

## Appendix 1

### Key priorities from an HMI monitoring note of visit to a FS Primary school

“In order to make further progress the school should:

Improve the standard of teaching across the curriculum to enable pupils to make greater progress.

Develop systems to ensure regular monitoring of pupils progress particularly in the core subjects

Monitor and evaluate the high level of individualised and focused teaching to check that it is improving the rate of progress and if there is insufficient progress to identify the reasons and act upon it.

Introduce a target setting system for individuals, groups and classes that involves the pupils in monitoring their own progress.

Improve reading skills and monitor reading programmes carefully in order that the next steps can be planned for with appropriate resources.

Develop writing skills particularly those of the boys.

Improve mental mathematics and pupil’s confidence to respond to teacher’s questions and explain the methods they used to solve problems in plenary sessions. Also ensure pupils know their times tables.

Ensure numeracy tasks and resources are matched to the needs of the pupils.

Create a consistently good learning environment throughout the school.”

The completed example, which follows, groups the above priorities into five goals:

- a) Ensure consistently good teaching across the curriculum.
- b) Use data to increase pupil progress and develop target setting.
- c) Improve standards of literacy.
- d) Improve standards of numeracy.
- e) Ensure a consistently good learning environment.

Related targets with accompanying actions and success indicators have been developed to realise the goals and the priorities. Financial resources have also been identified and allocated.

Appendix 2

Key Goal/Target	Action to be taken	Led by	Started by	Success Criteria	Achieved by	Evaluated by	Resources FS - Fresh Start Grant S - School Budget SF - Standards Fund 0 - Other
<b>A. Ensure consistently good teaching across the curriculum</b>							
<b>A1</b> Establish effective systems for maintaining and improving the quality of teaching and learning.	i) Develop monitoring skills of all subject coordinators; core followed by foundation subjects. LEA consultants to undertake paired monitoring.	Assist. Head	May 01	Evidence that subject co-ordinators are monitoring teaching and learning effectively and providing constructive feedback to colleagues.  Standards of teaching and learning in core and foundation subjects 100% satisfactory or better and 50% good or better.	July 02	Head, Assist. Head, LEA Link Adviser, HMI	6 days LEA consultant £2000. <b>SF</b>  Subject coordinators 5.5 days supply £743. <b>SF</b>
	ii) Implement systems in core [and later in foundation subjects] to monitor the effectiveness of individualised and focused teaching on pupils' progress.		Sep 01	Evidence through monitoring planning and delivery to show that individualised and focused teaching is only being used where it is known to contribute to pupils' progress.	Ongoing		£700 per year for supply. <b>FS</b>

	iii) Review the range of teaching and learning strategies used in the foundation subjects and redraft teaching and learning policy.	Head	Sep 01	Evidence from classroom observations and minutes of planning meetings that the teaching & learning policy is positively influencing practice, specifically by demonstrating consistency in teacher's long, medium and short term planning and classroom practice.  Policy used as a criteria for monitoring.	Oct 01		Professional day plus twilights. Refreshment cost. <b>S</b>
	iv) Institute bi-weekly "talking teaching" meetings – a forum to discuss teaching and learning strategies across curriculum.	Assist. Head	Oct 01	Teachers participating in sessions show an increased range of teaching and learning strategies used appropriately in their classrooms.  Evidence from assessment records that pupils demonstrate increased progress.	Ongoing	Head, Assist. Head, LEA link adviser, HMI	Refreshments. <b>S</b>
<b>A2</b> Improve quality of teaching	In partnership with another school, appoint an AST to develop teaching and learning strategies across the curriculum.	Head	Sep 02	Teaching improved across the curriculum to 80% good or better [60% good or better by July 03].	July 04	Head, Assist. Head, LEA link adviser, HMI	£17500 per annum for two years. <b>FS</b>
<b>B. Use data to increase pupil progress and develop target setting</b>							

<b>B1</b> Improve data available to staff.	Link NFER reading and maths tests with SAT and optional test information. Provide staff with class progress charts twice a year.	Assist Head/ Assessment co-ord	Sep 01	Evidence from classroom observation and planning meetings that teachers are using data to inform planning and delivery.	Ongoing	Head	Data entry by administrative staff and analysis by AHT and coordinator. <b>SF</b>
<b>B2</b> Develop data interpretation skills of staff and enable them to make links with target setting.	Organise and implement series of 3 x 2 hour INSET sessions to enable staff to develop their interpretative skills and decide on learning targets for pupils. Follow up with regular interpretation sessions prior to pupil review meetings.		Oct 01	Evidence through classroom observation and planning meetings that teachers use data to plan appropriate work for pupils and establish appropriate individual targets for sharing with pupils and parents during review meeting.	Ongoing	Head	Consultant for INSET £300. <b>FS</b>
<b>B3</b> Introduce target setting system for individuals, groups and classes which involves pupils in monitoring own progress	Devise and implement INSET to introduce target setting system, which will involve pupils.		Jan 02	Pupils understand targets, plot their progress and are keen to have them signed off.  Scatter graphs identify increased rates of progress at half yearly intervals.	Ongoing	Head, Assist. Head, Assessment co-ord, LEA link Adviser, HMI	Consultant 1 day = £400. <b>FS</b>
<b>C. Improve standards of literacy</b>							

<p><b>C1</b> Improve reading skills.</p>	<p>Audit pupil reading skills in both key stages and develop strategies to ensure that all pupils are able to make good or better progress.</p>	<p>Literacy co-ord</p>	<p>Sep 01</p>	<p>Evidence through classroom observation and planning meetings that:</p> <ul style="list-style-type: none"> <li>• shared and guided reading are being managed more effectively</li> <li>• teachers planning is focused on the development of reading skills of individuals.</li> </ul> <p>Evidence from assessment records that individual pupils are making faster progress than previously.</p> <p>15% increase in number of pupils reaching L2/L4 targets in reading.</p>	<p>Ongoing</p>	<p>Head, Literacy Co-ord, LEA Literacy Consultant, HMI</p>	<p>Literacy Coordinator 3 days supply = £405. <b>SF</b></p>
<p><b>C2</b> Monitor reading programmes and ensure next steps are resourced appropriately.</p>	<p>Reading programme to be evaluated and resources purchased to ensure pupils' progress is not constrained.</p>	<p>Literacy co-ord</p>	<p>July 01</p>	<p>Evidence that reading programmes have been effectively analysed, mismatches identified and appropriate resources have been found</p>	<p>Dec 01</p>	<p>Literacy co-ord / Head</p>	<p>Resources £2000. <b>FS</b></p>

<p><b>C3</b> Develop writing skills, particularly those of boys</p>	<p>i) Audit current practice, analyse data and identify factors which restrict progress of boys.</p>	<p>Assist. Head/ Literacy co-ord</p>	<p>Oct 01</p>	<p>Literacy schemes of work redrafted to reflect findings of audit and analysis.</p> <p>Evidence from classroom observations and planning meetings that:</p> <ul style="list-style-type: none"> <li>• teachers' expectations increased and planning shows that more challenging tasks are being set;</li> <li>• planning provides scaffolding to enable pupils to write more effectively in a range of genre;</li> <li>• pupil targets reflect challenges of different genres and go beyond punctuation and spelling;</li> <li>• teachers' short term planning shows evidence of data being used to identify pupils who are making slow progress and need specific help.</li> </ul> <p>All pupils make satisfactory or better progress.</p>	<p>Dec 01</p>	<p>AHT and Literacy co-ord</p>	<p>2 days cover = £ 270. <b>FS</b></p>
	<p>ii) Organise and implement INSET using NLS writing materials to raise expectations of teachers and develop their teaching skills.</p>	<p>Jan 02</p>	<p>Literacy co-ord</p>	<p>Ditto</p>	<p>Feb 02</p>	<p>Assist. Head / Literacy co-ord</p>	<p>Consultant 1 day = £400. <b>FS</b></p>
	<p>iii) Use progress charts to identify pupils who need different learning experiences to make progress with both reading and writing.</p>	<p>Mar 02</p>	<p>Literacy Co-ord / Assist. Head</p>	<p>Ditto</p>	<p>March 02</p>	<p>Assist. Head, LEA link Adviser, HMI</p>	<p>After school INSET sessions to build on aspects of Goal B accomplished in Autumn term 01.</p>

**D. Improve standards of numeracy**

<p><b>D1</b> Improve mental mathematics and increase pupil confidence to respond to questions and participate in plenary sessions.</p>	<p>Employ LEA numeracy consultant to provide demonstration lessons, and consultation and feedback sessions for each staff member culminating in INSET/ review day.</p>	<p>Apr 02</p>	<p>Head/ Numeracy co-ord</p>	<p>Evidence from plans and lesson observation show:</p> <ul style="list-style-type: none"> <li>• greater range of challenging mental maths tasks deployed by teachers.- pupils using a better developed mathematical vocabulary to answer questions;</li> <li>• all pupils willing to contribute to oral sessions and prepared to explain how they solved problems in plenary sessions.</li> </ul>	<p>July 02</p>	<p>LEA Maths adviser, HMI</p>	<p>Consultant £5000. <b>FS</b>  LEA maths adviser – evaluation £800. <b>FS</b></p>
<p><b>D2</b> Ensure pupils know the times tables.</p>	<p>Numeracy consultant employed to develop the range of strategies used to teach times tables.</p>	<p>Apr 01</p>	<p>Numeracy co-ord</p>	<p>Evidence from lesson observation and planning meetings show:</p> <ul style="list-style-type: none"> <li>• wider range of strategies observed in classrooms;</li> <li>• pupils demonstrate greater dexterity in using tables;</li> <li>• pupils making greater progress in number work.</li> </ul>	<p>Nov 02</p>	<p>LEA Maths adviser  HMI</p>	<p>Numeracy consultant 2 days= £800. <b>FS</b></p>

**E. Ensure a consistently good learning environment**

<p><b>E1</b> Ensure environment of classroom promotes learning.</p>	<p>i) INSET on the importance of the learning environment and display techniques. Follow up and reinforcement linked to monitoring based on agreed criteria.</p>	<p>Sep 02</p>	<p>Head / Art co-ord</p>	<p>Consistent evidence of:</p> <ul style="list-style-type: none"> <li>• high quality environment in every classroom;</li> <li>• high quality displays of pupils work;</li> <li>• pupil involvement in planning and creating displays;</li> <li>• improved quality of the presentation of pupils' work;</li> <li>• increasingly fewer negative interactions in classrooms leading to improved levels of attainment.</li> </ul>	<p>Sep/Oct 02</p>	<p>Head LEA link adviser, HMI</p>	<p>Consultant 2 days = £800. <b>SF</b></p>
	<p>ii) Work with whole school team on developing learning environment quality indicators. Use of indicators to evaluate quality.</p>	<p>Nov 02</p>	<p>Ditto</p>	<p>Ditto</p>	<p>Ongoing</p>	<p>Head /Art co-ord</p>	<p>Staff INSET time.</p>
<p><b>E2</b> Ensure the external environment promotes learning.</p>	<p>i) Audit quality of outdoor learning environment followed by INSET provided by Learning through Landscapes.</p>	<p>Jan 03 May 03</p>	<p>Head / Citizenship/PE co-ord</p>	<p>Evidence of greater use of outdoor environment for curriculum work.</p> <p>Evidence of:</p> <ul style="list-style-type: none"> <li>• increased constructive play;</li> <li>• fewer negative interactions with pupils during play and lunch times;</li> <li>• improved behaviour at starts of lessons.</li> </ul> <p>Evidence that pupils take pride in their environment and prepared to take responsibility for its upkeep.</p>	<p>Autumn 03</p>	<p>Head Consultant HMI</p>	<p>Consultancy £1200. <b>S</b></p>
	<p>ii) Involve whole school community in planning and improving outdoor learning environment.</p>	<p>Ditto</p>	<p>Ditto</p>	<p>Evidence that involvement occurred and was effective.</p>			<p>Improvements to outdoor learning environment £30,000. <b>O</b></p>

**Appendix 3**

**RAISING ATTAINMENT PLAN - TIME ANALYSIS**

**( Fresh Start)**

**DfEE**

					SUMMER 01			AUTUMN 01				SPRING 02				SUMMER 02			AUTUMN 02				SPRING 03				SUMMER 03			
	Jan	Feb	Mar	April	May	June	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		Jun	Jul
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