



Droxford Junior School  
School Improvement Plan (SIP)  
September 2016 – July 2017

**To be read in conjunction with:**

English impact summary / Action Plan

Mathematics impact summary / Action Plan

Monitoring and Evaluation schedules (MES)

School Self Evaluation (SSE)

Staff Development plan (SDP)

Staff Development Meeting objective overview



<p>A</p> <p><b>Leadership and management</b></p>	<p><b>To remain outstanding in 'Effectiveness of leadership and management':</b></p> <ul style="list-style-type: none"> <li>■ Ensure that SMSC (and the promotion of British Values) are at the heart of DJS work.</li> <li>■ Ensure staff and <b>governor</b> professional development has a direct impact on standards for all groups of children. <b>On-going</b> – Professional Development Meeting (PDM) objectives include links to teaching standards and role profile expectations.</li> <li>■ Develop a SLT whereby subject leaders monitor and evaluate the quality of teaching and learning in order to identify strengths and areas to develop.</li> <li>■ Subject leaders develop their own subject expertise and coach and mentor staff.</li> <li>■ Ensure Professional Development links to school improvement and measurable in terms of progress and attainment as well as the quality of teaching and learning – on-going</li> <li>■ HT and SLT coach and mentor DJS pedagogy and monitor accordingly – continued from 2015/16</li> <li>■ Safeguarding and H&amp;S is paramount and all stakeholders are aware of procedures. <b>(See H&amp;S action plan – Gov. responsible Andrea Barbieri)</b></li> </ul>
<p>B</p> <p><b>Teaching, learning and assessment</b></p>	<p><b>To remain outstanding in 'Teaching, learning and assessment':</b></p> <ul style="list-style-type: none"> <li>■ A trend of outstanding teaching and learning over time – with almost all pupils make rapid and sustained progress.</li> <li>■ Pupils are able to understand and articulate how and when they have been successful learners. Review this again.</li> <li>■ <b>Every</b> teacher and TA systematically checks pupils' understanding throughout lessons, anticipates where to intervene and does so with notable impact on the quality of learning.</li> <li>■ Consistently high quality marking and constructive feedback from teachers ensures that pupils understand how to improve their work and are challenged with feedback that opens individual learning pathways. <b>on-going</b></li> <li>■ Maintain and improve our robust and accurate assessment system (formative and summative) which tracks attainment and progress as well as identifying next steps in individuals learning. <b>on-going</b></li> <li>■ Ensure that British Values are embedded in a contextual, relevant DJS curriculum.</li> <li>■ Highly consistent behaviour management by all staff contributes to an exceptionally positive and safe climate for learning – ensure orderly expectations upheld by new children and new staff articulate this.</li> </ul>
<p>C</p> <p><b>Personal development, behaviour and welfare</b></p>	<p><b>To remain outstanding in 'Personal development, behaviour and welfare':</b></p> <ul style="list-style-type: none"> <li>■ The school is an orderly environment. Ensure we maintain our pupils' pride in the school which is shown by their excellent conduct, manners and punctuality. <b>on-going</b></li> <li>■ Pupils respond quickly to instructions and requests from staff and there are extremely rare occurrences of low level disruption (in and outside of lessons). Focus for learning walks Autumn term.</li> <li>■ Pupils are thoughtful, caring and active within school. DJS curriculum for SMSC is cross curricular as well as being part of the school's learning culture. <b>On-going</b> – monitor planning and leadership action plans reflect this.</li> <li>■ Children are actively involved in risk assessing to keep themselves and others healthy and safe in different situations. <b>On-going</b></li> </ul>

<p>D</p> <p><b>Outcomes for pupils</b></p>	<p><b>To remain outstanding in 'Outcomes for children and other learners':</b></p> <ul style="list-style-type: none"> <li>■ Ensure the proportions of FSM children making expected and exceeding expected progress is high compared to non-national FSM.</li> <li>■ Ensure the proportions of children making expected and exceeding expected progress are high compared to NA for SEN children in particular SEN with statement / EHCP in reading.</li> <li>■ Ensure the proportion of children reach the aspirational target whereby 85% of children make ARE.</li> <li>■ Ensure strategic leadership team (SLT) have a relentless focus of raising the attainment and progress of identified pupils (FSM, SEN and 'at risk') to at least maintain current 5 year trend. <b>On-going</b></li> <li>■ Ensure attendance of all groups remains above all groups at county and national levels. Monitor termly</li> </ul>
<p>E</p> <p><b>Overall effectiveness</b></p>	<p><b>To remain outstanding...</b></p> <ul style="list-style-type: none"> <li>■ The quality of teaching, learning and assessment is outstanding.</li> <li>■ All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.</li> <li>■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</li> <li>■ Safeguarding is effective.</li> </ul>

These statements have been taken from new Ofsted CIF. To be reviewed by all staff and then used as guidance for new School Self Evaluation (SSE).

## Leadership and management

Objective	Action	Dates / costs / monitoring	Success criteria
<ul style="list-style-type: none"> <li>Ensure staff and <b>governor</b> professional development has a direct impact on standards.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all leaders, staff members and <b>governors</b> attend safeguarding training and new DHT attends Designated safeguarding lead training.</li> <li>PREVENT training in place</li> <li>H/T, <b>CoG</b> and site manager ensure H&amp;S training is in place including training</li> </ul>	<p>Jan 2017</p> <p>MD, BV, and <b>H&amp;S Gov AB</b></p>	<ul style="list-style-type: none"> <li><b>Governors</b> and staff aware of new expectations and put the outstanding judgements into practice at DJS.</li> <li>Appropriate high levels of safeguarding and H&amp;S measures are in place across the school and all staff are aware of policies and are effectively trained.</li> <li>Complete H&amp;S (termly) and safeguarding (annual) audits</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen the effectiveness of leadership teams</li> </ul>	<ul style="list-style-type: none"> <li>2016-2017 SLT put in place - Monitoring and Evaluation Schedule (M.E.S) to drive forward school improvement priorities.</li> <li>In pupil progress meetings ensure all leaders focus on high expectations of progress for children especially the disadvantaged.</li> <li>Establish new teams across the school(L/S, U/S, TAs, School Council, Office, <b>Govs,</b>)</li> </ul>	<p>Autumn 2017 MD , SJ</p> <p><b>Governors discuss with key leaders</b> responsibilities, success criteria and SIP Nov 16 100% of target children achieve expectations – data drops phases 1&amp;2</p>	<ul style="list-style-type: none"> <li>Roles and responsibilities for all leaders are defined, shared and understood.</li> <li>Professional Development objectives for leaders are linked to the impact that they have on pupil outcomes.</li> <li>Leaders can measure and articulate the impact that they have had on quality of teaching and pupil outcomes.</li> <li>Leaders can demonstrate how they have closed the gap</li> </ul>
<ul style="list-style-type: none"> <li>Ensure leaders monitor the quality of teaching and learning effectively</li> </ul>	<ul style="list-style-type: none"> <li>Ensure leaders and <b>governors</b> are involved in regular learning walks, observations, pupil conferences, book trawls and undertake effect feedback and moderation.</li> <li>Establish new M.E.S which leads to an understanding of the quality of teaching and learning.</li> </ul>	<p><b>Autumn 1 Maths obs. Learning walk 15<sup>th</sup> Oct.</b></p> <p><b>Maths obs.</b> Spring term English/Maths <b>governors</b> to monitor teaching and learning linked to a focus identified in impact summaries</p>	<ul style="list-style-type: none"> <li>Standards in teaching and learning are at least maintained against recent trends</li> <li><b>Governors</b> provide feedback and targets and update impact summaries</li> <li>PD interim meetings will show that all staff on track to meet pupil progress development targets</li> </ul>

<ul style="list-style-type: none"> <li>■ Ensure website meets all statutory requirements and serves the needs of all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>■ Undertake website audit with <b>governor</b> support.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Su Lancashire</b></li> <li>■ HT to work with marketing committee and Liz Hinks to update website (on-going)</li> </ul>	<ul style="list-style-type: none"> <li>■ Audit complete</li> <li>■ Recommendations of audit have clear timeframes and completed as stated.</li> <li>■ Follow up audit is positive in rating.</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensure the school is full; it understands the needs of all stakeholders and communicated to a wider audience, the strengths of the school.</li> </ul>	<ul style="list-style-type: none"> <li>■ Form committee that reports to <b>governors</b>, children, parents and staff.</li> <li>■ Generate and audit and action plan</li> <li>■ Identify purposes, objectives, considerations and budget.</li> </ul>	<ul style="list-style-type: none"> <li>■ Meeting time</li> <li>■ Fulfilling items in action plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ School is full</li> <li>■ Parents' responses are positive.</li> <li>■ Image of school presented on a wider scale – raised profile.</li> <li>■ Children involved in promotion of school.</li> <li>■ Closer links with Infant schools.</li> <li>■ Meaningful relationships generated with community linked to children's curriculum and learning.</li> </ul>

## Teaching, learning and assessment

Objective	Action	Dates / costs / monitoring	Success criteria
<ul style="list-style-type: none"> <li>■ Maintain and improve our assessment systems that effectively measure progress whilst ensuring assessment for learning is at the heart of high quality teaching.</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop relationships with cluster working group to develop local solutions and systems.</li> <li>■ Visit other schools to explore different assessment models that are being used.</li> <li>■ Assessment manager to lead training for SLT and teachers / teaching assistants / <b>govs</b> where appropriate.</li> </ul>	<p>JS</p> <p>JS MD</p> <p>Autumn 1 JS</p>	<ul style="list-style-type: none"> <li>■ Clear assessment statement on website that outlines principles and practice</li> <li>■ Periodic and summative assessments are moderated alongside other schools and that the triangulation of data, pupils' books and quality of teaching observations indicate that summative assessments are <b>accurate</b>.</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensure all staff know and continue to use and develop the DJS assessment model.</li> </ul>	<ul style="list-style-type: none"> <li>■ Create opportunities for pre-teaching sessions.</li> <li>■ Redesign the summative recording system – similar to FAWDS / FARDS.</li> <li>■ Adapt Hampshire phase model sheets in line with Long and Medium term plans</li> <li>■ <b>Assessment strategy:</b> Develop role of assessment leader; calendar of assessment; rigorous and effective pupil progress meetings, ensure judgements are accurate, assessment is evidence based, re-write policy to reflect practice and school improvement objectives.</li> </ul>		<ul style="list-style-type: none"> <li>■ Gaps are closed due to pre-teaching / AFL strategies.</li> <li>■ Success criteria adapted to become more accessible and effectively used by SEN / disadvantaged children.</li> <li>■ Planning model matches the assessment model</li> <li>■ Targets set for 2016 and 2017 agreed with <b>governors</b> and LLP</li> <li>■ Staff use new formative assessment processes in Autumn 2016 baselines</li> <li>■ Staff familiar and can use the summative system and tracking documents.</li> </ul>

<ul style="list-style-type: none"> <li>■ How does the TA role look within the process of assessment and how are teachers involving TAs in assessing children's work to influence children's progress?</li> </ul>	<ul style="list-style-type: none"> <li>■ TAs to have same professional development objective,</li> <li>■ Organise suitable 'in house' training, evaluating and monitoring model.</li> <li>■ Assessment manager to lead training for teaching in the initial stage at TA meetings.</li> </ul>	<ul style="list-style-type: none"> <li>■ TA meeting training</li> <li>■ Follow up training and evaluation</li> <li>■ PDM objectives linked to SIP objective</li> <li>■ Teachers and assessment manager mentor / guide the working practice. Build in time for feedback / evaluation in subsequent TA meetings.</li> </ul>	<ul style="list-style-type: none"> <li>■ TAs contribute to formative and summative assessment (where appropriate) using the DJS assessment model, becoming...</li> <li>■ Familiar with the process and able to articulate effective practice.</li> <li>■ Able to support class teachers with assessment information that enables all groups of children to make progress.</li> <li>■ Support other staff members through effective collaborative practice.</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensure DJS embraces enquiry based learning and develops the pedagogy across the school.</li> <li>■ Ensure the use of rich questioning, bloom's taxonomy, P4C, 8 Way thinking and DJS Afl toolkit is routinely embedded in classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>■ Staff / TA meetings to revisit 'enquiry based learning' and other relative pedagogical theories appropriate to DJS planning and QFT.</li> <li>■ Future learning walks and teaching and learning observations to centre on the use of strategies employed and planned for.</li> <li>■ Staff meetings and in school CPD time is given to all teaching staff to include modelling and evaluation of AfL strategies from the Droxford toolkit.</li> <li>■ Review the success criteria and AFL strategies (self-assessment, marking and oral feedback) for SEN / disadvantaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>■ Cluster INSET day 21 Oct</li> <li>■ Staff meetings</li> <li>■ PPA time</li> <li>■ Pupil progress meetings</li> <li>■ SENCo role</li> </ul>	<ul style="list-style-type: none"> <li>■ All staff have a more informed understanding of enquiry based learning and can confidently use it to plan and challenge learning to ascertain greater depth of learning and ultimately raise standards of teaching and learning.</li> </ul>

<ul style="list-style-type: none"> <li>Develop subject leader's assessment methods for subjects aside from English and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders generate action plans that consider assessment opportunities for children's ARE indicators linked to skills, concepts and understanding.</li> <li>Science is part of Droxford tracking system</li> </ul>	<ul style="list-style-type: none"> <li>Subject leader time to develop and monitor</li> </ul>	<ul style="list-style-type: none"> <li>Action plans form part of 2016-2017 SIP</li> <li>Assessment formats created</li> <li>Assessment used to inform judgements and T&amp;L</li> <li>Assessment informs and improves planning</li> </ul>
<ul style="list-style-type: none"> <li>Continue to strengthen use of AfL, marking, oral feedback and target setting in English to inform planning and ensure this makes an impact on progress</li> </ul>	<ul style="list-style-type: none"> <li>English manager to deliver staff training on use of AFL from First40 course and monitor impact</li> <li>Staff meeting / CPD review and audit school approach to DJS AFL</li> </ul>	<p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> <li>CPD delivered through staff meetings</li> <li>Book trawls will show evidence of AfL and target setting and evidence of impact on learning</li> <li>Planning will show that has been informed by assessment</li> </ul>
<ul style="list-style-type: none"> <li>Every teacher systematically checks pupils' understanding throughout lessons, anticipates when to intervene, providing timely support.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and coaching focuses on supporting teachers and TAs on what this entails, when to intervene and when to support. on-going</li> <li>H/T and SLT ensure this is included in all monitoring exercises and is part of 'culture'. Autumn 2016 onwards.</li> </ul>	<p>Autumn term MD, SJ, RR, JS</p> <p>Autumn 1 SJ MD</p>	<ul style="list-style-type: none"> <li>Monitoring activities demonstrate that teachers and TAs are consistently systematically checking (as a way of embedded practice) pupils' understanding and that progress of learning and new learning is accelerated during sequences of lessons.</li> </ul>
<ul style="list-style-type: none"> <li>All pupils, including new Year 3 pupils use their Keys for success, core values and growth mindset strategies to become more resilient learners.</li> </ul>	<ul style="list-style-type: none"> <li>H/T and SLT lead assemblies to highlight the teaching and learning principles that DJS employ on an everyday basis – on-going</li> <li>Collaboration project with Portsmouth University to provide strategies for teaching 'Growth mindsets'.</li> <li>Staff meetings to focus on positive behaviour management, resilience, Growth mindsets and DJS assessment for learning strategies.</li> </ul>	<p>MD, SJ, RR Father Tony</p> <p>Portsmouth University research programme</p>	<ul style="list-style-type: none"> <li>Children able to overcome challenges more readily and articulate what they have learnt and also what their next steps are.</li> <li>Teachers develop pedagogy in terms of growth mindsets and can coach and mentor others.</li> </ul>

<ul style="list-style-type: none"> <li>■ Improve the consistency of the teaching of reading across the school and maintain the profile of reading</li> </ul>	<ul style="list-style-type: none"> <li>■ English manager to work with staff to develop engaging units of work which teach reading skills</li> <li>■ Author visits/world book day/Book fairs</li> <li>■ Library/ Reading club</li> <li>■ Staff meeting on raising/maintaining the profile of reading</li> <li>■ Target reluctant readers</li> <li>■ Library action plan drives the effectiveness and provision of the whole school role of the library and reading.</li> </ul>		<ul style="list-style-type: none"> <li>■ Book monitoring /planning/lesson obs show systematic teaching of reading skills and through assessment data is favourable (either through guided reading sessions /whole class text)</li> <li>■ Teachers are able to accurately assess reading skills of their class using Droxford Assessment Model</li> <li>■ Good uptake for Reading club</li> <li>■ Pupil conferencing shows children are enthusiastic about reading</li> <li>■ Staff are confident in delivering teaching of reading skills</li> </ul>
<ul style="list-style-type: none"> <li>■ Task design will be at the heart of high quality learning experiences across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>■ Generate mathematical task variations that move between concrete, pictorial and abstract (staff training)</li> </ul>	<ul style="list-style-type: none"> <li>■ Teachers planning time</li> </ul>	<ul style="list-style-type: none"> <li>■ A variety of planning / task opportunities enables children to grasp concepts in a variety of contexts.</li> <li>■ Teachers become more confident in varying tasks</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensure a creative and enriched curriculum that is at the centre of effective teaching, learning and assessment at DJS.</li> <li>■ Maintain and develop enrichment activities and opportunities across all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject leaders devise action plans for SIP 2016/17 and these are monitored and evaluated throughout the academic year.</li> <li>■ Subject leaders become 'experts' in their field of subject leadership in order to impact on Droxford CPD.</li> <li>■ Attend HIAS training</li> <li>■ Organise INSET training</li> <li>■ Identify strong schools to visit and also invite staff in.</li> <li>■ Identify enrichment opportunities for Droxford children</li> </ul>	<ul style="list-style-type: none"> <li>■ On going</li> <li>■ Ensure the cyclical process is built in for next year in good time to review and evaluate for next SIP</li> <li>■</li> </ul>	

## Personal development, behaviour and welfare

Objective	Action	Dates / costs / monitoring	Success criteria
<ul style="list-style-type: none"> <li>■ Ensure pupils feel safe in school and understand how they can keep themselves safe out of school</li> </ul>	<ul style="list-style-type: none"> <li>■ Remind children in circle time, PHSE lessons and assemblies of anti-bullying strategies such as High 5. On-going</li> <li>■ New computing manager to lead e-safety assemblies. Use Harrap IT to support in school and inform parents / website updates On-going</li> </ul>	<p>Ongoing</p> <p>Autumn 2 KG + Harrap</p>	<ul style="list-style-type: none"> <li>■ Perception surveys and pupil conferencing highlight a very high proportion (95+) of positive comments</li> <li>■ HT and SLT deal with any incidents of bullying involving parents where appropriate</li> <li>■ Children can articulate how to use computers and social network safely and appropriately</li> </ul>
<ul style="list-style-type: none"> <li>■ Pupil Premium and Sports funding is utilised to support all groups of children especially disadvantaged to improve well-being, self-esteem, learning attitudes and key skills</li> </ul>	<ul style="list-style-type: none"> <li>■ Sports coach leads structured activities, trains children as sports leaders (in collaboration with PE manager) as well as supports the PE curriculum as a TA for PE</li> </ul>	<p>JP, DB</p>	<ul style="list-style-type: none"> <li>■ Less low level disruption outside lessons, healthier and happier children active in a scaffolded learning environment – perception surveys show marked increase positive attitudes.</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensure the spiritual, moral and social development of the children is outstanding and that British Values are firmly placed within the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>■ Review curriculum, including PHSE, PDL, RE and Eureka!</li> <li>■ Develop a British Values rationale</li> <li>■ Audit SMSC and ensure it is part of all curriculum planning and referred to.</li> <li>■ Generate a whole school SMSC action plan.</li> </ul>	<p>Ongoing KW, JP, JD MD Autumn 1 MD, JP, KW MD, JP – all stakeholders</p>	<ul style="list-style-type: none"> <li>■ Curriculum updated in line with new curriculum and Ofsted criteria</li> <li>■ Establish new assembly rotas with new leaders and new Rector</li> <li>■ Ensure British Value statement is on website</li> </ul>

## Outcomes for pupils

Objective	Action	Dates / costs / monitoring	Success criteria
<ul style="list-style-type: none"> <li>■ H/T, DH/T, SENCo and other leaders have a relentless focus on the progress of identified pupils (including 'at risk' pupils) through monitoring process.</li> <li>■ Teachers and TAs ensure effective interventions are targeted quickly to ensure rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>■ PP action plans in place and regularly reviewed</li> <li>■ IEPs written and shared with children and regularly reviewed</li> <li>■ All staff will engage in pupil progress meetings, PDM, regular monitoring and targeted interventions</li> <li>■ Quality first teaching ensures every child makes rapid progress</li> <li>■ Leaders will work with teams to evaluate interventions for effectiveness</li> </ul>	<p>SM autumn MD, SJ, JM, RR</p> <p>Autumn 1/ ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>■ Progress for the disadvantaged is greater than the national average</li> </ul>
<ul style="list-style-type: none"> <li>■ Progress and attainment in Years 3-6 is in line with 5 year trend for school.</li> </ul>	<ul style="list-style-type: none"> <li>■ Professional development objective set at an aspirational target that 85% of children make ARE.</li> <li>■ Level 3 KS1 data must at least achieve standards linked to ARE (end of year age related expectations) and at best achieve 110+ scaled scores and greater depth in writing.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>■ <i>These are challenging targets in light of new NC and end of year expectations.</i></li> </ul>
<ul style="list-style-type: none"> <li>■ The progress and attainment gap between disadvantaged and non-disadvantaged closes with in school.</li> </ul>	<ul style="list-style-type: none"> <li>■ Regular pupil progress meetings after interim and end of term moderation gives indicators to next steps.</li> <li>■ <b>Governor</b> assigned to Pupil Premium reporting to governors on progress.</li> <li>■ Ensure all policies refer to pupil premium.</li> </ul>	<ul style="list-style-type: none"> <li>■ Pupil progress meetings</li> <li>■ Targeted intervention time that doesn't impact on in class quality</li> <li>■ T &amp; L.</li> </ul>	<ul style="list-style-type: none"> <li>■ Attainment gap closes</li> <li>■ School disadvantaged remains higher than national non disadvantaged</li> </ul>

<ul style="list-style-type: none"> <li>■ The proportion of children with SEN making expected and exceeding progress against national (and county) levels is higher.</li> </ul>	<ul style="list-style-type: none"> <li>■ English manager, Maths manager SENCo and <b>SEN governor</b> have high expectations of standards through rigorous monitoring. Interventions and support is targeted appropriately.</li> <li>■ Quality first teaching ensures every child makes rapid progress</li> <li>■ Target booster, 1:1 support when and where appropriate and use Pupil Premium funding where appropriate.</li> <li>■ Ensure all policies refer to children with SEN.</li> </ul>		<ul style="list-style-type: none"> <li>■ Progress for SEN is greater than the national average</li> </ul>
<ul style="list-style-type: none"> <li>■ Most able pupil data improves</li> </ul>	<ul style="list-style-type: none"> <li>■ Ensure the educational provision of challenge, variation and enrichment opportunities targets the most able.</li> <li>■ Track the progress and attainment of most able pupils and ensure they are part of pupil progress meeting dialogue</li> <li>■ <b>Governor</b> assigned to 'most able' reporting to governors on progress.</li> <li>■ Ensure all policies refer to most able.</li> <li>■ Most able successfully tracked on DJS summative / formative assessment system.</li> </ul>	<ul style="list-style-type: none"> <li>■ Pupil progress meetings</li> <li>■ Enrichment activities during and outside of school. Costings.</li> </ul>	<ul style="list-style-type: none"> <li>■ Progress data remains at same level of last few years of strength.</li> <li>■ Attainment at the end of Year 6 and in year data is linked to the objective set.</li> <li>■ Systems in place to ensure most able pupils needs are met within our curriculum and enrichment opportunities.</li> </ul>