

Most Able 2016/17

Ofsted Improvement Plan, Impact and Evaluation



Barriers to future attainment for most able scholars

Internal barriers

- The high percentage of inexperienced staff (78% NQTs or RQTs) who are yet to refine the quality of their teaching and assessment (particularly questioning and differentiation) to fully support the accelerated progress of higher attaining or potentially higher attaining children.
- Lack of a refined understanding of the assessment criteria that children need to achieve in order to attain to 'greater depth' in Key Stage 1 and 2 or 'exceeding' in Reception.
- The learning and development needs to children with SEND who require additional support much of the time in order to make progress leading to support staff being deployed to support them.

External barriers

- The low starting points of the vast majority of our children many of whom have significant weaknesses in key areas such as speaking, understanding and self-confidence and self-awareness. Many of our children also have an extremely limited life experience when they enter school.
- The high potential for lack of aspiration from the vast majority of families leading to children having lower aspirations for the future.
- The recent changing of accountability measures meaning that the assessment criteria for what must be achieved at 'greater depth' has changed.

How are we supporting the most able?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged scholars to achieve the highest levels. We aim to improve Most able outcomes by focusing on the following area:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, main priorities for 2016/17 are to improve the quality of teaching and learning in reading, writing and maths particularly (see separate development plan). Our monitoring schedule means that a senior leader visits every classroom twice a day. The successes and incremental next steps of each teacher are then identified and shared in coaching sessions (NQT mentor sessions for NQTs)

Highly tailored interventions and more time

Time is built in to the daily timetable to allow for same day interventions based upon assessment information gathered during each session. The expectation is that no child leaves school with a misconception. Evidence of same day intervention for those more able children should be seen in performance walks and in book/ work scrutinies.

Targeting and tracking

All more able children have been identified and are treated as a 'vulnerable group' meaning that they identified in performance walks and book scrutinies. Teachers are also expected to know exactly who these children are and be able to articulate what they receive that is additional and different in order to support their progress.

A further group of 'more able *push* children' have been identified. These are children who while not currently identified as being 'more able' have demonstrated enough potential to be challenged enough to achieve greater depth/ exceeding by the end of the current academic year. In this group of 'more able push children', consideration has been given to ensuring that a mix of girls and boys will achieve greater depth as well as any children who may receive additional pupil premium funding (see pupil premium funding plan).

The attainment trajectory for these 'more able push children' has been carefully plotted taking accelerated progress into consideration. When a child falls behind this trajectory, they are immediately identified and subsequent interventions are planned.

Raising aspirations and broadening experiences

Over 80% of our scholars live in the five most deprived wards in Bradford, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations and develop scholar character by encouraging young people to have a growth mindset, and to make a positive contribution to society, both socially and economically.

Planning at least one off-site educational visit per unit of work (6 times a year) is a non-negotiable part of our curriculum design. While the educational visit/ enrichment opportunity must link to and enhance the wider unit of work, it must also provide children with the opportunity to experience something that wouldn't otherwise (i.e. watching a football match at Bradford City in Year 2) in order to widen life experience.

Visits must also provide children with an inspirational experience in order to raise aspiration (i.e. Year 3 visiting Magna Science museum).

Ensuring high levels of parental involvement and engagement is also a key strategy in challenging our most able children. An average of 93% of parents attend parent workshops which take place 6 times of year. Parents of more able children are targeted in these events to ensure that suitable challenge at home can be offered.

Statements of Success / Impact		2016/17 Cycle RAG			
		1	2	3	
Reception		(2016 National Percentage)			
A	100% of MA children make accelerated progress (at least 4 bands of progress in reading, writing and number)	<i>Target</i>	100%	100%	100%
		<i>Actual</i>	100%	100%	
B	17% (10 children) achieve 'exceeding' in maths (15.8%)	<i>Target</i>	8%	15%	17%
		<i>Actual</i>	8%	2%	
C	18% (11 children) achieve 'exceeding' in reading (20.3%)	<i>Target</i>	10%	15%	18%
		<i>Actual</i>	10%	2%	
D	15% (9 children) achieve 'exceeding' in writing (12.6%)	<i>Target</i>	8%	12%	15%
		<i>Actual</i>	3%	0%	
Year 1					
E	100% of MA children make at least expected progress and achieve greater depth (at least 3 bands of progress in reading, writing and number - as an average across the three)	<i>Target</i>	100%	100%	100%
		<i>Actual</i>	61%	33%	
F	100% of MA Push children make accelerated progress and achieve greater depth (at least 4 bands of progress in reading, writing and number – as an average across the three)	<i>Target</i>	60%	80%	100%
		<i>Actual</i>	60%	88.8%	
G	23% (14 children) achieve 'exceeding' in maths	<i>Target</i>	12%	18%	23%
		<i>Actual</i>	20%	10%	
H	20% (12 children) achieve 'exceeding' in reading	<i>Target</i>	10%	15%	20%
		<i>Actual</i>	20%	22%	
I	20% (12 children) achieve 'exceeding' in writing	<i>Target</i>	10%	15%	20%
		<i>Actual</i>	18%	8%	
Year 2		(2016 National Percentage)			
J	100% of MA children make at least expected progress and achieve greater depth (at least 3 bands of progress in reading, writing and number - as an average across the three)	<i>Target</i>	100%	100%	100%
		<i>Actual</i>	93%	62%	
K	100% of MA Push children make accelerated progress and achieve greater depth (at least 4 bands of progress in reading, writing and number – as an average across the three)	<i>Target</i>	33%	77%	100%
		<i>Actual</i>	16%	100%	
L	32% (19 children) achieve 'exceeding' in maths (18%)	<i>Target</i>	8%	15%	32%
		<i>Actual</i>	25%	7%	
M	30% (18 children) achieve 'exceeding' in reading (24%)	<i>Target</i>	12%	18%	30%
		<i>Actual</i>	27%	30%	

Statements of Success / Impact		2016/17 Cycle RAG			
		1	2	3	
N	18% (11 children) achieve 'exceeding' in writing (13%)	Target	5%	8%	18%
		Actual	8%	12%	
Year 3					
O	100% of MA children make at least expected progress and achieve greater depth (at least 3 bands of progress in reading, writing and number - as an average across the three)	Target	100%	100%	100%
		Actual	100%	55%	
P	100% of MA Push children make accelerated progress and achieve greater depth (at least 4 bands of progress in reading, writing and number – as an average across the three)	Target	60%	80%	100%
		Actual	60%	100%	
Q	25% (15 children) achieve 'exceeding' in maths	Target	10%	18%	25%
		Actual	23%	0%	
R	33% (20 children) achieve 'exceeding' in reading	Target	15%	25%	33%
		Actual	12%	38%	
S	17% (10 children) achieve 'exceeding' in writing	Target	8%	12%	17%
		Actual	27%	0%	
Attendance					
T	Attendance of all MA and MA push children at least matches the attendance of all.	Target		95.5	96.5
		Actual		96	

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2016/17 Cycle RAG		
				Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			1	2	3
Identification of more able children and of more able 'push' children																
1	All children who achieved the exceeding/ greater depth standard in the previous academic year are identified and known to class based staff and senior leaders.	1, 2		Pl	Im	R v		rv	rv			0	RGD			
2	All more able 'push' children are identified and attainment trajectories plotted to ensure that they are effectively tracked.	1, 2			Pl	Im	rv	rv	rv			0	RGD			
3	Pupil progress meetings focus on the more able and more able push children as vulnerable groups to ensure continuing progress	1, 2				pl	im	im	rv			0	RGD			
Quality First Teaching and Harnessing the Power of Feedback											£					
4	Ensure that systems for teaching and assessing reading are improved (see reading action plan) in order for the most able children to be challenged.	1, 2, 4		pl	im	rv	rv						RGD			
5	Maths Mastery to be introduced to every year group (not just Year 1) as of late November 2016. See maths mastery change documents.	1, 2, 4				pl	im	rv	rv				RGD			
6	Procedures for teaching and assessing writing in more systematic and objective led ways are introduced (i.e. symbol marking, interpreting key objectives, guided writing, working walls – see change document Cycle 2)	1, 2, 4				pl	im	rv	rv				CCE			
7	Feedback challenges the Most Able to make outstanding progress (see maths and writing change documents)	1, 2, 4				pl		im	rv				CCE			
8	Teachers use a wider repertoire of questions to challenge and deepen the understanding of more able children in lessons.	1, 2				pl		im	rv				CCE			

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2016/17 Cycle RAG		
				Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			1	2	3
9	Planning Formats are adapted to include Stretch and Challenge strategies.						im						RGD			
10	Bank of Stretch and Challenge strategies created for teacher reference when planning.						im						RGD			
11	LBS to attend Maths CPD to develop knowledge of Greater Depth strategies for Maths.						im									
Highly Tailored Interventions											£					
12	Same day intervention takes place regularly for those more able/ more able push children as is evidenced in work scrutinies.	1, 2, 4			im	im	rv	rv					RGD / CCE			
13	Plan to have a more able 'break out group' session with a subject specific focus for 2017/18								pl	pl	im					
Raising Aspirations and Broadening Experiences											£					
14	Every child experiences at least one educational visit twice every cycle. These are identified in schemes of work and medium term plans.	1, 2, 4		pl	im	rv	rv						CCE			
15	The attendance of all more able and more able push children is at least 96.5% in line with school target.	1, 2, 4		pl	im	im	rv						CCE	93.6% vs 94.2%	96%	
16	The parents of more able children attend regular parent workshops.	1, 2, 4			im	im	rv					£	CCE			
17	Tailored home learning sheets and activities for each unit.						im									

*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).

**EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

Key

Most Able 2016/17

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement		

Next Steps and Actions:

Whole School Trends:

Strengths:

- At least typical and often accelerated progress of 'more able push' children leading to these children being on track to exceed the age related standard in most year groups.
- % of children on track to exceed the age related standard in reading is higher than projected figures for this point in the year.
- Attendance for more able/ more able push children is higher than that of all children for the last cycle

Next Steps (*Actions*):

- Progress of more able children has slowed across the three areas in every year group. In each year group, it tends to be slowed progress in maths or writing that is leading to this picture (*Next steps for depth tasks to be identified on planning for these children for maths and writing*).
- % of children on track to exceed the age related standard for maths is lower than projected figures for this time in the year. (*See actions from Data Day 2 – Planning for Maths*).

Individual Year Group Strengths, Next Steps and Actions to be identified by Middle Leaders by Friday 24.3.17

Appendix 1 Academy Improvement Plan

Priorities for 2016-19

1. Outcomes for children
2. Quality of teaching, learning and assessment
3. Personal development and welfare
4. Leadership and Management

Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13 Learning styles	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
18	Oral language interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>