

Kirkby High School



Ofsted Action Plan

Phase 2

September 2017 – March 2018

- **The** The estimated budget for realising phase 2 of the improvement plan is:

Item	Days / detail	Total Cost (£)
External consultants		£2,000
Maths resources to promote new KS3 curriculum		£11,270
Leadership development	Training, coaching	£15,000
Literacy strategy	Lexia, Reading Age Tests, Texts	£5,000
Behaviour strategy	CPOMS, whole staff training (de-escalation), care centre manager	£36,000
Attendance strategy	New attendance Officer,	£20,000 (TBC)
	Total	£89,270

Key Performance Targets with 3 distinct phases. Each phase identifies agreed milestones.

	PHASE 1 Targets (March '17 – July '17)	PHASE 2 Targets (August '17 – March '18)	PHASE 3 Targets (April '18 – Dec '18)
Outcomes	<p><u>SUMMER KPT 2017 GCSE RESULTS:</u></p> <ol style="list-style-type: none"> 1. Outcomes on track to improve on 2016 for all groups and all subjects 2. P8 better than -0.6* 3. A8 37.4 (using <u>2017</u> point scores) 4. Disadvantaged students A8 36.3 5. SEN students A8 27.5 6. Boys A8 35.3 7. A8 gap disadvantaged vs national other less than 16.4 8. 'Standard Pass' Basics E&M 4+ 40% 9. 'Good Pass' Basics E&M 5+ 15% 10. At KS3, each student has an overall subject stage average, broken into skills. There is a faculty and school overview of progress in stages. 	<p>Y11 internal data demonstrates that Y11 are on track to:</p> <ol style="list-style-type: none"> 1. achieve targets for all groups and all subjects 2. achieve targets for the P8 performance measure 3. achieve targets for the A8 performance measure 4. achieve targets for the A8 performance measure for disadvantaged students 5. achieve targets for the A8 performance measure for SEND students 6. achieve targets for the A8 performance measure for boys 	<p><u>SUMMER KPT 2018 GCSE RESULTS</u></p> <ol style="list-style-type: none"> 1. Outcomes enhanced for all groups of pupils across all subjects 2. P8 better than -0.3* 3. A8 39.0 (using 2017 point scores) 4. Disadvantaged students A8 38.0 5. SEN students A8 21.0 (cohort dependent) 6. Boys A8 37.0* 7. A8 gap disadvantaged vs national other 14.7 8. 'Standard Pass' Basics E&M 4+ 43% 9. 'Good Pass' Basics E&M 5+ 18% 10. At KS3, outcomes are enhanced for all groups of students across all subjects, evidenced by subject stage

	<p>*Because of comparable outcomes, mixed grades and the impact of national performance on P8, accurate prediction of P8 is limited.</p>	<ol style="list-style-type: none"> 7. achieve targets for A8 gap disadvantaged vs national 8. achieve targets for 'Standard Pass' Basics E&M 4+ A 9. achieve targets for 'Good Pass' Basics E&M 5+ 10. At KS3, outcomes are on track to improve for all groups of students across all subjects, evidenced by subject stage averages. 	<p>averages and students are KS4 ready to achieve positive P8</p> <p>*Because of comparable outcomes, mixed grades and the impact of national performance on P8, accurate prediction of P8 is limited.</p> <p>*As part of phase 2, predicted outcomes will be revisited in autumn 2017 once national outcomes have been published</p>
<p>Quality of Teaching, Learning and Assessment</p>	<ol style="list-style-type: none"> 1. Lesson observations, learning walks plus book scrutiny show new marking and feedback policy is being applied 2. Lesson observations show that teachers are beginning to use assessment information to plan lessons 3. All staff are aware of the need to urgently enhance outcomes for all students especially disadvantaged, boys and SEN groups 4. Assessment data shows that some teachers have high expectations of what students can achieve 5. Lesson observations show improvements in questioning to challenge and stretch students 	<ol style="list-style-type: none"> 1. Lesson observations, learning walks plus book scrutiny show new marking and feedback policy is being used to assess students 2. Lesson observations show that teachers use accurate assessment information to plan lessons 3. All staff have a seating plan identifying students to urgently enhance outcomes for all especially disadvantaged, boys and SEN group 4. Assessment data shows that most teachers have high expectations of what students can achieve 5. Lesson observations show further improvement in questioning to challenge and stretch students 6. Lesson observations show improvements in student literacy 	<ol style="list-style-type: none"> 1. Lesson observations, learning walks plus book scrutiny show new marking and feedback policy is being used to assess students' progress accurately 2. Lesson observations show that teachers use accurate assessment information to plan lessons to suit the needs of all pupils 3. All staff have a seating plan identifying students to urgently enhance outcomes for all especially disadvantaged, boys and SEN groups and plan accordingly 4. Assessment data shows that the vast majority of teachers have high expectations of what students can achieve

	<ul style="list-style-type: none"> 6. Lesson observations show that there is a focus on literacy skills and this is confirmed by work scrutiny 7. In 30% of lessons student progress is judged to be good or better 	<ul style="list-style-type: none"> skills and this is confirmed by work scrutiny 7. In 70% of lessons student progress is judged to be good or better and the % outstanding is increasing 	<ul style="list-style-type: none"> 5. All lesson observations show questioning that engages and challenges students 6. Lesson observations show that literacy skills are routinely a focus leading to improvements and this is confirmed by work scrutiny 7. In 100% of lessons student progress is judged to be good or better and the % outstanding is increasing
<p>Personal Development, Behaviour, Safety and Wellbeing</p>	<ul style="list-style-type: none"> 1. Attendance for all students to rise above 91.3 % for the period 2. PP attendance to rise above 90.5% for the period 3. PA has reduced to below 27.7% 4. A 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 5. New behaviour system, to impact on all students is devised and ready to launch at the start of phase 2 6. New behaviour system, to impact on PP is devised and ready to launch at the start of phase 2 7. Sessions lost to exclusions are below 0.30% 	<ul style="list-style-type: none"> 1. Attendance for all students to rise above 92.8 % for the period 2. PP attendance above 91.0% for the period 3. PA has reduced to 22.6% 4. Newly launched behaviour system is applied consistently and leads to a reduction in low level disruption and staff referrals of students 5. New behaviour system is being used to effectively reduce use of internal isolation for all students 6. New behaviour system is being used to effectively reduce use of internal isolation for PP students 7. Sessions lost to exclusions are below 0.25% 	<ul style="list-style-type: none"> 1. Attendance for all students to rise above 94.3 % for the period 2. PP attendance above 92.0% for the period 3. PA has reduced to below 20 % 4. Behaviour system is applied consistently and ensures that low-level disruption is very rare and does not disrupt learning 5. There is further reduction of use of internal isolation for all students due to effective faculty support of school behavioural system 6. There is further reduction of use of internal isolation for PP students due to effective faculty support of school behavioural system 7. Sessions lost to exclusions are below 0.20%

<p>Effectiveness of Leadership and Management</p>	<ol style="list-style-type: none"> 1. T, L & A policies (marking and feedback, QA, PM) are reviewed and updated. The implementation of this across all subjects is improving. 2. Evidence from the new QA meeting programme ensures senior leaders are aware of the strengths and weaknesses of the school/faculties 3. Ofsted report and self-evaluation process is used to identify school priorities for the following academic year 4. Training plan in place to develop the skills of leaders to improve the quality of teaching and to raise pupils' achievement 5. 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 6. 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 7. Commission external governance review, share outcomes and generate actions 	<ol style="list-style-type: none"> 1. T, L & A policies (marking and feedback, QA, PM) are implemented consistently across all subjects. 2. Evidence from the QA meeting programme ensures senior and middle leaders have an understanding of the strengths and weaknesses of the school/faculties 3. SEF and faculty SEF and development plans demonstrate a consistent focus on the identified school priorities 4. Leaders of different subjects and groups develop skills to improve the quality of teaching and to raise students' achievement 5. PP and Y7 catch-up funding is used to improve outcomes for disadvantaged students and younger students who have fallen behind 6. Strategies for improvement ensure that governors and the sponsor (RLT) hold leaders to account for improving the quality of teaching and students' achievement 7. Implement actions from external governance review 	<ol style="list-style-type: none"> 1. T, L & A policies (marking and feedback, QA, PM) impact directly on improved student progress 2. Leaders use evidence from the QA meeting programme to have an accurate understanding of the strengths and weaknesses of the school/faculties and weaknesses are addressed with urgency 3. Identification of school priorities leads to swift action by leaders impacting positively on student progress 4. Leaders of different subjects and groups use their skills to improve the quality of teaching and to raise students' achievement 5. PP and Y7 catch-up funding is used effectively to improve outcomes for disadvantaged students and younger students who have fallen behind 6. Strategies for improvement ensure that governors and the sponsor (RLT) hold all leaders to account for improving the quality of teaching and student's achievement and take action where necessary 7. Measure and evaluate impact of actions from external governance review
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Leadership and Management

KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:					
KEY PERFORMANCE TARGETS:	Phase 2, Target 1 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’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
Senior leaders, with the support of the sponsor, to rigorously monitor the use of T,L & A (marking and feedback, QA, PM) policies and to review the impact in terms of quality of teaching	<ul style="list-style-type: none"> • QA of written feedback to check that it supports progress clearly by stating what students need to do to improve, monitored by a Trust/SLT book scrutiny (RCo – week 1 in October 2017) • SLT to identify clear actions for subject areas or staff as a result of this QA (ADo- September 2017) • RLT (EHOFs X2 and head of school improvement) involvement in all paired formal lesson observations in autumn term using RLT documentation ensuring standardisation of lesson judgements (RCo September 2017) • All formal observations will be paired with one RLT member and SLT or HOF, ensuring standardisation of judgements (RCo- September 2017) 	T, L & A policies (marking and feedback, QA, PM) are implemented consistently across all subjects.	1.Each member of SLT has completed a full formal observation with RLT and are now judging progress at the agreed standard	1.SLT are now confident in their judgements of progress in lessons which shows that capacity is built and there is less dependence on the RLT	1.Interim review of PM targets ensures that actions are put in place so that colleagues stay on track contributing to whole school improvement

	<ul style="list-style-type: none"> • All teachers must apply the agreed subject marking and feedback policy routinely with HOFs holding their teams to account (ADo - September 2017) • HT supports the PM process by ensuring RLT documentation and procedures are followed (WLe – September 2017) • Standardised approach introduced across faculties to monitor the quality of teaching, learning and assessment (ADo) phase 2 		<p>2.Each member of SLT confidently offers detailed and fully developmental feedback from lesson observations, raising standards</p> <p>3.PM review meetings and the data target for 2017-18 is set for each member of staff</p>	<p>around observations</p>	
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KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:					
KEY PERFORMANCE TARGETS:	Phase 2, Target 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’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To ensure senior leaders and middle leaders follow the QA meeting programme and use it to identify strengths and weaknesses of the school/faculties	<ul style="list-style-type: none"> Meetings supporting the quality assurance process introduced between SLT line managers and HOF/HOD will increase from monthly meetings to fortnightly meetings, allowing for SLT intervention where the policy is not having the desired impact (WLE – September 2017) SLT line managers will include book monitoring in fortnightly meetings, looking at a selected sample of books in each meeting (ADo - September 2017) Follow a calendar of fortnightly SLT/HOF line management QA meetings focusing on L&M, PDB&W and T,L& A with student outcomes underpinning all meetings (September 2017) MAD time must be provided to students and work should be clearly labelled MAD as per the agreed marking and feedback policy, monitored through 	Evidence from the QA meeting programme ensures senior and middle leaders have an understanding of the strengths and weaknesses of the school/faculties	<p>1.Regularity of line management meetings increases from monthly to fortnightly following review the impact of meetings during the summer term</p> <p>2.Student outcomes now underpin all</p>	<p>1.Regularity of line management QA meetings increases SLT autonomy, evidenced by SLT meetings with the HT</p> <p>2.Middle leaders accept strengths and weaknesses of</p>	<p>1.SLT fully hold middle leaders to account posing challenging questions</p> <p>2.Further SLT monitoring, challenge and accountability</p>

	<p>fortnightly SLT line manager meetings (ADo – September 2017)</p> <ul style="list-style-type: none"> HOFs to produce modelled examples of feedback for each of the following: WWW, EBI and Next Steps (ADo – training day September 2017) 		<p>meetings instead of L&M, following a review of the impact of meetings during the summer term</p> <p>3.SLT share strengths and weaknesses of faculties with HT</p>	<p>faculties and plan for improvement</p> <p>3. There is a clear improvement in the quality of written feedback in books and middle leaders can discuss which teachers demonstrate best practice</p>	<p>are welcomed and expected by middle leaders and the impact of development plans is evident in classroom practice</p> <p>3. Marking and feedback is now a strength in the majority of faculties</p>
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KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:					
Phase 2, 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’.					
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To revisit the SEF and FSEFs at each POAP milestone ensuring self-evaluation is the main driver of school improvement	<ul style="list-style-type: none"> To continue to involve registered parents in the action plan process via letter and website, sharing actions from phase 2 (WLe - September 2017) Provide parents with an email address for response to action plan (WLe – September 2017) Review response from parents and provide feedback via website (WLe – end of October 2017) Revisit Phase 2 of the POAP with SLT and pick out key areas and share with all staff (WLe -September 2017) Update the school SEF at each POAP milestone, ensuring that self-evaluation is live and is continually tracking improvements and AFIs (WLe – October 2017, December 2017, March 2018) Revisit training delivered to middle leaders on new approach to faculty self-evaluation and 	SEF and faculty SEF and development plans demonstrate a consistent focus on the identified school priorities	1.Updated school SEF shows marginal gains in each of the 4 areas reflecting milestones in this POAP (All 4 areas moving towards Requires Improvement)	1.Updated school SEF shows clear improvements in each of the 4 areas reflecting milestones in this POAP(All 4 areas are evaluated as Requires Improvement)	1.Updated school SEF shows L&M are ‘good’ and there are improvements in each of the other 3 areas reflecting milestones in this POAP

	<p>development plan writing, ensuring faculty self-evaluation reflects the school SEF (RCo - September 2017)</p> <ul style="list-style-type: none"> • FSEFs reviewed monitoring HOF's understanding of their faculty's strengths and weaknesses (September 2017) • FDP rewritten where necessary with SLT overview of the areas for improvement (ADo- September 2017) • Share Phase 2 school post Ofsted action plan with Trust CEO and school HT, focusing on how to train SLT to apply actions (RCO - end of July 2017 ready for August 2017) 		<p>2.School and faculty self-evaluation is live and is continually tracking improvements and AFIs</p> <p>3.QA of FSEFs leads to clear and focused FDPs</p>	<p>2.School and faculty self-evaluation is live and is continually tracking improvements and AFIs</p> <p>3.RAG rating of FDPs shows that the influence of EHOFs means that English and maths are on track to meet targets for improvements</p>	<p>2.School and faculty self-evaluation is live and is continually tracking improvements and AFIs</p> <p>3.RAG rating of FDPs shows that the influence of EHOFs means that the majority of faculties are on track to meet targets for improvements</p>
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KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:					
Phase 2, 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’					
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To enhance the skills of leaders to improve the quality of teaching and to raise pupils’ achievement	<ul style="list-style-type: none"> • RLT to attend one meeting with SLT and each middle leader to further quality assure the QA process (RCo – October and November 2017) • Regularity of school SLT meetings to increase to two per week, with a regular agenda and actions , shared prior to each meeting (WLe - September 2017) • To review staff PM targets with SLT focusing on how PM fits with improvements in the quality of teaching (WLe - September 2017)) • SLT and HOFs to continue with paired learning walks, using skills developed during the strand review in June, to review the quality of teaching and the marking and feedback policy (ADo September 2017) • To deliver book scrutiny training to HOFs focusing on evaluating progress in students’ work (ADo – October 2017) 	Leaders of different subjects and groups develop skills to improve the quality of teaching and to raise students’ achievement	<p>1.The quality of T,L&A is a regular agenda item at senior and middle leader meetings</p> <p>2.Middle leaders can confidently</p>	<p>1. Outcomes of middle leader book scrutiny is shared with teachers and individual targets are set centred on improving student progress</p> <p>2.Marking and feedback</p>	<p>1.Exercise books and work in folders are evidence that the quality of teaching is improving</p> <p>2. 70% of staff ensure</p>

	<ul style="list-style-type: none"> All SLT to refer to the strand review report to hold middle leaders to account, focusing on actions to improve the quality of teaching, marking and feedback and to raise students' achievements. (RCO –September -2017) 		<p>use book scrutiny to judge the quality of progress over time, during learning walks</p>	<p>strand review 2 (November 2017) demonstrates improvements in the quality of feedback with 70% of staff effectively identifying next steps for students</p>	<p>that next steps identified for students lead to progress</p>
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KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:					
Phase 2, 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’.					
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To use PP and Y7 catch-up funding to improve outcomes for disadvantaged students and younger students who have fallen behind	<ul style="list-style-type: none"> • Induct centre manager into school emphasising the workings of school systems (JWe – September 2017) • Open a care centre with a curriculum designed to intervene with non-school ready KS3 students (JWe – September 2017) • Monitor use of school transport by disadvantaged students and any impact on attendance (JWe – September 2017) • Nominate a lead governor to champion disadvantaged students (WLe – September 2017) • Monitor closely the progress of groups within the disadvantaged groups, by ability, gender etc. (PMc – September 2017) • Use Y7 catch up funding to address the inadequate progress of the most able disadvantaged students 	PP and Y7 catch-up funding is used to improve outcomes for disadvantaged students and younger students who have fallen behind	<p>1.Provision for 1 cohort with a maximum 8 students is underway impacting on readiness for mainstream</p> <p>2. Information on the impact of school transport on attendance of disadvantaged</p>	<p>1. Report on the impact of the care centre is produced JWe</p> <p>2. Clear actions to improve the care centre are identified</p>	<p>1.The care centre is effective and evidence shows that students are making progress</p> <p>2.Evidence shows that catch up funding is improving outcomes for Y7</p>

			<p>students is now available</p> <p>3. Lead governor is identified</p>	<p>3. Lead governor has visited school and understands barriers to learning</p>	<p>students who had fallen behind</p> <p>3. Lead governor holds HT to account</p>
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KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:					
Phase 2, Targets 6 and 7					
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’					
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To implement actions from the governance review, ensuring the sponsor (RLT) works with governors to hold leaders to account for improving the quality of teaching and student’s achievement, using challenging questions as a strategy	<ul style="list-style-type: none"> Ensure that there is a consistent approach to governor induction training (CEO/RLT Board - September 2017) Circulate ‘School Governance –Learning from the Best’(WLe - September 2017) Review the structure of the governing body committees – (WLe - October 2017) Incorporate feedback on the work of the Governing Body into parent newsletters (WLe – September 2017) Introduce concept of ‘seminar topics’ – (WLe - November 2017) Provide basic ‘refresher’ training for all governors preferably through the use of seminar topics in-house or on a group/workshop basis at the school– (WLe – November 2017) Consider whether to allow the recruitment of co-opted and associate governors, on the basis of 	<p>Strategies for improvement ensure that governors and the sponsor (RLT) hold leaders to account for improving the quality of teaching and students’ achievement</p> <p>Implement actions from external governance review</p>	<p>1.All governors have the same basic introduction to the school and governorship</p> <p>2.The Governing Body are developing the skills required</p>	<p>1.Governor knowledge of key topics is improving rapidly</p> <p>2.Stakeholders are more aware of Governing Body activity</p>	<p>1.All governors have similar levels of knowledge</p> <p>2.Governors know what is expected of them and show high confidence in</p>

	<p>specific skills required – (CEO/RLT Board October 2017)</p> <ul style="list-style-type: none"> • Commission a bespoke training workshop at the school to focus on governors’ roles and responsibilities (CEO/RLT Board – October 2017) • Have PMc present as a seminar topics before a LGB meeting on internal and external data systems (WLe- November 2017) • Governors maintain involvement in the evolution and monitoring of the Post Ofsted Action Plan (Chair of Governors - from September 2017) 				<p>challenging the HT</p>
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Teaching, Learning and Assessment

KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:					
KEY PERFORMANCE TARGETS:	Phase 2, 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’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To rigorously monitor the application and impact of the whole school marking and feedback policy supporting the assessment of progress	<ul style="list-style-type: none"> • RLT – (HOSI and EHOFS) to observe all teachers in English and maths in the autumn term (RCo – autumn term 2017) • All teachers must apply the agreed subject marking and feedback policy routinely with HOFs holding their teams to account (ADo – September 2017) • To provide HOFs with a faculty QA calendar template and to train on how to plan this out, focusing on monitoring of how assessment is used to inform planning (ADo - September 2017) • Further training to ensure written feedback supports progress clearly by stating what students need to do to improve (ADo – September 2017) • HOFs to produce modelled examples of feedback for each of the following: WWW, EBI and Next Steps (ADo - September 2017) 	<p>Lesson observations, learning walks plus book scrutiny show new marking and feedback policy is being used to assess students</p> <p>(In 70% of lessons student progress is judged to be good or better)</p>	1.All teachers provide students with MAD (make a difference) time to improve their work following feedback	1.Strand review feedback informs staff that in the majority of lessons, MAD time leads to increased progress	1.Maintenance marking and feedback, including MAD time are embedded as an area of strength in school

	<ul style="list-style-type: none"> • MAD time must be provided to students and work should be clearly labelled MAD as per the agreed marking and feedback policy (ADo- September 2017) • Training for staff on reducing the time spent delivering lessons from the front of the classroom (ADo – September 2017) • Further training on developing questioning techniques, specifically open ended questions to challenge and stretch students (ADo- September 2017) • Training for staff on giving clear timings for tasks and chunking lessons so that students take ownership of their learning (ADo – October 2017) • Training on providing students with time to articulate their learning/thinking by allowing them to discuss their work in either pairs or groups (ADo – October 2017) • Introduce a school approach to seating plans ensuring that students have an opportunity to interact with each other and the teacher (ADo – November 2017) • QA improvements in the quality of work in books, expectations of staff and how they share these with students (ADo- Marking and Feedback Strand Review in November 2017) • Develop modelled examples of work to show students what excellence looks like and share it more regularly in class and through displays around faculties (ADo-November 2017) 				
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KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:					
KEY PERFORMANCE TARGETS:	Phase 2, 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’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To work with middle leaders to develop systems ensuring teachers are using accurate assessment information to plan lessons	<ul style="list-style-type: none"> • Ensure that relevant data is provided to HOF/HOD (PMc -from September 2017) • A map of formal assessments at KS3 and KS4 are held centrally to aid QA (PMc- October 2017) • To train staff on new target setting procedures and understanding of the idea of aspirational targets, ensuring that whilst they are stretching, they are attainable (PMc – September 2017) • To refer to the revised RLT KS3 criteria and to rewrite SOW and assessments ensuring they are not too adrift from national curriculum programmes of study (ADo – September and October 2017) • HOF/HOD to continue to monitor teachers understanding and use of relevant data for planning (ADo- September 2017 onwards) • Implement amended QA calendar for SLT and middle leaders (ADo- August 2017) 	<p>Lesson observations show that teachers use accurate assessment information to plan lessons</p> <p>(In 70 % of lessons student progress is judged to be good or better)</p>	<p>1. There is a school overview of all summative assessments KS3 and KS4</p> <p>2. HOFs track assessment data regularly</p>	<p>1. Faculty moderation of summative assessments occurs frequently</p> <p>2. HOFs track assessment data regularly and there is some evidence of</p>	<p>1. Both formative and summative assessments are reliable and robust</p> <p>2. HOFs track assessment data regularly there is evidence that the</p>

	<ul style="list-style-type: none"> • Cross-trust moderation of KS3 and KS4 assessments (RCo – December 2017) • Provide students with stages/grades for skills and use assessment information to plan learning (ADo-autumn 2017) 			<p>this being used to inform planning</p>	<p>majority of teachers are using this to inform planning</p>
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KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:					
KEY PERFORMANCE TARGETS:	Phase 2, 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’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To ensure the focus on 'groups' in QA meeting impacts on learning and progress	<ul style="list-style-type: none"> To share outcomes of the pupil premium review with all staff leading to an understanding of the importance of focusing on specific groups (WLe-September 2017) To develop a system whereby QA meeting notes are an agenda item at each faculty meeting (ADo – September 2017) Data provided to all teachers on subgroups in each class set which is used in QA discussions (PMcK – September 2017) Faculty QA calendar to include a book scrutiny focusing on specific subgroups at specific dates in the year (ADo- produce in September 2017 for the t academic year) 	<p>All staff have a seating plan identifying students to urgently enhance outcomes for all especially disadvantaged, boys and SEN group</p> <p>(In 70% of lessons student progress is judged to be good or better)</p>	1.All teachers use date of students in their class sets to plan lessons	1.Seating plans and data on groups of students are available in each classroom during each lesson	1.SLT have reviewed approach to sharing data on groups and have adapted the approach according to findings

	<ul style="list-style-type: none"> • Staff training stemming from AFIs identified in the November strand review focusing specifically on the progress of particular groups (ADO- January training day 2018) • HOFs will plan to provide feedback to teachers on the quality of work in their books for the group of students, outlining clear actions for improvement (ADo – January 2018) 				
To develop a 'can do' culture' amongst teachers with regard to all students	<ul style="list-style-type: none"> • Staff briefing and staff meetings will be used to remind staff of school priorities in the POAP (WLE - September 2017) • To give clear direction, in the form of a policy document, on the school approach to aspirational targets for students (PMc - October 2017) • To create a document outlining expectations of a KHS lesson, including differentiation and questioning (ADo- September 2017) • SLT weekly meetings to focus on the school aspiration to be judged as 'good' by Ofsted within 20 months (WLe – September 2017) • Intervention at department, faculty and school level continually planned and reviewed based on current student attainment (MTU – October 2017) 	<p>Assessment data shows that most teachers have high expectations of what students can achieve</p> <p>(In 70% of lessons student progress is judged to be good or better)</p>	<p>1.Students are aware of their average target stage at KS3 and their GCSE target grade at KS4</p>	<p>1.Targets stages/grades are referred to in lessons and students understand how they are progressing</p>	<p>1. Targets stages/grades are referred to in lessons and students understand how they are progressing and can talk about what they need to do to improve</p>

KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:					
KEY PERFORMANCE TARGETS:	Phase 2, 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				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To continue to deliver a training programme on developing questioning to challenge and stretch students	<ul style="list-style-type: none"> Staff training programme on questioning techniques using research based evidence to highlight the effectiveness of quality questioning (ADo – September 2017) Ensure RLT lesson observation documentation is used to an agreed standard (RCo – October 2017) Revisit the AFIs around questioning from the June 2017 strand review learning walks 	<p>Lesson observations show further improvement in questioning to challenge and stretch students</p> <p>(In 70% of lessons student progress is judged to be good or better)</p>	1.Questioning is a feature in ever lesson	1.Questioning is effective in the majority of lessons, leading to deepened understanding	1.Questioning is a key strength in the majority of lessons

KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:					
KEY PERFORMANCE TARGETS:	Phase 2, Target 6 Comment from Ofsted report (AFI 5) – ‘developing and implementing a policy which is followed by all teachers to improve pupils’ literacy skills’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To support literacy leads with a focus on improving both staff and student literacy	<ul style="list-style-type: none"> • Training to develop approach to literacy and writing skills in humanities and science(RLi - September 2017) • Launch new approach to Lexia (reading programme) following review in July (JPg – September 2017) • RLT training for literacy teachers on how to track progress using Lexia (RCo- October 2017) • Launch new SOW following review of literacy curriculum (JPg - September 2017) • Further develop student oracy in all lessons by ensuring students answer questions in full sentences, encouraging use of Standard English (RCo- learning walks - September to December 2017) • Continue weekly emails to staff focusing on one point of Standard English (RLi ongoing) 	<p>Lesson observations show improvements in student literacy skills and this is confirmed by work scrutiny</p> <p>(In 70% of lessons student progress is judged to be good or better)</p>	<p>1.VCOP posters are in each classroom</p> <p>2.New literacy schemes of work are launched</p>	<p>1.VCOP posters are referred to regularly in lessons and there is a house approach to writing emerging</p> <p>2. New literacy schemes of work are embedded</p>	<p>1.Standards in writing are improving, particularly in humanities and science</p> <p>2. New literacy schemes of work are having</p>

	<ul style="list-style-type: none"> • Use the KHS literacy marking symbols appropriately and refer to VCOP posters to support students (JPg- September 2017) • Ensure that names, class, teacher, set and room are clearly set out on the front of newly launched book covers (RCO – September 2017) • Include standards of presentation as part of regular faculty work scrutiny (ADo- September 2017) • Review homework practices in faculties and develop a homework policy document (ADo – December 2017) • Re-audit staff oracy and literacy to provide group or individual training (RLi - autumn 2017) • Revisit whole staff training on overarching literacy strategy, including how literacy fits with newly launched marking and feedback policy (RLi - autumn Sept) • Revisit whole staff training on use of VCOP in both spoken (VCO) and written (VCOP) responses (JPG – autumn 2017) 				measurable impact
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Outcomes

KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students					
KEY PERFORMANCE TARGETS:	Phase 2, Targets 1, 2 and 3 Comment from Ofsted report (AFI) – ‘enhancing outcomes for all groups of pupils across all subjects’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To ensure that improvements in the quality of teaching rapidly increase outcomes for all students	<ul style="list-style-type: none"> • See actions in T,L&A section 	Y11 internal data demonstrates that Y11 are on track to: <ul style="list-style-type: none"> • achieve targets for all groups and all subjects • achieve targets for the P8 performance measure • achieve targets for the A8 performance measure 	On track (Specific data will be included once results analysis has occurred in September 2017)	On track (Specific data will be included once results analysis has occurred in September 2017)	On track (Specific data will be included once results analysis has occurred in September 2017)

KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students					
KEY PERFORMANCE TARGETS:	Phase 2, Target 4, 5, 6,7, 8 and 9 a. 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				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 –March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 –March '18) Milestone 3 Start of March 2018
- To ensure that improvements in the quality of teaching rapidly increases outcomes for: boys, disadvantaged pupils, and those who have special educational needs and/or disabilities	<ul style="list-style-type: none"> • See actions in T,L&A section 	Y11 internal data demonstrates that Y11 are on track to: <ul style="list-style-type: none"> • achieve targets for the A8 performance measure for disadvantaged students • achieve targets for the A8 performance 	On track (Specific data will be included once results analysis has	On track (Specific data will be included once	On track (Specific data will be included once results

		measure for SEND students <ul style="list-style-type: none"> • achieve targets for the A8 performance measure for boys • achieve targets for A8 gap disadvantaged vs national • achieve targets for 'Standard Pass' Basics E&M 4+ A • achieve targets for 'Good Pass' Basics E&M 5+ 	occurred in September 2017)	results analysis has occurred in September 2017)	analysis has occurred in September 2017)
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KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students					
KEY PERFORMANCE TARGETS:	Phase 2, Target 10 Comment from Ofsted report (AFI) – ‘enhancing outcomes for all groups of pupils across all subjects’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To make use of KS3 tracking data to improve outcomes	<ul style="list-style-type: none"> • Revisit staff training on use of InnovED as a tracking of assessment tool to ensure that confident use of the system is embedded (PMc – Training Day September 2017) • Use reviewed stage criteria from KS3 specifications, ensuring accuracy of assessment (PMc -September 2017) • Create a presentation for students explaining how they are assessed in each key stage to be shared on their first day back in September during an extended form period (PMc - September 5th 2017) • RLT QA of use of InnovEd, the KS3 tracking system (PSM - January 2018) • Use InnovEd to track progress in HOF and SLT line management meetings ensuring that data/student outcomes underpin each meeting (ADo – September 2017) 	<p>At KS3, outcomes are on track to improve for all groups of students across all subjects, evidenced by subject stage averages.</p>	1.All staff confidently use InnovEd to track the progress of students	1.There is evidence of intervention and gap filling as a result of the reliable tracking system	1.The gap filling and intervention strategies are having an impact on student progress

Personal Development Behaviour, Safety and Wellbeing

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing					
KEY PERFORMANCE TARGETS:	Phase 2, 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’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 –March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 –March '18) Milestone 3 Start of March 2018
To review phase 1 strategies to improve attendance for all pupils	<ul style="list-style-type: none"> • Pastoral structure and responsibilities to be reviewed and changed where appropriate • Develop individual action plans for key roles (JWe- September 2017) • Access RLT support to improve attendance (JWe – September 2017) • Consult a local school, in a similar context, with above national average attendance (JWE- September 2017) • Introduce a reward system to recognise improvements in attendance (JWe- September 2017) 	1.Attendance for all students to rise above 92.8 % for the period	1.Whole School 91.8%	1. Whole School 92.3%.	Whole School >92.8%

	<ul style="list-style-type: none"> • Develop a replacement for the LA led home visit system (JWE – September 2017) • Implement the new home visit system (JWe- October 2017) • Improve communication with key stakeholders to share information on identified trends including weekly attendance meeting with year teams(JWe – Sept 17) • To ensure all communication with students and parents around attendance refers to hours of learning lost as opposed to % attendance (JWe- September 2017) • Use existing strong relationships of the pastoral support officers (PSO) for first day response calls (JWe – Sept 17) 				
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KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing					
KEY PERFORMANCE TARGETS:	Phase 2, Target 2 Comment from Ofsted report (AFI) – ‘raising attendance for all pupils, especially disadvantaged pupils and those who have special educational needs and/or disabilities’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To review phase 1 strategies to improve attendance for disadvantaged and SEND students	<ul style="list-style-type: none"> • See actions for phase2, target 1 • Ensure the Inclusion team work alongside the attendance team to support students and families to identify and remove barriers to regular attendance (JWe- September 2017) • Utilise the skills of the youth engagement officer to break down barriers to regular attendance of ‘hard to reach’ disadvantaged students (JWe- September 2017) 	PP attendance above 91.0% for the period	PP 90.7%	PP 90.9%	PP >91%

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing					
KEY PERFORMANCE TARGETS:	Phase 2, Target 3 Comment from Ofsted report (AFI) – ‘raising attendance for all pupils, especially disadvantaged pupils and those who have special educational needs and/or disabilities’				
Objective	Actions to be taken including timescale and who is accountable (named person in brackets)	Outcome/Impact	PHASE 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To review phase 1 strategies to reduce PA	<ul style="list-style-type: none"> • See actions for phase2, targets 1 & 2 • Access RLT support to develop strategies around PA • Introduce a Kirkby attendance contract aimed at students approaching the 90% benchmark for PA (JWe- September 2017) • Devise system whereby sporadic absence is monitored and dealt with swiftly and robustly (JWe- September 2017) 	PA has reduced to 22.6%	PA < 26.0 %	PA < 24.3 %	PA < 22.6 %

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing

KEY PERFORMANCE TARGETS: Phase 2, Targets 4, 5 and 6
 Comment from Ofsted report (AF2) – ‘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 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To monitor application of the new behaviour system	<ul style="list-style-type: none"> • Introduce new behaviour system during Inset day (JWe – Sept 17) • Ensure all staff are trained in how to input incidents on the new behaviour monitoring system, CPOMS (JWe – Sept 17) • Further training to be provided to HOFs and HOYs providing them with an overview of incidents across the whole school enabling them challenge staff on classroom management processes (JWe- 2017) • Review behaviour data half termly so that interventions can be more swiftly employed to tackle behaviour of all sub groups (JWe – 2017) 	<p>1.Newly launched behaviour system is applied consistently and leads to a reduction in low level disruption and staff referrals of students.</p> <p>2.New behaviour system is being used to effectively reduce use of internal isolation for all students</p> <p>3.New behaviour system is being used to effectively reduce use of internal isolation for PP students</p>	1.The new pastoral structure is in place and QA of the new roles is having impact	1. Evidence, in the form of minutes form QA meetings, show that HOFs and HOYs are making effective use of data to target inappropriate behaviour	1. A report generated by JWe shows that an initial spike in detentions earlier in the academic year is levelling or decreasing

	<ul style="list-style-type: none">• Develop and log home-school communication appropriately using the new behavioural system to ensure that staff are regularly and effectively communicating inappropriate behaviour to parents. (JWe – Oct 17)				
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KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing					
KEY PERFORMANCE TARGETS:	Phase 2, Target 7 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 2 (August '17 – March '18) Milestone 1 End of October 2017	PHASE 2 (August '17 – March '18) Milestone 2 End of December 2017	PHASE 2 (August '17 – March '18) Milestone 3 Start of March 2018
To monitor use of de-escalation strategies and their impact	<ul style="list-style-type: none"> • Timetabled, joint SLT learning walks to increase SLT presence in lessons (PMc – Sept 17) • Duty manager system covered by SLT (PMc – Sept 17) • Modelled responses to challenging behaviour during inset training (JWe – Sept 17) • HOF to monitor behaviour through CPOMS and identify areas of CPD required (SLT – Oct 17) • Focus on de-escalation strategies in PD,B,S&W meetings monitoring any potential impact on student outcomes (ADo-September 2017) • Staged detention system implemented (JWe – Sept 17) 	Sessions lost to exclusions are below 0.25%	PP < 0.37% Overall < 0.29	PP < 0.34% Overall < 0.27	PP < 0.30% Overall < 0.25

	<ul style="list-style-type: none">Care Centre to open – nurture environment for students with most challenging behaviour (JWe – Sept 17)				
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