

# Kirkby High School



## Ofsted Action Plan

### Phase 1 March – August 2017

**The person accountable for each objective is identified in the actions column. Overall evaluation of impact at school level will be carried out by the WLe (HT) and at trust level will be carried out by RHa (CEO / EHT). The 2017-18 school development plan will be written by the end of June 2017 and will be a continuation of the current Ofsted action plan taking in to account changes in posts and responsibilities. A special purposes Ofsted actions governors committee has been set up and will meet every 6 weeks to review the plan and the impact**

**Key Personnel (School):** WLe (Bill Leyland -Headteacher), PMC (Paul McKendrick – DHT), JWE (Jason Webb – AHT), KSo (Karen Soper - AHT), MTU (Mandy Turner – Aspirant SLT), RLi (Rachel Littler – Head of English), JPG (Jonathan Greenbank - PSHE/Literacy co-ordinator)

**Key Personnel (Trust):** RHA (Roy Halford – CEO/EHT), PRI (Phil Rimmer - Director of Education), RCO (Rochelle Conefrey – AHT School improvement), CBo (Chris Bolton – AHT Hawkey Hall High School)

## Leadership and Management

<b>KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Targets 1 and 2 Comment from Ofsted report (AFI 1) – ‘Improve the effectiveness of leadership and management by ensuring that all leaders rigorously monitor the quality of teaching and pupils’ outcomes so that they have an accurate understanding of the strengths and weaknesses of the school’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
Senior leaders, with the support of the sponsor, to review and update T, L & A (marking and feedback, QA, PM) policies	<ul style="list-style-type: none"> <li>• New marking and feedback policy introduced with faculty specific guidance on regularity of maintenance marking to correct mistakes and misconceptions together with accurate feedback to students on how to improve their work (introduced before Easter with a sticker in books to initialise the new process: (RCo – April 2017)</li> <li>• New quality assurance process introduced between SLT line managers and HOF/HOD plus middle leaders and teachers (RCo – April 2017))</li> <li>• New approach to PM target setting and lesson observations introduced with clear guidelines provided via training and documentation (RCo -May 2017)</li> </ul>	T, L & A policies (marking and feedback, QA, PM) are reviewed and updated. The implementation of this across all subjects is improving.	Staff are becoming familiar with the new and improved approach to PM – it is more developmental  All staff have used the feedback stickers at least once	All staff have used the new PM documentation  Regularity of use of feedback sticker is in line with faculty policy

<p>To ensure senior leaders and middle leaders use the newly launched QA meeting programme to identify strengths and weaknesses of the school/faculties</p>	<ul style="list-style-type: none"> <li>• Implement amended QA calendar for SLT and middle leaders (RCo – April 2017)</li> <li>• Produce a calendar of monthly SLT/HOF line management QA meetings focusing each month on either students outcomes, T,L&amp;A, PD,B,S &amp; W with quality of leadership and management underpinning each meeting (RCo - April 2017)</li> <li>• Notes and actions from each meeting are shared with the HT who will feedback to SLT on general findings and actions for each of the areas (WLE - May 2017 and each month thereafter)</li> <li>• Template for QA meetings provided to SLT and HOFs (RCo – April 2017)</li> <li>• Standardised approach introduced across faculties to monitor the quality of teaching including paired learning walks and lesson observations with SLT/RLT (RCo – June 2017)</li> </ul>	<p>Evidence from the new QA meeting programme ensures senior leaders are aware of the strengths and weaknesses of the school/faculties</p>	<p>Line management supported by a rigorous QA process with clear actions identified</p> <p>All line management meetings are quality assured by RLT</p>	<p>The headteacher has reviewed the documentation from the QA meetings and outlined clear AFIs with SLT</p> <p>Regularity of line management QA meetings demonstrates SLT autonomy</p>

<b>KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:</b>				
Phase 1, Target 3 Comment from Ofsted report (AFI2) – ‘Improve the effectiveness of leadership and management by sharpening school development planning so that it is more effective in driving school improvement’.				
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To engage leaders in a process whereby the Ofsted report and self-evaluation process is used to identify school priorities for the following academic year	<ul style="list-style-type: none"> <li>• To involve registered parents in the action plan process via letter and website (WLe - July 2017)</li> <li>• Provide parents with an email address for response to action plan (WLe - July 2017)</li> <li>• Review response from parents and provide feedback via website (WLe – end of July 2017)</li> <li>• To complete an external review of governance (22<sup>nd</sup> May review, report due milestone 2)</li> <li>• Areas for Improvement(AFIs) from the Ofsted report are shared with all leaders (WLE – April)</li> <li>• Referring to AFIs, school priorities for academic year 2017-18 are identified by SLT and shared with middle leaders (WLe – May 2017)</li> <li>• Training delivered to middle leaders on new approach to faculty self-evaluation and development plan writing (RCo - June 2017)</li> </ul>	Ofsted report and self-evaluation process is used to identify school priorities for the following academic year	All staff confident with using new FSEF and FDP processes  (Some over generous grading on faculty SEFs)	School SEF and development plan aligned with Ofsted report  Faculty SEFs and development plans focus on identified whole school priorities (further updating required for 2 faculties)

	<ul style="list-style-type: none"> <li>• Template for FSEF provided to HOFs to model evaluative statements (RCo - June 2017)</li> <li>• Timeline of dates for PM, FSEF and FDP provided to staff in addition to training on how to use the process to improve teaching and outcome for students (WLE - May 2017)</li> <li>• Rewrite the school post Ofsted action plan, identifying key milestones and focusing on impact (RCO, PRI – June 2017)</li> <li>• Share school post Ofsted action plan with Trust CEO and school HT, focusing on how to train SLT to apply actions (end of June 2017)</li> <li>• SLT training on writing a succinct and focused SEF (June 2017 –RCo)</li> </ul>			
--	---	--	--	--

<b>KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:</b>				
Phase 1, Target 4				
Comment from Ofsted report (AFI 3) – ‘Improve the effectiveness of leadership and management by developing the skills of leaders of different subjects and groups so they are able to improve the quality of teaching and raise pupils’ achievement’				
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To develop a training plan to develop the skills of leaders to improve the quality of teaching and to raise pupils’ achievement	<ul style="list-style-type: none"> <li>• RLT to hold paired meetings with SLT and middle leaders to quality assure the RLT QA process (PRi – April 2017)</li> <li>• RLT to improve the quality and structure of weekly school SLT meetings, with a regular agenda and actions , shared prior to the meeting ( PRi - April 2017)</li> <li>• Deliver a training session for SLT on how PM fits with improvements in the quality of teaching (RCo - April 2017)</li> <li>• SLT involved in paired learning walks during the school review of quality of teaching and the marking and feedback policy (RCo - strand review June 2017)</li> <li>• Book scrutiny training focusing on evaluating progress in students’ work (RCo – June 2017)</li> <li>• All SLT to contribute to a report stemming from the strand review focussing on actions to improve the quality of teaching, marking and feedback and to raise students’ achievements. (RCo – July 2017)</li> </ul>	Training plan in place to develop the skills of leaders to improve the quality of teaching and to raise pupils’ achievement	<p>Clear agenda for each SLT meeting</p> <p>Strand review plan is presented to SLT</p> <p>Training of SLT on leaning walks and book scrutiny</p>	<p>Strand review report written with clear AFIs regarding, marking and feedback and questioning in lessons</p> <p>Report shared with staff and LGB</p>

<b>KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:</b>				
Phase 1, Target 5 Comment from Ofsted report (AFI 4) – ‘Improve the effectiveness of leadership and management by ensuring that leaders use the pupil premium funding and Y7 catch-up funding more effectively to improve outcomes for disadvantaged pupils and younger pupils who have fallen behind’.				
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To use PP review provides to identify a strategy to effectively use PP and Y7 catch-up funding to improve outcomes for disadvantaged students and younger students who have fallen behind	<p><b><u>PP Review</u></b></p> <ul style="list-style-type: none"> <li>• Liaise with Sally Kenyon in preparation for the PP review (PMK - June 2017)</li> <li>• Conduct the external PP review (23<sup>rd</sup> June 2017)</li> <li>• Act on feedback from the PP review, sharing outcomes and AFIs with whole staff (PMcK July 2017)</li> <li>• Add AFIs to Phase 2 of the post Ofsted action plan, focusing on planned impact (PMK - July 2017)</li> </ul> <p><b><u>Y7 Catch-up Funding</u></b></p> <ul style="list-style-type: none"> <li>• Liaise with KH to review current spending of catch-up funding (PMcK July 12<sup>th</sup> 2017)</li> <li>• Produce a catch-up strategy document to mirror the pupil premium strategy (PMcK 14<sup>th</sup> July 2017)</li> </ul>	PP review provides guidelines on how to effectively use PP and Y7 catch-up funding to improve outcomes for disadvantaged students and younger students who have fallen behind	<p>PP review is planned in detail</p> <p>Catch up funding strategy is planned in detail (delayed until outcomes of PP review reported. Now milestone 2)</p>	<p>SLT are aware of the current issues around PP and how funding is used in school</p> <p>Plan for improvement is written in response to the report</p>

<b>KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:</b>				
Phase 1, Target 6				
Comment from Ofsted report (AFI 5) – ‘Improve the effectiveness of leadership and management by ensuring that the sponsor and governors rigorously hold all leaders to account for improving the quality of teaching and pupils’ achievement’				
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
Ensuring the sponsor (RLT) works with governors to hold leaders to account for improving the quality of teaching and student’s achievement	<ul style="list-style-type: none"> <li>• Conduct the external review of governance 22<sup>nd</sup> May 2017)</li> <li>• Additional governors’ subcommittee will be made up of three governors, the HT and the EHT set up, meeting every 6 weeks, to monitor the school’s progress (PRi - July 12th 2017)</li> <li>• RLT CEO will carry out regular school reviews and provide a report to the governor’s subcommittee</li> <li>• The governor’s subcommittee will provide robust challenge to the school on the progress being made (PRi- every 6 weeks from July 12<sup>th</sup> 2017))</li> <li>• Plan for an external consultant to assist the CEO in school reviews bringing independence to the system and providing further challenge to the school (RHa)</li> <li>• Plan the calendar for next academic year including:</li> </ul>	Strategies for improvement ensure that governors and the sponsor (RLT) identify strengths and weaknesses in leaders working towards holding them to account for improving the quality of teaching and students’ achievement	Revised calendar of governors’ meetings for 2017-18 is complete	RLT feedback to governors on findings from the teaching and learning strand review  Key elements of school calendar aligned with RLT calendar



	<ul style="list-style-type: none"><li>➤ The EHT will meet weekly with the HT to measure progress against the targets and the impact of the improvement plan</li><li>➤ The RLT Head of School Improvement will meet weekly with the HT in addition to attendance at weekly SLT meetings to measure progress against the targets and the impact of the improvement plan</li><li>➤ The CEO of the Trust will meet every three weeks with the EHT and HT to measure progress against the targets and the impact of the improvement plan (PRi)</li></ul>			
--	---	--	--	--

### Teaching, Learning and Assessment

<b>KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 1 Comment from Ofsted report (AFI 1) – ‘Improve the quality of teaching by ensuring that all teachers have the skills to assess pupils’ progress accurately’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To develop and launch a whole school marking and feedback policy supporting the assessment of progress	<ul style="list-style-type: none"> <li>• New policy introduced with specific guidance on regularity of maintenance marking to correct mistakes and misconceptions together with accurate feedback to students on how to improve their work introduced before Easter with a sticker in books to initialise the new process: (RCo)</li> <li>• To review M&amp;F policy and its impact via a timetabled marking and feedback ‘strand’ review.(week beginning 26<sup>th</sup> June 2017) ( RCo)</li> <li>• To standardise and QA SLT judgements of progress in lessons via paired learning walks between RLT and SLT (26<sup>th</sup> and 27<sup>th</sup> June 2017) (Rco)</li> <li>• To standardise and QA SLT book monitoring skills via book scrutiny collection to check progress in lessons (28<sup>th</sup> June 2017) (Rco)</li> <li>• To standardise and QA SLT book monitoring skills via book scrutiny collection to check new marking and</li> </ul>	Lesson observations, learning walks plus book scrutiny show new marking and feedback policy is being applied <b>(In 30% of lessons student progress is judged to be good or better)</b>	All teaching staff have been using school feedback stickers as per the marking and feedback policy	Each faculty has clear targets on how to ensure that feedback is impacting positively on student progress  Whole school training completed September 2017 as a result

	<p>feedback policy is accurately and consistently applied 28<sup>th</sup> June 2017 (RCo)</p> <ul style="list-style-type: none"> <li>• Findings from marking and feedback strand review with clear actions (AFIs) fed back to SLT on Monday 3<sup>rd</sup> July 2017 (RCo)</li> <li>• Report with clear actions (AFIs) from marking and feedback strand review shared with LGB on Thursday 6<sup>th</sup> July (RCo)</li> <li>• Findings from marking and feedback strand review with clear actions (AFIs) fed back to HOFs Friday 7<sup>th</sup> July 2017 (Rco)</li> <li>• Report, with clear actions (AFIs), from marking and feedback strand review shared with all staff on Monday 10<sup>th</sup> July 2017 (RCo)</li> </ul>			
--	--	--	--	--

<b>KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 2 Comment from Ofsted report (AFI 2) – ‘Improve the quality of teaching by ensuring that teachers use accurate assessment information to plan lessons to suit the needs of all pupils’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17) Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17) Milestone 2 End of July 2017</b>
To work with middle leaders to develop systems ensuring teachers are beginning to use assessment	<ul style="list-style-type: none"> <li>• Improve the progress tracking system especially at key stage 3, training revisited in faculties (Easter training day (PMc)</li> <li>• Ensure that relevant data is provided to HOF/HOD (immediately after Easter: PMC)</li> </ul>	Lesson observations show that teachers are beginning to use assessment information to plan lessons	All staff have access to assessment	Review of SOWs has taken place

<p>information to plan lessons</p>	<ul style="list-style-type: none"> <li>• To review target setting procedures and understanding of the idea of aspirational targets, ensuring that whilst they are stretching, they are attainable (PMc – July 2017)</li> <li>• To evaluate the standard and quality of SOW and assessments during the strand review, with a view to improving the school approach to SOW (June 26<sup>th</sup> to June 30<sup>th</sup> 2017) (RCo)</li> <li>• To feedback evaluation of SOW findings and advise HOFs on improvements focusing on assessment ( week beginning 3<sup>rd</sup> July 2017) (RCo)</li> <li>• HOF/HOD monitor teachers understanding and use of relevant data for planning (by the end of June)</li> <li>• Ensure that line managers are consistent in their approach to the data meeting in the QA cycle (PMC – April 2017)</li> <li>• Implement amended QA calendar for SLT and middle leaders (April: RCo / SLT)</li> <li>• Implement updated RLT faculty health check processes (May: RCO / SLT)</li> <li>• Identify teachers who are not meeting the expected standard in their planning, teaching or marking (RCo – June 2017)</li> </ul>	<p>Teachers are beginning to use formative assessment to plan next steps in learning  <b>(In 30 % of lessons student progress is judged to be good or better)</b></p>	<p>information for both KS3 and KS4</p>	<p>and areas where assessment is not well planned are identified</p> <p>Feedback contributes to robust formative assessment in a minority of areas in school</p>
------------------------------------	---	---	---	--

<b>KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Targets 3 and 4 Comment from Ofsted report (AFI 3) – ‘Improve the quality of teaching making sure that teachers have high expectations of what all pupils should achieve for their age and from their respective starting points’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To ensure the focus on ‘groups’ in QA meeting filters to all teaching staff	<ul style="list-style-type: none"> <li>To share outcomes of the pupil premium review with all staff leading to an understanding of the importance of focusing on specific groups (July 2017 -WLE)</li> <li>To develop a system whereby QA meeting notes are an agenda item at each faculty meeting (RCo – June 2017)</li> <li>Data provided to all teachers on subgroups in each class set which is used in QA discussions (PMcK June 2017)</li> <li>Faculty QA calendar to include a book scrutiny focusing on specific subgroups at specific dates in the year (RCo - produce in July 2017 for the next academic year)</li> <li>HOFs will plan to provide feedback to teachers on the quality of work in their books for the group of</li> </ul>	All staff are aware of the need to urgently enhance outcomes for all students especially disadvantaged, boys and SEN groups <b>(In 30% of lessons student progress is judged to be good or better)</b>	All teachers have data on groups of students in their class sets (HODs have data for students and have met teachers to identify students)	SLT are trained to scrutinise progress in books focusing on particular groups

	students, outlining clear actions for improvement (RCo – July 2017)			
To develop a 'can do' culture' amongst teachers with regard to all students	<ul style="list-style-type: none"> <li>• Staff briefing and staff meetings will be used to reinforce acceptance of the Ofsted report and AFIs. (WLE - June 2017)</li> <li>• Review target setting procedures ensuring aspirations are clearly shared (PMc - July 2017)</li> <li>• To create a document outlining expectations of a KHS lesson, including differentiation and questioning, ready to launch in phase 2 (RCo – July 2017)</li> <li>• SLT weekly meetings to focus on the school aspiration to be judged as 'good' by Ofsted within 20 months (WLe - June 2017)</li> <li>• Share the aspirations of this post Ofsted action plan with staff (Wle - July 2017)</li> <li>• Line management meeting structure provided by RLT focusing on outcomes, T&amp;L and B&amp;S with L&amp;M underpinning all meetings to raise awareness and develop strategy with middle leaders (RCO – April 2017)</li> <li>• Data used at outcomes meeting facilitates a specific focus on attainment of key groups in both key stages (PMc: - from April 2017 )</li> <li>• Scaffolded and challenging questions to support SLT in line management meetings provided by RLT (RCo - April 2017)</li> </ul>	Assessment data shows that some teachers have high expectations of what students can achieve <b>(In 30% of lessons student progress is judged to be good or better)</b>	Targets are clear on the front of all students' books (targets to be revised in line with emerging trust methodology – some targets inappropriately high)  Completed July 2017	Review of target setting process has occurred

	<ul style="list-style-type: none"> <li>• RLT quality assure all line management meetings in the first round with feedback provided to SLT ( PRI - April 2017)</li> <li>• Intervention at department, faculty and school level continually planned and reviewed based on current student attainment (MTU - May – July 2017)</li> </ul>			
--	---	--	--	--

<b>KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 5 Comment from Ofsted report (AFI 4) – ‘Improve the quality of teaching ensuring that teachers’ questioning is used to challenge and stretch the thinking of the most able pupils			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17) Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17) Milestone 2 End of July 2017</b>
To deliver a training programme on developing questioning to challenge and stretch students	<ul style="list-style-type: none"> <li>• Staff training on questioning techniques (RCo - April 2017)</li> <li>• Train SLT to use RLT lesson observation documentation, ensuring that the observation process is developmental (RCo - June 2017)</li> <li>• Via the marking and feedback strand review, evaluate the quality and impact of questioning in lessons (RCo - July 2017)</li> </ul>	Lesson observations show improvements in questioning to challenge and stretch students <b>(In 30% of lessons student progress is judged to be good or better)</b>	Effective questioning is a focus in lesson observations and learning walks	Strategies to develop staff questioning techniques are planned

<b>KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 6 Comment from Ofsted report (AFI 5) – ‘developing and implementing a policy which is followed by all teachers to improve pupils’ literacy skills’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17) Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17) Milestone 2 End of July 2017</b>
To identify literacy leads with a focus on improving both staff and student literacy	<ul style="list-style-type: none"> <li>• Training to develop approach to literacy and writing skills in humanities and science(RLi - July 2017)</li> <li>• Review use of Lexia in English lessons and implement new strategy (JPg - June 2017)</li> <li>• Review literacy curriculum delivered in MFL lessons and implement revised curriculum (JPg - June 2017)</li> <li>• Staff training on use of Standard English when questioning in lessons (RCo - April 2017 ) <i>Further work required</i></li> <li>• Further develop student oracy in all lessons by ensuring students answer questions in full sentences, encouraging use of Standard English (RCo- learning walks - June and July 2017)</li> <li>• Weekly emails to staff focusing on one point of Standard English (RLi ongoing from May 2017)</li> </ul>	Lesson observations show that there is a focus on literacy skills and this is confirmed by work scrutiny <b>(In 30% of lessons student progress is judged to be good or better)</b>	VCOP posters are in each classroom	New literacy schemes of work are planned



## Outcomes

<b>KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Targets 1, 2 and 3 a. Comment from Ofsted report (AFI) – ‘enhancing outcomes for all groups of pupils across all subjects’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To further improve the quality of teaching to rapidly increase outcomes for all students	<ul style="list-style-type: none"> <li>• See actions in T,L&amp;A section</li> </ul>	<p>Outcomes on track to improve on 2016 for all groups and al subjects</p> <p>A8 <b>36.0</b> (using <u>2017</u> point scores)</p> <p>P8 better than <b>-0.6*</b></p> <p>‘Standard Pass’ Basics E&amp;M 4+ <b>40%</b></p> <p>‘Good Pass’ Basics E&amp;M 5+ <b>15%</b></p>	Analysis of current KS3 stages /KS4 grades is regular	KS3 stages /KS4 grades are cross referenced during work scrutiny by SLT

<b>KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 4, 5, 6,7, 8 and 9 b. Comment from Ofsted report (AFI) – ‘enhancing outcomes for all groups of pupils across all subjects especially - boys, disadvantaged pupils, and those who have special educational needs and/or disabilities			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To improve outcomes especially - boys, disadvantaged pupils, and those who have special educational needs and/or disabilities	<ul style="list-style-type: none"> <li>• Data to show in year progress of cohorts and sub groups to be provided for all HOF for all years (April: PMc)</li> <li>• HOF and HOD to be trained in the analysis of data (May and June: PMc)</li> <li>• Systematic monitoring of data through SIMS and InnovED, the KS3 tracking system (Ongoing: PMc and SLT line Managers)</li> <li>• Increase the level of challenge and support through a refined line management process (Ongoing: WLe and SLT line Managers)</li> <li>• Appropriate subject or pastoral intervention arranged (April – July: MTu and HOF/HOD)</li> </ul>	Disadvantaged students A8 <b>34.7</b>  SEN students A8 <b>27.5</b>  Boys A8 <b>33.4</b>  A8 gap disadvantaged vs national other less than <b>18.3</b>  ‘Standard Pass’ Basics E&M 4+ All 40% Disadvantaged 38% Other 43% High 83% Middle 42% Low 3%	Robust intervention and exam systems are in place to support students	N/A

		'Good Pass' Basics E&M 5+ All 18% *Using VA methodology Disadvantaged 14% Other 25% High 72% Middle 12% Low 0%		
--	--	--	--	--

<b>KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 10 1. Comment from Ofsted report (AFI) – ‘enhancing outcomes for all groups of pupils across all subjects’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17) Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17) Milestone 2 End of July 2017</b>
To further train staff to use InnovED – the newly developed students’ progress tracking system	<ul style="list-style-type: none"> <li>• RLT training of (PMc) on InnovEd, the KS3 tracking system (PRi - April 2017)</li> <li>• HOF and HOD training on how to use the system to track students’ progress and to identify gaps (PMc - May 2017)</li> <li>• Review of stage criteria in each subject in KS3 specifications, ensuring accuracy of assessment (PRi - June 2017)</li> <li>• Evaluate the quality of long term plans, medium term plans and schemes of work via strand review (RCO - July 2017)</li> </ul>	At KS3, each student has an overall subject stage average, broken into skills. There is a faculty and school overview of progress in stages.	Cross-Trust subject network meeting cycle underway	KS3 stage criteria reviewed and rewritten where necessary

**Personal Development Behaviour, Safety and Wellbeing**

<b>KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Target 1 Comment from Ofsted report (AFI) – ‘raising attendance for all pupils, especially disadvantaged pupils and those who have special educational needs and/or disabilities’			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17)  Milestone 2 End of July 2017</b>
To develop strategies to improve attendance for all pupils, especially disadvantaged and SEND	<ul style="list-style-type: none"> <li>Detailed analysis of data and national comparisons using SFR14 2017. (JWe &amp; CBo: June)</li> <li>Review current practice in light of peer review and data analysis. (JWe &amp; CBo: June)</li> <li>Implement improvements to systems and practice based on the findings of the peer review (JWe: July)</li> <li>To develop the School Leader programme with focus on Y10 teams for early help, attendance (KSo: April to July )</li> </ul>	PP attendance to rise above 90.5% for the period	90.67%  Level 2 intervention implemented	90.80%  Actual 90.60%  Review of Level 2 impact  Truancy Call system in place  Home visits started  School Leaders selected for early help and attendance teams

--	--	--	--	--

<b>KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing</b>				
<b>KEY PERFORMANCE TARGETS:</b>	Phase 1, Targets 2 and 3 Comment from Ofsted report (AF2) – ‘			
<b>Objective</b>	<b>Actions to be taken including timescale and who is accountable (named person in brackets)</b>	<b>Outcome/Impact</b>	<b>PHASE 1 (March '17 – July '17) Milestone 1 Start of June 2017</b>	<b>PHASE 1 (March '17 – July '17) Milestone 2 End of July 2017</b>
To research, plan and develop a new behaviour system which focuses on reducing disruption in lessons	<ul style="list-style-type: none"> <li>• Review current practice in light of Trust peer review and data analysis. (JWe &amp; CBo: April)</li> <li>• Staff survey on the effectiveness of the current behaviour system (JWe – May 2017)</li> <li>• Implement improvements to systems and practice based on the findings of the Trust peer review (JWe-May 2017)</li> <li>• De-escalation and conflict resolution training provided by Three Towers (Trust PRU –JWe - June 2017 )</li> <li>• Feedback from staff survey and introduction of overarching principles of new behaviour system (July 2017)</li> </ul>	<p>Peer review report is evidence that a new behaviour system is essential and training on development of a new system shows that SLT are engaging in the process</p> <p>New behaviour system devised and ready to launch at the start of phase 2</p>	Evaluation of current behaviour system has occurred	<p>De-escalation and conflict resolution staff training has taken place</p> <p>New behaviour system in place for September</p>

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing				
KEY PERFORMANCE TARGETS:	Phase 1, Target 4 Comment from Ofsted report (AF3) – ‘ensuring the consistent application of the school’s behaviour policy to reduce disruption in lessons’			
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 1 (March '17 – July '17) Milestone 1 Start of June 2017	PHASE 1 (March '17 – July '17) Milestone 2 End of July 2017
To work with students, pastoral team and teachers to develop de-escalation strategies	<ul style="list-style-type: none"> <li>• Increase SLT presence around school during lesson, between lesson and at leisure time (WLe - April 2017)</li> <li>• Revisit the current on call ‘duty manager’ system (May 2017)</li> <li>• Reduce the number of students who are out of lessons – SLT to send students back to lessons if they do not have a pass (WLe - May 2017)</li> <li>• Direct instruction given to staff around start and end of lesson routines (WLe - June 2017)</li> <li>• Reduce the number of lessons covered by revisiting school approach and having SLT overview of the diary (PMc - May 2017)</li> <li>• Use the findings from the teaching and learning strand review to highlight the direct correlation between quality of teaching and behaviour (RCo - July 2017)</li> <li>• Hold SLT and wider staff to account if they ignore behaviour/uniform etc. issues (WLe - April 2017)</li> </ul>	PP and overall exclusions have further reduced to below 0.30% whilst maintaining standards	<p>Exclusions</p> <p>PP – 0.40%</p> <p>Overall – 0.29%</p>	<p>Exclusions</p> <p>PP – 0.40%</p> <p>Overall &lt; 0.30%</p> <p>Actual = 0.30</p>