more than one observation outcome. • HT provides reporting template. • HT/DHT identify teachers for mentoring 	<ul style="list-style-type: none"> • M1-3 teachers are well supported, understand principles of Quality First Teaching + meet required standards at end of first/second/third year of teaching. • Observers check for effective lesson planning/delivery, driven by data outcomes in order to provide accurate feedback and targets for improvement to each teachers. • Mentoring programme requirement where area for improvement is repeated over more than one observation. • Teachers have clear understanding of required improvement and are supported to enable rapid progress against bespoke targets. Improvement noted in subsequent observation/s,

