Kirkby High School

Ofsted Action Plan

Phase 3

April 2018 –December 2018

- **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 RCO (HT) and at Trust level will be carried out by PRI (EHT).**
- **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) -** RCO (Rochelle Conefrey –Headteacher) PMC (Paul McKendrick – DHT), ADo (Anna Dobson – DHT), JWE (Jason Webb – AHT), KSo (Karen Soper - AHT), MTU (Mandy Turner –AHT), AWA – Aspirant Leader), JPG (Jonathan Greenbank - PSHE)
- **Key Personnel (Trust):** PRI (Phil Rimmer - EHT), CBO (Christian Bolton –Head of School Improvement) MG (Michael Gaskill – Director of Education and Leadership)

KIRKBY HIGH SCHOOL
<u>Statement of Action</u>:

Introduction

Kirkby High School (KHS) has been judged as requiring 'special measures' following the Ofsted Section 5 Inspection of 21st-22nd February 2017. This document provides the Multi-Academy Trust's statement of support and improvement plan, together with its intended strategy for supporting, monitoring and evaluating the school as required by Ofsted's guidance, with regard to schools identified as requiring special measures.

The Additional Support the Trust will Commission

The Trust will ensure that the required reviews of governance and Pupil Premium take place swiftly and the findings of these are implemented. External support from our consultant will continue and be used as an additional validation and challenge to the leadership on progress made with the action plan.

Arrangements to Inform Parents

Parents and prospective parents have been informed about the outcome of the inspection process and the report has been provided. Parents have also been invited to make personal contact with the school to meet individually with leaders and discuss the report's findings. Three meetings have been held for the parents to discuss the report and answer their questions and concerns and gather their views. This action plan will be posted on the website for all parents with a dedicated email address (actionplan@kirkbyhighschool.net) for them to comment and have input.
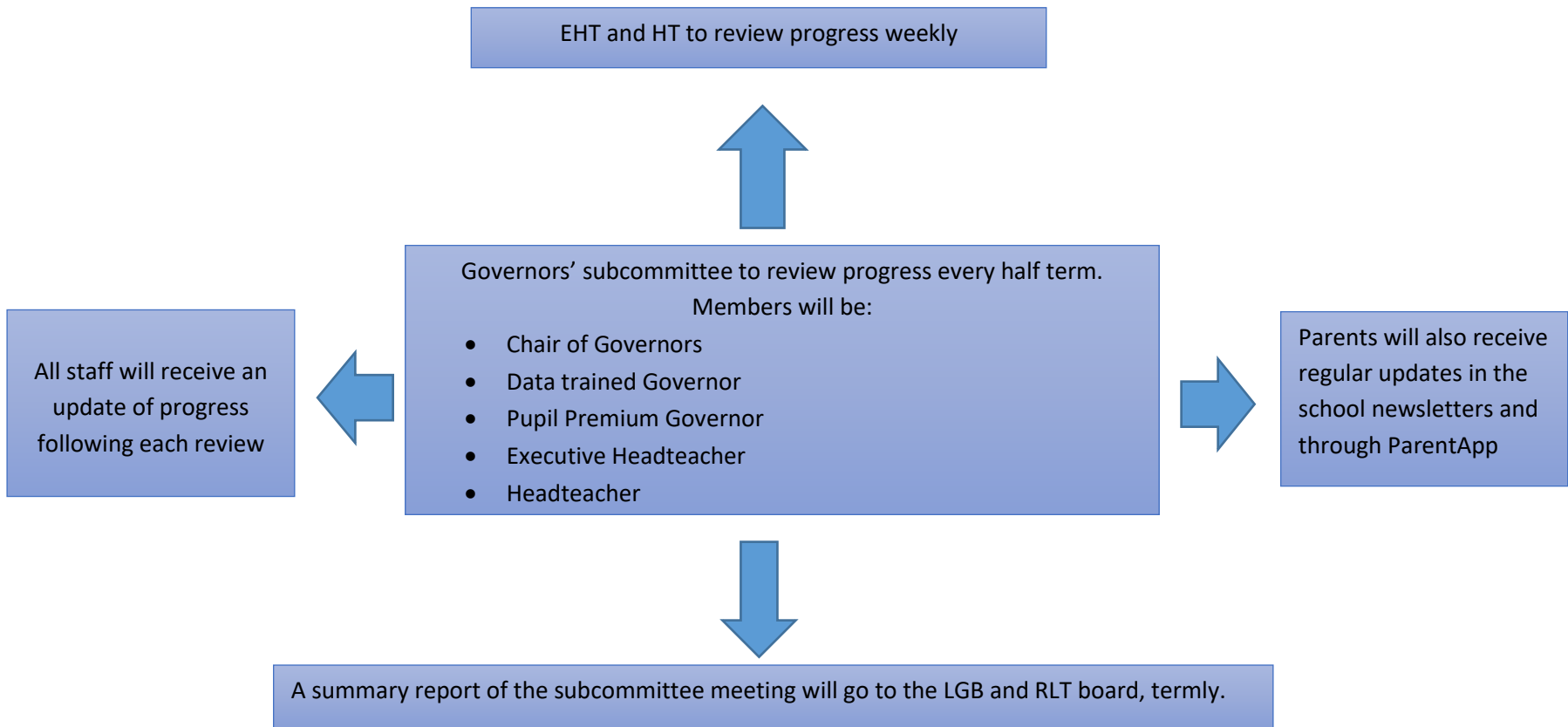
<u>**Improvement Plan:**</u>

How the Trust will Monitor & Evaluate Progress

The Trust will monitor and evaluate progress against the improvement plan by:
- The EHT will carry out regular school reviews and provide a report to the additional governors' subcommittee, which meets every 6 weeks, to monitor the school's progress. The governor's subcommittee will be made up of three governors, the HT and the EHT and will provide robust challenge to the school on the progress being made. Dates already scheduled are TBC.
- Where necessary an external consultant may be brought in to assist the EHT in these reviews. This will bring independence to the system and provide further challenge to the school. During these visits the school's progress towards targets and the successful implementation of the action plan will be scrutinised and evaluated.
- The EHT will meet weekly with the HT to measure progress against the targets and the impact of the improvement plan.

- 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.
- Termly meetings will occur with the RLT board to monitor progress against the targets and the impact of the improvement plan.
- All progress will be evaluated against the clear Key Performance Targets in the school's action plan.

The Trust has outlined 3 distinct phases to the improvement of Kirkby High School. These are March to July 2017, August 2017 to March 2018, April – December 2018. There are targets for all 3 phases in the table below. The improvement plan focuses on the first phase – March to July 2017 in detail. As this is updated and successes tracked the second phase will start to be planned in greater detail and then the third.

EHT and HT to review progress weekly

Governors' subcommittee to review progress every half term.
Members will be:
- Chair of Governors
- Data trained Governor
- Pupil Premium Governor
- Executive Headteacher
- Headteacher

All staff will receive an update of progress following each review

Parents will also receive regular updates in the school newsletters and through ParentApp

A summary report of the subcommittee meeting will go to the LGB and RLT board, termly.

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Budget for Implementing the Improvement Plan

The estimated budget for realising phase 3 of the improvement plan is:

Item	Days / detail	Total Cost (£)
External consultants/SLEs	TBC	£2,000
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
Boys engagement	Youth Engagement Officer	£15,000
	Total	**£93,000**

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	**SUMMER KPT 2017 GCSE RESULTS:** 1. Outcomes on track to improve on 2016 for all groups and all subjects 2. P8 better than **-0.6* (Actual -0.68)** 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%**	Y11 internal data demonstrates that Y11 are on track to: 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	**In April 2018, the newly appointed HT reviewed targets and adjusted the figures in accordance with current picture in school SUMMER KPT 2018 GCSE RESULTS and 2019 predictions** 1. Outcomes enhanced for all groups of pupils across all subjects 2. P8 better than **-0.3* (Changed to -0.67 for summer 2018 and –0.47 for summer 2019)** 3. A8 **39.0** (using 2017 point scores) **(Changed to 35.89 for summer 2018 and 37.57 for summer 2019)**

	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.	5. achieve targets for the A8 performance measure for SEND students 6. achieve targets for the A8 performance measure for boys 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.	4. Disadvantaged students A8 **38.0 (Changed to 34.87 for summer 2018 and 35.25 for summer 2019)** 5. SEN students A8 **21.0** (cohort dependent) **(Changed to 15.61 for summer 2018 and 22.54 for summer 2019)** 6. Boys A8 **37.0*(Changed to 33.34 for summer 2018 and 35.31 for summer 2019)** 7. A8 gap disadvantaged vs national other **14.7 (A8 gap disadvantaged vs national other TBC)** 8. **'**Standard Pass' Basics E&M 4+ **43% (Changed to 44% for summer 2018 and 49% for summer 2019)** 9. 'Good Pass' Basics E&M 5+ **18% (Changed to 23% for summer 2018 and 26% for summer 2019)** 10. **At KS3**, outcomes are enhanced for all groups of students across all subjects, evidenced by subject stage averages and students are KS4 ready to achieve positive P8 *Because of comparable outcomes, mixed grades and the impact of national performance on P8, accurate prediction of P8 is limited. *As part of phase 2, predicted outcomes will be revisited in autumn 2017 once national outcomes have been published

Quality of Teaching, Learning and Assessment	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 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	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 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	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 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

Personal Development, Behaviour, Safety and Wellbeing	1. Attendance for all students to rise above 91.3 % for the period *(91.1%)* 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% *(0.29%)*	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%	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%
Effectiveness of Leadership and Management	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	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	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

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	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	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

LEADERSHIP AND MANAGEMENT

KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 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 student progress	• QA of written feedback to check that it is linked to success criteria. Book review and learning walk proforma adapted (Strand review June 2018, AD) • SLT to identify clear actions for specific staff as a result of link meeting book reviews. HoFs to hold staff to account(QA meetings Summer term 2018, SLT) • All formal observations in the Summer term will be paired with one member of SLT and middle leaders ensuring standardisation of lesson judgements (Summer term 2018, AD) • New QA calendar in place (July 2018, AD) • All staff to set SMART targets which contribute to whole school improvement (July 18 and Sept 18, AD)	T, L& A policies (marking and feedback, QA, PM) impact directly on improved student progress	All staff have used the new PM documentation to set SMART targets for the next academic year Each middle leader has completed a full formal observation with SLT and are now judging progress at the agreed standard Marking and feedback is linked to success criteria in order to accurately assess students' progress	Review of PM targets ensures that colleagues contribute to whole school improvement Senior and middle leaders are confident at holding colleagues to account through the PM process Middle leaders offer detailed and fully developmental feedback from observations, raising standards Marking and feedback results in increased progress for all students

	• Middle leader training on PM process to increase their confidence at holding colleagues to account (Sept 2018, AD) • SLT/PM reviewers and HoFs standardise judgements of formal lessons observations (Autumn term 2018, AD) • QA of written feedback to check that it results in increased progress for all students (November strand review 2018, AD)			

KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3 (April '18 – December '18) Milestone 1 End of August 2018**	**PHASE 3 (April '18 – December '18) Milestone 2 End of December 2018**
To ensure senior leaders and middle leaders follow the QA meeting programme and use it to identify strengths and to act on weaknesses of the school/faculties with a sense of urgency	• Next level training for SLT line managers to ensure high standard in link meetings supporting the quality assurance process - new calendar set for the academic year 2018-19 (July 2018, AD) • Book monitoring in fortnightly meetings **will now be led by** middle leaders and HoF learning walks will result in specific areas for development (ongoing from Sept 2018, AD). • New QA calendar will include Faculty Health Checks (ongoing from Sept 2018, AD) • Observation will focus areas for development identified in previous observation (Sept 2018, AD) • HoFs will be involved in the November strand review, developing expertise and leqading to devolved leadership (November 2018, AD)	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	Middle leaders regularly use QA processes to improve the quality of teaching and learning within their faculties. Leaders use evidence from the QA meeting to have an accurate understanding of the strengths and weaknesses of the school / faculties	Middle leaders lead QA processes within their faculties. Middle leaders hold colleagues to account posing challenging questions Leaders use evidence from the QA meeting programme to address weaknesses urgently. The impact of middle leaders' development plans is evident in the classroom. Marking and feedback is now a strength in the vast majority of faculties

KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:				
Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To revisit the SEF and FSEFs at each POAP milestone ensuring self-evaluation is the main driver of school improvement with a focus on school priorities identified by leaders	• Develop a whole school format for presenting the data section of the faculty SEF to help inform decisions. (PMC – July 2018) • Faculty Development Plans to be RAG rated (April 2018, AD) and updated (Sept 2018, AD) • Faculty SEFs to be updated with QA evidence at their foundation (June 2018, AD)	Identification of school priorities leads to swift action by leaders impacting positively on student progress	All faculties are using the same presentation for their data section Middle leaders' faculty self-evaluation is live and driven by QA processes.	Data section will be update and reviewed by faculties and will inform the whole school SEF The impact of middle leaders' development plans is evident in the classroom. All faculties are on track to meet targets for improvement

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KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:				
Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To enhance the skills of leaders to improve the quality of teaching and to raise pupils' achievement	• SLE support for Science, Humanities, MFL, Computing, PE and Technology focusing on key priorities for each faculty to improve middle leadership (ongoing from April to July 2018, AD) • Pack created and provided for supply staff to enhance their induction process (April 2018, AD) • Senior leaders refer to the strand review areas for improvement to hold colleagues to account (June 2018, November 2018, AD) • Middle leaders refer to the faculty feedback from strand reviews to hold colleagues to account (June 2018, November 2018, AD) • HoFs to be involved in the learning walks during the strand review, using skills developed during the formal lesson observations, to review the quality of teaching and learning (November 2018, AD)	Leaders of different subjects and groups use their skills to improve the quality of teaching and to raise students' achievement	In 85% of lessons, student progress is judged to be good or better and the percentage outstanding is increasing. Each middle leader has completed a full formal observation with SLT and are now judging progress at the agreed standard	In 90% of lessons, student progress is judged to be good or better and the percentage outstanding is increasing Middle leaders offer detailed and fully developmental feedback from observations, raising standards,

KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:				
Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To effectively use PP and Y7 catch-up funding to improve outcomes for disadvantaged students and younger students who have fallen behind	• Create a first draft of the actual spending of PP and catch-up funding in preparation for Governors on June 20th (NWA 23rd March 2018) • 2nd draft/review of actual PP and catch-up spending report. (PMC 4th May 2018) • Collate evidence of impact from PP and catch up spending (PMC 4th June) • Present actual PP and catch-up spending report and impact to Governors (PMC 20th June 2018) • Re-visit the pupil premium strategy based on the impact and spending report. (PMC July 2018)	PP and Y7 catch-up funding is used effectively to improve outcomes for disadvantaged students and younger students who have fallen behind	Actual pupil premium and catch-up spending report completed Impact of pupil premium spending and catch-up funding produced and evaluated	Pupil premium and catch up funding strategy developed to maximise cost impact ratio Senior leader responsible for PP shares impact as a regular item at SLT meetings

KEY IMPROVEMENT PRIORITY: Improve Effectiveness of Leadership and Management by:				
Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To ensure that governors, working with the sponsor use the POAP phase 3 to hold new HT and all leaders to account	• NLG (Chair of Trustees to deliver training to all governors on 16th April AWI) • Review attendance at meetings and consult with governors about continued participation (May/June 2018) JB • Reorganise subcommittees, ensuring meetings are purposeful and focused (May/June 2018) CJ • Share guidelines on the format of LGB avoiding repetition of subcommittees (May/June 2018) • Arrange half termly challenge meetings between the C of G and HT (April 2018 onwards) • RLT and governors meet HT every 6 weeks to monitor progress of POAP (PRI to lead – ongoing)	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 Actions stemming from external governance review are having impact on leaders and wider school	All governors have the same basic introduction to the School and governorship All governors have similar levels of knowledge Governors know what is expected of them	A governing body with the skills required Governor knowledge of key topics is good

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TEACHING, LEARNING AND ASSESSMENT

KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To use line management to hold HOFs to account for ensuring that marking and feedback is rigorous and assesses progress accurately	• New faculty QA calendar in place for 2018-19 following a review of the impact of 2017/18 QA (Sept 2018, AD) • Book monitoring will continue in fortnightly meetings, led by middle leaders and HoF learning walks will result in specific areas for development (ongoing from Sept 2018, AD). • Further training on using assessment to plan (May, June 2018, AD)	Lesson observations, learning walks plus book scrutiny show new marking and feedback policy is being used to assess students' progress accurately **(In 90 % of lessons, student progress is judged to be good or better)**	In all faculties, MAD time leads to increased progress in most classes Heads of Faculty monitor the application and impact of their marking and feedback policy and identify areas of strength and weakness within their faculty, acting on weaknesses identified	In all classes, MAD time leads to increased progress Weak areas in terms of marking and feedback are at a minimum and are an area of focus in faculty development plans

KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To work monitor, review and improve systems ensuring teachers are using accurate assessment information to plan lessons	• Ensure that relevant data is readily accessible on SIMs. (PMC-w/b 16th April) • Arrange training for staff on the use of 3 matrix to identify cohorts of students (PMC-Twilight 2nd May) • Ensure there is a half-termly data snapshot for all year groups (PMc – April 2018) • Ensure the accessibility of data reports for link QA meetings (PMc – April 2018) • Include moderation and standardisation of assessment within faculties in the QA calendar (PMC - July 2018) • HoFs to continue to monitor teachers' understanding and use of relevant data for planning (ongoing through QA process, AD) • English and maths KS3 leads to observe, teach and meet with primary colleagues to develop links between the KS2 and KS3 curriculums (ongoing from April 2018, AD) • Senior leader for curriculum content to meet with senior leaders at primary schools to develop curriculum (ongoing from April 2018, AD)	Lesson observations show that teachers use accurate assessment information to plan lessons to suit the needs of all pupils **(In 90% of lessons, student progress is judged to be good or better)**	There is a clear data cycle in place with supporting mechanisms to ensure that the system is efficient Cross-trust moderation of summative assessments occurs regularly	Accurate data provided to the class teacher and key stakeholders is used to enhance progress There is evidence that the majority of teachers are using reliable assessment data to plan lessons to suit the needs of all pupils

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	- QA to ensure students are provided with stages / grades (strand review June 2018, AD) - Cross-trust moderation of KS3 and KS4 assessments (Summer 2018, AD) - Moderation of assessments with primary colleagues (September 2018, AD)			

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KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To ensure that seating plans are strategic in improving progress for specific groups	• Use class charts as part of lesson planning and feedback, ensuring specific groups are targeted according to need(AD – ongoing) • Observation feedback will focus on how strategic seating plans are in allowing learning to be maximised (AD – April 2018 onwards)	All staff have a seating plan identifying students to urgently enhance outcomes for all, especially disadvantaged, boys and SEN groups and plan accordingly	Data on groups, readily available in classrooms and during link meetings, is used to facilitate analysis of progress	Data on groups, is used to feedback on how seating plans encourage collaborative learning
To develop a data driven culture that supports that Kirkby Code and climate for learning	• Introduce a school approach to oracy, including slogan and discuss at QA meetings (April 2018, AD and AW) • Appoint AW as whole school literacy co-ordinator (May 2018) • Homework policy introduced to students, staff and parents and homework set and tracked online (April 2018, AD)	Assessment data shows that the vast majority of teachers have high expectations of what students can achieve **(In 90% of lessons, student progress is**	Lessons are planned using success criteria from KS3 / GCSE specifications All teachers set homework at frequency stated by policy Oracy posters are in each classroom and the majority of staff refer to them in lessons	All students within each class make some gains Assessment data shows that the vast majority of teachers have high expectations of what students can achieve. Homework leads to progress.

	• New attitude to learning criteria set for reporting and for use within lessons (April 2018, AD) • CPD library established in each faculty (May 2018, AD) • Models of excellence, linked to KS3 and GCSE specifications are displayed in all classrooms (April 2018, AD) • QA to ensure students are provided with stages / grades (strand review June 2018, AD) • Formal, focused staff induction programme established (July 2018, AD) • Application process established for staff for NPQML and NPQSL qualifications (July 2018, AD)	**judged to be good or better)**		Oracy posters are referred to as appropriate by all staff

	KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:			
KEY PERFORMANCE TARGETS:	Phase 3, 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 3 (April '18 – December '18) Milestone 1 End of August 2018**	**PHASE 3 (April '18 – December '18) Milestone 2 End of December 2018**
To continue to deliver a training programme on developing questioning to challenge and stretch students ensuring NQTs and new staff receive the same quality training	• Further CPD session on questioning and using assessment including success criteria to plan. Teaching and learning groups to have specific focus and staff to attend dependent on areas for development (May and June 2018, AD) • Trial of coaching continues and is evaluated via impact and staff voice. Changes made and decision whether it will continue through the new CPD programme for 2018-2019 (July 2018, AD) • Trial of 'open-door fortnight' to build ethos around school of sharing good practice (Summer term 2018, AD) • Evaluation of FACE teaching and learning programme (July 2018, AD) • New CPD programme established following evaluation of impact and evaluation of staff voice. The new programme will have a continued focus on school priorities (Sept 2018, AD)	All lesson observations show questioning that engages and challenges students **(In 90% of lessons, student progress is judged to be good or better)**	Questioning engages and challenges students in the majority of lessons Areas of strength, in terms of questioning, identified across school	Questioning engages and challenges students in the vast majority of lessons. Areas of strength, in terms of questioning, are used to develop areas in need of support

KEY IMPROVEMENT PRIORITY: Improve the Quality of Teaching, Learning and Assessment by:				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3 (April '18 – December '18) Milestone 1 End of August 2018**	**PHASE 3 (April '18 – December '18) Milestone 2 End of December 2018**
To appoint a new literacy co-ordinator increasing the focus and raising the profile	• Collate and analyse reading age data for year 7, 8 and 9. (PMC – April 2018) • Design a curriculum review including literacy (PMC/RC – September 2018 • Training to develop approach to literacy and writing skills in humanities and science to continue (ongoing –AW) • Continue weekly emails to staff focusing on one point of Standard English (ongoing – AW) • Continue and monitor use of KHS literacy symbols as part of QA process (ongoing - AW) • Following faculty CPD on language of exams, faculties to have exam preparation packs (April 2018 - AD) • English teaching staff to observe, teach and meet with primary colleagues to develop links between the KS2 and KS3 curriculums (ongoing from April 2018, AD) • Displays of key words in each classroom and referred to in lessons (April 2018, AD)	Lesson observations show that literacy skills are routinely a focus leading to improvements and this is confirmed by work scrutiny **(In 90% of lessons, student progress is judged to be good or better)**	Literacy leads use the data to mould the literacy interventions. VCOP posters are referred to in lessons and there is house approach to writing, evidenced in humanities, English and drama New literacy schemes of work are having measurable impact	Literacy leads assess the impact of the interventions and adapt. VCOP is having impact on all subjects where extended writing is an expectation eg science 6 mark answers Book reviews confirm that literacy skills are routinely a focus.

	• Knowledge organisers to be created as part of the new homework policy (May 2018, AD) • Assemblies on literacy to emphasise how to proof read and its benefits (AW –June and July 2018) • Each half term to have a specific focused theme to be referred to in all lessons for all years and MVPs to be awarded (AW - September 2018) • Colleagues who refer to VCOP in lessons to be recognised and part of the coaching group (AW -May, June 2018) • Partnership with local primaries to visit local library, engaging parents (July 2018) • Review impact of lexia schemes of work (JPG - July 2018, September 2018) • Literacy to be taught in the majority of cases by English teaching staff (September 2018, PMc) • PSHE curriculum development at Year 7 will enhance literacy skills in terms of thinking and oracy (JPG -September 2018) • PSHE half days to continue each term with a focus on student literacy (JPG - ongoing) • Reflective Fridays to be compulsory for all form classes (JPG - September 2018 • Ensure that new transition team carefully plan strategies to boost literacy and numeracy (AD and team May 2018 onward) • RLT school Improvement MG will use primary HT expertise to support in development of curriculum continuity between KS2 and KS3 (May 2018 onwards)		

OUTCOMES

KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3 (April '18 – December '18) Milestone 1 End of August 2018**	**PHASE 3 (April '18 – December '18) Milestone 2 End of December 2018**
To ensure that improvements in the quality of teaching rapidly increase outcomes for all students	• **See actions in T,L&A section**	Outcomes enhanced for all groups of pupils across all subjects *Because of comparable outcomes, mixed grades and the impact of national performance on P8, accurate prediction of P8 is limited.	Predicted (current Y11) P8 **-0.60** A8 **35.89** 'Standard Pass' Basics E&M 4+ **44%** 'Good Pass' Basics E&M 5+ **23%** **At KS3**, outcomes are enhanced for all groups of students across all subjects, evidenced by subject stage averages and students are KS4 ready to achieve positive P8	**Internal data for Y10 as POAP is written in April 2018 indicates that predictions in December 2018 for summer 2019 will be as follows:** P8 **-0.47** A8 **37.57** 'Standard Pass' Basics E&M 4+ **49%** 'Good Pass' Basics E&M 5+ **26%** **At KS3**, outcomes are enhanced for all groups of students across all subjects, evidenced by subject stage averages and students are KS4 ready to achieve positive P8

KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 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	• **See actions in T,L&A section**	**7**	Disadvantaged students A8 **34.87** SEN students A8 **15.61** (cohort dependent Boys A8 **33.34** Boys A8 **33.34** A8 gap disadvantaged vs national other **11.89** (Based on 2017 national other)	Disadvantaged students A8 **35.25** SEN students A8 **22.54** (cohort dependent) Boys A8 **35.31** A8 gap disadvantaged vs national other **TBC** (Based on 2018 national other)

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KEY IMPROVEMENT PRIORITY: Improve Outcomes for Students				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To make use of KS3 tracking data to improve outcomes for all groups of students	• CBO – RLT School Improvement – will QA and standardise the approach to tracking data and target setting across the Trust (from May 2018 onwards) • Provide staff training on use of InnovED as a recording tool and 3 Matrix as a tracking tool to ensure that confident use of the system is embedded (PMc – Twilight 2nd May 2018) • Complete a survey monkey to gain a baseline of current understanding of flightpaths and assessment (PMc – May 2018) This will be supported and monitored by RLT –CBO) • Complete a round of assemblies for year 7, 8 and 9 to provide information about RLT expectations based on entry levels. (PMc - w/b 30th April)	**At KS3**, outcomes are enhanced for all groups of students across all subjects, evidenced by subject stage averages and students are KS4 ready to achieve positive P8	Staff and students have a fuller understanding of flightpaths and target setting. (Survey Monkey)	Staff revisit targets setting and review current position of students on their flightpaths.

- Provide posters for the flightpaths for each classroom to raise awareness with students. (PMc - w/b 30th April) - Provide information and training, around the target setting strategy and expected discussions with pupils around the half termly data and target setting on sims (PMc - 2nd May Twilight) - Give opportunity for a target setting review week for all students in year 7 to 9 using half term 1 to 4 data (PMc - w/b 7th May) - QA targets set by staff on SIMs. (PMc -w/b 14th May) - To develop systems to facilitate forensic analysis of KS3 progress to the standard of KS4 analysis (MT – September 2018)		

PERSONAL DEVELOPMENT BEHAVIOUR, SAFETY AND WELLBEING

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To review phase 1 & 2 strategies to improve attendance for all pupils	• Following pastoral system review (CB – RLT support Feb 18), new pastoral structure agreed (April 18) • New pastoral system implemented with designated attendance mentors for students(JWe / KS Sept 18) • Revise SLT roles to increase impact on attendance (RCO – July 18) • Split behaviour and attendance roles (RCO June 2018) • CPD training for Student Mentors on attendance (JWe June 18) • Weekly attendance analysis meeting to identify individual students requiring intervention (JWe / Attendance manager – April 18)	Attendance for all students to rise above 94.3 % for the period	**Target 92.8%**	**Target > 94.3%**

	• Daily update on attendance provided to HT with a constant review of impact of strategies employed (JW – from April 2018) • Specific attendance action plan for summer term (JWe – April 18) • Increase regular communication with parents by introducing termly attendance letter highlighting individual student attendance (JWe / AW – April 18) • Introduce parents' coffee mornings to improve communication and discuss attendance issues(AW – June 18) • Raise profile of attendance further with regular assemblies linking attendance to achievement and promoting attendance competitions (AW – April 18) • Create an attendance information stand to be displayed in reception, which can also be used during parents' evenings (AW – May 18) • CPD training for key student mentor on Mental Health – barrier to attendance (JWe – May 18)			

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KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To review phase 1 & 2 strategies to improve attendance for disadvantaged and SEND students	**See actions for phase 3, target 1** • Review impact of Wave intervention cohorts, including attendance contracts and home visits (JWe / AW - April 18) • Introduce formal Attendance Panel meetings for those identified students for whom the attendance contract and home visits have not had the desired impact (JWe April 18) • Introduce a more robust system for home visits, ensuring that visits are made daily to identified students (JWe – April 18) • Develop a tracking system for the YEO, to measure impact of the intervention that has taken place so far with the disengaged cohort of students (JWe – April 18)	PP attendance above 92.0% for the period	**PP Target > 91%**	**PP Target > 92%**

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To review phase 1 & 2 strategies to reduce PA	**See actions for phase 3, target 1 & 2** • Attendance Panel meetings with parents of all students identified as being in danger of becoming PA (JWe - April 18) • Ensure first day home visits for all identified students (JWe – April 18)	PA has reduced to below 20 %	**Target < 22 %**	**Target < 20%**

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
Continue to monitor application of the behaviour system to ensure it is used consistently and effectively	• Continue to provide HOF with CPOMS behaviour reports for the QA meetings with SLT links (JWe – April 18) • Provide further training for HOF on producing CPOMS reports, allowing them to identify areas for development around behaviour management within their faculty (JWe - May 18) • Continue to monitor the use of CPOMS by all staff to ensure that the correct sanctions are put in place and that incidents are being recorded (JWe - April 18) • Introduce QA meetings for HOY to ensure poor behaviour across subject areas is being identified and the correct intervention is put in place (JWe - May 18)	Behaviour system is applied consistently and ensures that low-level disruption is very rare and does not disrupt learning There is further reduction of use of internal isolation for all students due to effective faculty support of school behavioural system There is further reduction of use of internal isolation for PP students due to effective faculty support of school behavioural system	Analysis of behaviour data reports show a continued decrease in the number of detentions at each stage of the behaviour system Minutes from HOY and HOF QA meetings show that the data is being used to identify when intervention is required and training needs for staff	Analysis of behaviour data reports show a significant decrease in the number of detentions at each stage of the behaviour system, especially stages 0, 1 and 2 New pastoral structure is in place, with clearly defined roles of responsibility The new structure is being used effectively to monitor and identify students in need of intervention There are clear action plans in place for each Key Stage as well as a robust system for ensuring that the action plans are being followed.

	• Implement new pastoral system with designated Attitude to Learning (ATL) managers across key stages (JWe / CB – Sept 18) • Continue to review data half termly, using the new ATL grades and progress data to determine which member of the pastoral team should lead on the intervention for each student (JWe / KS - Sept 18) • Appoint Youth Engagement officer to a permanent position, supporting work with disengaged boys and identify girls at risk (TB May 2018 onwards) • To further develop specific projects designed to support students, focusing on risks and increasing staff awareness of crime in the community (TB from May 2018 onwards) • To work with outside agencies to engage students in education and to raise aspirations (TB – April 2018 onwards)			

KEY IMPROVEMENT PRIORITY: Personal Development Behaviour, Safety and Wellbeing				
KEY PERFORMANCE TARGETS:	Phase 3, 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 3** **(April '18 – December '18)** **Milestone 1 End of August 2018**	**PHASE 3** **(April '18 – December '18)** **Milestone 2 End of December 2018**
To monitor use of de-escalation and other behaviour strategies and their impact	• Provide CPD training for identified staff (QA Link meetings) on behaviour management strategies, through T&L groups (JWe / AD – May 18) • Use CPOMS reports to identify types of behaviour which needs addressing most (JWe – May 18) • Introduce weekly meetings with newly structured pastoral team to identify appropriate intervention for individual students JWe – Sept 18) • SLT support to be covered by student mentors, providing students with earlier pastoral intervention and allowing SLT to deal with more serious behaviour incidents (JWe – Sept 18) • Evaluate the impact of the Care Centre and review the process of referral, ensuring the right students are accessing it (JWe – July 18)	Sessions lost to exclusions are below 0.20%	**Target PP < 0.27%** **Target Overall < 0.22%**	**Target PP < 0.23%** **Target Overall < 0.20 %**