

<b>School Name</b>	Stantonbury International School
<b>Lead Name</b>	Melvina Stephen
<b>Head of School</b>	Michelle Newman

## Outcomes:

Create a culture of excellence through:

- 1) To raise the achievement of DA students and close the attainments gap between DA and Non DA students

## Evaluation strategies: (examples)

Stantonbury Evaluation Cycle (SEC):

(See strategic calendar with evaluation cycle mapped in)

Pupil progress and outcomes- Lesson observations-Learning walks-Book samples and work samples-External and internal faculty reviews-focus groups-Governor/SIB -Raising Achievement Meetings (RAMs)

Peer to peer evaluation-Progress points-Review Boards.

**Priority 3: High Achievement Milestone overview**

		<b>Milestone 1 Autumn Term 2018</b>	<b>Milestone 2 Spring Term 2019</b>	<b>Milestone 3 Summer Term 2019</b>	
3.2	Raising the achievement of DA students across the school	<p>Strategies for raising achievement of DA and HPA learners have been shared – each subject area have designed innovative interventions to meet the needs of the DA cohort</p> <ul style="list-style-type: none"> <li>- All teaching staff can identify PP students and Raising Achievement class plans are place for all DA and learners across the school who are underachieving; highlighting the bespoke intervention that was planned and implemented in class.</li> <li>- Each faculty has a PP champion who are driving departmental strategies</li> <li>- Year 11 Whole school war board displayed in central areas and departmental war boards displayed in departmental areas</li> <li>- Year 11 intervention timetable created and sent out to all staff</li> <li>- Targeted DA students identified and intervention letters send out to parents ( year 11)</li> </ul>	<p>The effectiveness of the strategies to raise achievement of HPA learners reviewed.</p> <p>The gap between DA and Non-DA learners is beginning to close.</p> <ul style="list-style-type: none"> <li>- Class raising achievement plans are updated</li> <li>- The war boards have been updated to reflect the data from cycle 1.</li> </ul> <p>100% of targeted students are attending intervention sessions</p> <p>80% of DA students have a ATL grade of 2 or above</p>	<p>DA students are now making expected progress. The progress score of all DA students is positive.</p> <p>HPA are now making progress expected and above expected considering their starting points. This is because the curriculum content is challenging and engaging for all HPA learners. HPA learners feel challenged to think critically and understand how to develop intelligent critical responses to problems.</p> <p>There are virtually no gaps between DA students and non DA outcomes nationally and where there are, they are closing rapidly.</p>	

		<ul style="list-style-type: none"> <li>- 100% of targeted students are attending intervention sessions</li> <li>- 50% of KS3 DA students are achieving ARE</li> <li>- 30% of KS4 DA students are achieving grades 9-5 basics</li> </ul> <p>All staff have a Narrowing the Gap professional development PM target</p> <p>Key information for DA learners in year 11 have been captured through student interviews conducted by PP champions SSL's and form tutors recorded onto a passport and unloaded onto a staff shared area which can be accessed by class teachers.</p> <p>Designated mentors assigned to underperforming DA students</p> <p>Learners have had a follow-up meeting with SSL's, PP champions and other designated mentors and discussed what is working and challenges they might have been facing and the passports updated</p>	<p>PP champions, SSL's and form tutors in year's 11 and 7 have meet with DA learners to review their progress and update the passports accordingly.</p> <p>Class teachers have used the updated passports to review their RA plans,</p> <p>Pupil premium conversations with PP champions and SSL's have taken place – focusing on profiles of specific learners, and reviewing/evaluating both in and out of class interventions.</p> <p>Year 11 DA students to attend PIXL English and Math conference have been identified.</p>		
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		<p>Developed a close working relationship with the progress centre to monitor the alternative provision/ interventions of the DA learners they are working with.</p> <ul style="list-style-type: none"> <li>- Support has been given to DA students on a case by case basis with the cost of their uniform and travel when they have a convoluted and timely journey to school on the bus</li> </ul> <p>Robust tracking database has been constructed to monitor pupils progress and updated after cycles 1a and 1b</p> <p>After cycles 1a and 1b underachieving students are highlighted and placed in targeted intervention to close the gap</p> <p>Year 11 and 7 targeted DA students participating in “The brilliant club” mentoring activities</p> <p>All DA students have been provided with the opportunity to participate in at least one extracurricular activity.</p>	<p>The tracking database has been updated with cycles 2a and 2b data.</p> <p>Underachieving students are highlighted and placed in targeted intervention</p> <p>All students attending the “Brilliant Club” has an ATL of 1 or above, 95% or more attendance and making expected progress across the board specifically in English and Maths</p> <p>80% of all DA students are attending extracurricular activities</p> <p>The attendance of all DA students are at 95% or above</p>	<p>Cultural experiences have helped to inspire and motivate DA learners, whereby there are no barriers to them developing a love for learning. They feel inspired to aim high and dream about possibilities that might have felt impossible at the start of milestone 1.</p>	
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