

Development Priority 8: **OFSTED CRITERIA** To improve the progress and attainment of higher ability pupils so that an increased percentage achieve greater depth in English and Maths.

The achievement of pupils in Foundation Stage

Objective	Activities /Actions	Lead person (s)	Start date	Resour ces	Monitoring	Success criteria
Focus on more able children developing a greater depth of understanding.	Staff in foundation will identify the children that have the potential to achieve greater depth. These children will be set more challenging tasks, which will be evident in the work they produce. Clear focus on a deeper level of understanding and application.	CT & MW	Sept 2018	Budget allocated already	Issue- action-impact forms to be completed and progress monitored by SLT on a half termly basis. Observations/book trawl/ discussion with pupils.	Children will move into year 1 with a deeper understanding.

The achievement of pupils in Key Stage 1

More able children working in a separate group (based on ability) for English and Maths lessons in the morning.	A teacher is working with this group every morning. Work is based on same objectives as rest of class, but at a more challenging level - focus on mastery, so clear evidence of challenge in books.	CTs & MW	Sept 2018	-	Issue- action-impact forms to be completed and progress monitored by SLT on a half termly basis. Observations/book trawl/ discussion with pupils.	Our end of year percentages for greater depth are at or above national targets.
---	---	----------	-----------	---	---	---

Greater depth targets are set and rigorously monitored to ensure more able pupils are on track to achieve greater depth.	Use of the new Scholarpack assessment system to accurately monitor progress and identify pupils that are at risk of falling behind. Regular checks to ensure more able children are being challenged.	MW & CTs	Sept 2018	-	Book trawl, pupil discussions, termly assessment. Pupil progress meetings.	Our end of year percentages for greater depth are at or above national targets.
More able children are provided with tasks that enable them to show a deeper level of understanding.	Children that have been identified as more able show more depth in their work and evidence of challenge.	SLT	Sept 2018	-	Book trawl, pupil discussions, termly assessment. Pupil progress meetings.	Our end of year percentages for greater depth are at or above national targets. Children are able to confidently talk about their learning.

The achievement of pupils in Key Stage 2

Targeted interventions put in place for more able pupils across KS2 in Reading and Maths.	Intervention groups to be organised by phase leaders and carried out by teachers/TAs. Objectives to be decided through analysis of end of year tests to identify gaps and through discussion with class teacher.	CTs & MW	Sept 2018	Training £200	Issue- action-impact forms to be completed and progress monitored by SLT on a half termly basis. Observations/book trawl/ discussion with pupils.	Our end of year percentages for greater depth are at or above national targets.
Greater depth targets are set and rigorously monitored to ensure more able pupils are on track to achieve greater depth.	Use of the new Scholarpack assessment system to accurately monitor progress and identify pupils that are at risk of falling behind. Regular checks to ensure more able children are being challenged.	MW & CTs	Sept 2018	-	Book trawl, pupil discussions, termly assessment. Pupil progress meetings.	Our end of year percentages for greater depth are at or above national targets.

Investigate additional enrichment opportunities for higher ability pupils.	Look for links with local schools, within trust, with local business and local universities for opportunities that would increase engagement and aspiration for this group of pupils.	MW	Sept 2018	£200	Monitor the opportunities that are available and the number of children that take part.	Higher ability pupils show increased engagement with their learning.
Specific children targeted in year 6.	Children that were GDS at KS1 to have targeted 1 to 1 booster and post teach sessions to increase progress to ensure they achieve greater depth in KS2 SATs	RC, TS, MW	Sept 2018	--	Issue- action-impact forms to be completed and progress monitored regularly. Observations/book trawl/ discussion with pupils.	Our end of year percentages for greater depth are at or above national targets.

The achievement of pupils across all Key Stages

All teachers to complete 'class on a page' to ensure that more able pupils are clearly identified and planned for.	Staff shown how to use 'Class on a page'. A completed copy should be accessible to teachers and TAs working in the classroom.	CTs	Sept 2018	--	Check that they are updated after termly assessments and pupil progress meetings.	Staff are more aware of who their more able children are.
Challenge/ Extension tasks carefully planned to ensure that higher ability pupils are working at greater depth.	This links to the mastery approach in Maths with clear focus on the development of reasoning and problem solving skills.	SLT	Sept 2018	--	Book trawl, learning walks, discussions with pupils.	Pupils can confidently show their reasoning and problem solving skills.
Complete pupil interviews with higher ability pupils across the school.	Speak to a range of pupils to gain an understanding of how they feel about their learning, how engaged they are and how we might further engage them.	MW	Sept 2018	--	Pupil discussion	Pupils can confidently discuss their learning and show a high engagement.

<p>Investigate additional enrichment opportunities for higher ability pupils.</p>	<p>Look for links with local schools, within trust, with local business and local universities for opportunities that would increase engagement and aspiration for this group of pupils.</p>	<p>CTs and MW</p>	<p>Sept 2018</p>	<p>--</p>	<p>Monitor the opportunities that are available and the number of children that take part.</p>	<p>Higher ability pupils show increased engagement with their learning.</p>
<p>Develop a system of peer observations to focus on impact on learning for higher ability pupils.</p>	<p>Teachers work in pairs to plan and deliver a lesson and then jointly reflect on the lesson, thinking specifically about the impact on the more able. Feedback from each lesson (strengths and development points) to be shared.</p>	<p>SLT</p>	<p>Jan 19</p>	<p>Staff meeting time. Release time</p>	<p>Book trawl, learning walks, staff feedback and discussions.</p>	<p>Good practice is shared. Our end of year percentages for greater depth are at or above national targets.</p>