



The Grange School Statement of Action

2018 -2020



The Grange School OFSTED Action Plan

Key priorities from the most recent Inspection:

Overview target for Priority 1 – Leadership and Management

Improve the effectiveness of leadership by:

- Ensuring leaders and governors evaluate more accurately the areas for improvement to identify precise actions that are necessary to improve pupils' outcomes.
- Reviewing and improving the overall provision for disadvantaged pupils so that they make at least good progress.
- Ensuring that governors have a clear understanding of how to challenge leaders to improve the progress of pupils; especially that of disadvantaged pupils and the most able.
- Making sure that disadvantaged pupils and those who have special educational needs (SEN) and / or disabilities come to school more regularly than in the past, so that their attendance becomes at least in line with national average for all secondary schools.

Overview target for Priority 2 – Strengthen the effectiveness of teaching and learning by:

Strengthen the effectiveness of teaching and learning by:

- Checking that the work set for pupils, particularly for the most able, is not too easy for them and, when necessary, that more challenging work is provided for those who are ready to move on.
- Setting challenging tasks that engage and interest all pupils, so that low-level disruption in lessons is reduced.
- Ensuring that teachers are able to more accurately assess pupils work to support them well.
- Extending the sharing of successful teaching and learning that already exists across the school to all subjects.

Overview target for Priority 3 – review of governance

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Overview target for Priority 4 – review of the school's use of pupil premium

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Key terminology

S of A	Statement of Action	The LA statement of action to support the school
LA	Local Authority	Buckinghamshire County Council Local Authority

GB	Governing Board	
HT	Head teacher	The Head teacher
AHT	Assistant Head Teacher	Sharon Wilson, Dave Sabin, Catherine Bright, mark McGarvie
DH	Deputy Head teacher	Becky Brown
SLT	Senior Leadership Team	This is the current leadership team who are responsible for the operational running of the school and accountable to the Governing Body
LP	Lead Practitioner	A leading school-based practitioner with appropriate subject expertise
SbS	Side by Side Project	Side by Side Project commissioned by LA
MO	Monitoring Officer	Link between the school and person responsible for monitoring the Statement of Action
IEC	John Bowers	Independent Educational Consultant commissioned by the school – John Bowers

The Grange School OFSTED Action Plan

Priority One: Improve Leadership and Management

Priority Lead People: HT/DH/SLT/MO/CL/SS HT

Overview target for Priority 1 – Leadership and Management

Improve the effectiveness of leadership by:

- 1.1 Ensuring leaders and governors evaluate more accurately the areas for improvement to identify precise actions that are necessary to improve pupils' outcomes.
- 1.2 Reviewing and improving the overall provision for disadvantaged pupils so that they make at least good progress.
- 1.3 Ensuring that governors have a clear understanding of how to challenge leaders to improve the progress of pupils; especially that of disadvantaged pupils and the most able.
- 1.4 Making sure that disadvantaged pupils and those who have special educational needs (SEN) and / or disabilities come to school more regularly than in the past, so that their attendance becomes at least in line with national average for all secondary schools.

From the OFSTED report:

- Leaders have not been effective in addressing the decline in the progress of pupils since last inspection.
- Governors have not challenged leaders well enough to ensure that pupils make better progress.
- Leaders' evaluation of the school has not been precise enough to ensure that the decline in pupils achievement is reversed rapidly enough.
- Leaders' use of funding to support disadvantaged pupils has not helped to improve their achievement in GCSE examinations well enough.

- Leaders' plans to improve the school have not secured consistently good progress for pupils. While leaders are clear on the key priorities for improvement, they have not been precise and sharp enough in implementing specific plans. Leaders recognise that there is still much work to do to secure consistent improvement for all pupils.
- Senior leaders have been overly generous in their self-evaluation of the school. Their ambitions for what pupils can achieve have not been high enough compared with pupils with similar starting points nationally. Leaders have not responded rapidly enough to the underperformance of pupils.
- Leaders have introduced an assessment system that is working well in key stage 4. However, in key stage 3, teachers are not yet accurate enough in making judgements on the standard of pupils' work. Leaders recognise that further staff training is needed to ensure that teachers are able to provide clearer guidance to pupils to improve their work.
- Leaders do not analyse the school's data precisely enough to know whether the additional funding for disadvantaged pupils and pupils who have SEN and/or disabilities is used effectively.
- Some pupils, particularly those who are disadvantaged and those who have special educational needs and/or disabilities, do not attend as well as they should.
- Governors have failed to challenge leaders well enough to ensure that pupils make rapid progress. Governors did not recognise the importance of progress over attainment. While attainment in GCSE English and mathematics improved, the progress pupils made from their starting points declined. Governors' monitoring and evaluation of leaders' actions in whole-school planning has been weak.

Impact and outcomes
Objective 1.1 Ensuring leaders and governors evaluate more accurately the areas for improvement to identify precise actions that are necessary to improve pupils' outcomes.

Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
<p>1.1.1 So that leaders demonstrate ambition for all students and effectively promote improvement, ensure that school performance is kept under regular review and information is used to inform school improvement plans.</p> <p>i. Re-align the school's quality assurance (QA) schedule to match the priorities for schools improvement.</p> <p>ii. Build in monthly opportunities to review QA schedule at SLT meetings.</p> <p>iii. Cascade evaluation from monthly meetings through LM meetings.</p>	<p>i. CBR Sept 2018</p> <p>ii. VMU Monthly</p> <p>iii. SLT Monthly</p> <p>iv. SLT Monthly</p> <p>Processes for QA will be implemented by Sept 2018 and fully embedded by Dec 2018 to ensure consistency</p>	<p>Initial revised procedures in place by October 2018</p> <p>The school will be kept under regular review with leaders and managers being focused upon emerging areas for improvement.</p> <p>School evaluation will clearly reflect the good practice and areas for</p>	<p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p>	

iv. Modify planned actions based upon QA evaluations	across departments.	development within the school.			
<p>1.1.2 In order that leaders intelligently use there evaluations to focus improvement, identify the key impact measures from actions within the QA process.</p> <ul style="list-style-type: none"> i. Develop a consistent process for summarising QA processes. ii. Ensure that QA summaries clearly identify areas of good practice and areas for development. iii. Cascade QA summaries to relevant team members. iv. Develop areas for improvement within relevant teams. 	<ul style="list-style-type: none"> i. CBR July 2018 ii. Middle Leaders ½ termly iii. SLT ½ termly iv. Middle Leaders ½ termly <p>QA processes identify actions for future development by October 2018.</p>	<p>By the end of July 2018 a consistent approach to summarising QA will be in place.</p> <p>Clearly identify the impact of our actions which will inform future planning and resourcing.</p>	<p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>SLT LM meetings</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p> <p>Side by Side project</p>	
<p>1.1.3 So that leaders demonstrate ambition for all students and effectively promote improvement, nsure areas for development within departments are clearly linked to team members, students and outcomes.</p> <ul style="list-style-type: none"> i. Subject Leaders act upon QA summaries. ii. Monitor evidence that actions have taken place. iii. Evaluate impact through next QA cycle. 	<ul style="list-style-type: none"> i. Subject Leaders ½ termly ii. Subject Leaders ½ termly iii. Subject Leaders ½ termly <p>All areas for development identified under QA process monitored and evaluated as per QA cycle by July 2019.</p>	<p>Subject leaders will clearly identify the impact of their actions which will inform future planning and resourcing.</p>	<p>SLT LM meetings</p>	<p>QA Summaries</p>	

<p>1.1.4 In ensuring that students receive teaching that is securely good and meets their needs provide support and CPD for identified staff in ensuring they progress towards areas of development.</p> <ul style="list-style-type: none"> i. Identify specific individual CPD needs following QA cycle. ii. Develop support and training on individual need basis to ensure they make progress iii. Monitor evidence that relevant support is in place iv. Evaluate impact through next QA cycle 	<ul style="list-style-type: none"> i. Subject Leaders ½ termly ii. Subject Leaders ½ termly iii. Subject Leaders ½ termly iv. Subject Leaders ½ termly <p>All teachers who are required to improve will have received the necessary training and moved to GOOD by July 2019.</p>	<p>By the end of December 2018 we will see improvements in quality of teaching and Learning based upon areas of improvement identified in PM process.</p> <p>Improvement in quality of teaching for identified staff members.</p> <p>Improved student outcomes within subject areas.</p>	<p>SLT LM Meetings</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p>	
<p>1.1.5 In ensuring that students receive teaching that is securely good and meets their needs develop teacher support plans, where necessary, to make sure that all teachers are able to teach good lessons.</p> <ul style="list-style-type: none"> i. Identify teachers who require to improve from QA processes. ii. Formulate teacher support plan. iii. Monitor progress against the plan. iv. Evaluate progress through next QA cycle. 	<ul style="list-style-type: none"> i. CBR Oct 2018 ii. CBR / LPs Oct 2018 iii. CBR Dec 2018 iv. CBR Jan 2018 <p>All teachers who are required to improve will undergo teacher development plan and moved to GOOD by July 2019 and July 2020 thereafter.</p>	<p>By the end of October 2018 Teacher Improvement Plans will be in place for teachers who are required to improve.</p> <p>Improvement in quality of teaching for identified staff members, so that all teachers teach good lessons.</p>	<p>CBR updating and reporting progress to SLT Curriculum on a ½ termly basis.</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p> <p>Side by Side Project</p>	

		Improved student outcomes within subject areas			
<p>1.1.6 In enabling leaders to have an accurate and comprehensive understanding of the quality of education at the school, ensure the departmental school self-evaluation is aligned to match the priorities for schools improvement.</p> <ul style="list-style-type: none"> i. Review self-evaluation to ensure key focus on whole school priorities. ii. Actions from departmental self-evaluation impact upon student progress. iii. Monitor actions within LM meetings. iv. Report upon progress at SLT as part of QA items. 	<ul style="list-style-type: none"> i. Subject Leaders Oct 2018 ii. Subject Leaders Jan 2019. ½ termly there after. iii. SLT Jan 2019. ½ termly there after. iv. SLT Jan 2019. ½ termly there after. <p>All departments self-evaluation and actions plans will align to school priorities by the end of October 2018 and 2019</p>	<p>By the end of October 2018 all departments SEFs and improvement plans will align with school priorities</p> <p>Departmental actions will have a positive impact upon student progress.</p> <p>Leaders will have an accurate and comprehensive understanding of the quality of education at the school which has helped plan, monitor and refine actions to improve key areas for improvement.</p>	<p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>SLT LM meetings</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p> <p>Side by Side project</p>	
<p>1.1.7 In enabling leaders to have an accurate and comprehensive understanding of the quality of education at the school, ensure the departmental actions plans are carefully aligned to self-evaluation and inform SLT actions.</p> <ul style="list-style-type: none"> i. Develop action plan that is linked to self-evaluation. 	<ul style="list-style-type: none"> i. Subject Leaders Oct 2018 ii. Subject Leaders Jan 2019. ½ termly there after. 	<p>All department priorities will be consistent with whole school priorities.</p> <p>Departmental actions will have a positive impact upon student progress.</p>	<p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>SLT LM meetings</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p> <p>Side by Side Project</p>	

<ul style="list-style-type: none"> ii. Actions from department action plan impact upon student progress. iii. Monitor actions within LM meetings. iv. Report upon progress at SLT as part of QA items. 	<ul style="list-style-type: none"> iii. SLT Jan 2019. ½ termly there after. iv. SLT Jan 2019. ½ termly there after. <p>All departments self-evaluation and actions plans will align to school priorities by the end of October 2018 and 2019</p>	<p>Leaders will have an accurate and comprehensive understanding of the quality of education at the school which has helped plan, monitor and refine actions to improve key areas for improvement.</p>			
<p>1.1.8 In enabling leaders to have an accurate and comprehensive understanding of the quality of education at the school, ensure the year group school self-evaluation is aligned to match the priorities for schools improvement.</p> <ul style="list-style-type: none"> i. Develop self-evaluation to ensure key focus on whole school priorities. ii. Actions from year group self-evaluation impact upon student progress. iii. Monitor actions within LM meetings. iv. Report upon progress at SLT as part of QA items. 	<ul style="list-style-type: none"> i. Year Leaders Oct 2018 ii. Year Leaders Jan 2019. ½ termly there after. iii. SLT Jan 2019. ½ termly there after. iv. SLT Jan 2019. ½ termly there after. <p>All Year Group self-evaluation and actions plans will align to school priorities</p>	<p>By the end of October 2018 all Year group SEFs and improvement plans will align with school priorities</p> <p>Year Leader action plans will have a positive impact upon student progress.</p> <p>Leaders will have an accurate and comprehensive understanding of the quality of education at the school which has helped plan, monitor and refine actions to improve</p>	<p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>SLT LM meetings</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p>	

	by the end of October 2018 and 2019	key areas for improvement.			
<p>1.1.9 In enabling leaders to have an accurate and comprehensive understanding of the quality of education at the school, ensure that year group actions plans are carefully aligned to self-evaluation and inform SLT actions.</p> <ul style="list-style-type: none"> i. Develop action plan that is linked to self-evaluation. ii. Actions from year group action plan impact upon student progress. iii. Monitor actions within LM meetings. iv. Report upon progress at SLT as part of QA items. 	<ul style="list-style-type: none"> i. Year Leaders Oct 2018 ii. Year Leaders Jan 2019. ½ termly there after. iii. SLT Jan 2019. ½ termly there after. iv. SLT Jan 2019. ½ termly there after. <p>All Year Group self-evaluation and actions plans will align to school priorities by the end of October 2018 and 2019.</p>	<p>All year group priorities will be consistent with whole school priorities.</p> <p>Year Leader actions will have a positive impact upon student progress.</p> <p>Leaders will have an accurate and comprehensive understanding of the quality of education at the school which has helped plan, monitor and refine actions to improve key areas for improvement.</p>	<p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>SLT LM meetings</p>	<p>LA Focus Group Meeting</p> <p>HT Report to GB</p>	
Objective 1.2 Ensure disadvantaged students make at least good progress by reviewing and improving the overall provision to support their learning.					
<p>1.2.1 In order to develop the cultural capital for our students and raise aspirations, identify and outline expectations and goals for students during their time at The Grange</p> <ul style="list-style-type: none"> i. 'By the time you leave The Grange School' you will have...' ii. Align experiences with Grange Enterprise and Learning Skills (GELs) 	<ul style="list-style-type: none"> i. AHTs July 2018 ii. AHTs July 2018 iii. FTs Sept 2018 iv. FTs July 2019 	<p>By September 2018 we will have identified a list of expectations and goals for all students at The Grange School.</p> <p>PP students will have at the end of each</p>	<p>FTs will monitor the experiences of their group through Form Time activities.</p> <p>SLT PP will retain a whole school overview.</p>	<p>Track student activities and experiences and report to GB</p>	

<ul style="list-style-type: none"> iii. Implement personalised approaches for PP students through tutor time and extra-curricular activities to achieving expectations. iv. Fully implement programme for raising aspirations and experiences. 	<p>A clear set of expectations and social goals to be established for the incoming Year 7s by September.</p>	<p>academic year progress towards achieving a wider range of experiences and skills.</p> <p>Students will have record of academic and non-academic achievement for their time at The Grange School.</p> <p>The school will be able to closely track the experiences and skills of PP students.</p>			
<p>1.2.2 In order that we have a more detailed understanding of what has worked for students previously develop additional transition form for PP students</p> <ul style="list-style-type: none"> i. Transition forms updated to ensure additional details about PP students collected ii. Information collated to identify barriers to learning. iii. Links made with feeder primary partners to identify general successful strategies and for individuals 	<ul style="list-style-type: none"> i. MMG June 2018 ii. BBR Sept 2018 iii. BBR Sept 2018 <p>The school will endeavour to receive additional transition information to support Year 7 PP students from September 2018 and 2019 thereafter.</p>	<p>By the end of July 2018 we will receive additional information in relation to our PP students that will support their transition into Year7.</p> <p>Transition information from Partner Schools will provide detailed information outlining barriers to learning for PP students on entry.</p> <p>Transition arrangements will inform PP Passports.</p>	<p>SLT PP group monitoring transition from Partner Schools</p>	<p>Focus Group Meeting</p> <p>HT Report to GB</p> <p>Aylesbury Learning Partnership of School Trustees.</p>	

		Creation of a bank of successful strategies from Partner Schools.			
<p>1.2.3 So that progress across the curriculum for our disadvantaged students matches or is improving towards that of other students with the same starting points make sure that more-able PP students supported to achieve their challenge target in order to make consistently strong progress.</p> <p>i. Use data analysis to highlight group of students with need to reach challenge targets</p> <p>ii. Create most and more able mentoring group for additional intervention and support</p>	<p>i. BBR Oct 2018 ii. DSA Nov 2018</p> <p>The first group HPA PP underachieving ill be identified and supported by October 2018 and reviewed at data entry points thereafter.</p>	<p>By the end of October 2018 the school will have clearly identified all more-able PP students who are underachieving.</p> <p>Identification of more-able PP students who require additional support to reach challenge targets.</p> <p>Mentoring group will be established to receive additional intervention which will accelerate progress.</p> <p>70% of Year 10/11 HPA PP on track for at least 0.0 P8 score by April 2019</p> <p>80% of Year 10/11 HPA PP on track for at least 0.0 P8 score by April 2020</p>	<p>BBR through data analysis at DE points.</p> <p>SLT More and Most Able Group.</p>	<p>Focus Group Meetings</p> <p>HT report to GB</p>	
<p>1.2.4 In order that those below age expectations catch up, identify specific areas for development for disadvantaged students arriving below expected levels from KS2 e.g. below 100 in maths or reading or SPAG.</p>	<p>i. Intervention Coordinators Oct 2018 ii. BBR Sept 2018</p>	<p>By the end of October 2018 we will acquired knowledge of particular areas of development for</p>	<p>Intervention Coordinators report on impact</p> <p>Action plans developed in</p>	<p>HT report to GB</p>	

<ul style="list-style-type: none"> i. Use of Question Level Analysis tool to identify specific areas for development ii. Identify students below expected levels and analyse the specific groups iii. Barriers identified and shared with teaching staff iv. Monitor and evaluate impact of interventions on the students below expectation 	<ul style="list-style-type: none"> iii. Intervention Coordinators / SLs core Oct 2018 iv. Intervention Coordinators Termly <p>Catch-up intervention groups in place for Year 7 PP students by October 2018.</p>	<p>students below 100 at KS2.</p> <p>Intervention groups established in timely manner.</p> <p>Positive impact from interventions.</p> <p>60% of PP students arriving below expected levels from KS2 e.g. below 100 in maths or reading or SPAG to be working at 1+ by the end of Year 7.</p>	<p>relation to planned interventions.</p>		
<p>1.2.5 In order that disadvantaged students are exceptionally well prepared for the next stage of their education, training or employment and they have attained relevant qualifications that strongly support their career plans make sure that disadvantaged students are supported at transition time to KS4 and choices audited to ensure students student choices match their ability, as well as career pathway.</p> <ul style="list-style-type: none"> i. PP Students have a personalised conversation with a member of staff to ensure their choices meet their needs ii. Implement targeted conversations with students who wish to change their options iii. Determine Progress 8 risk assessment for school and rationale 	<ul style="list-style-type: none"> i. CBR Jan 2019 ii. CBR Jan 2019 iii. SLT C Feb 2019 <p>All PP students will have received personalised support during their KS4 option choices in January 2019 and 2020.</p>	<p>By the end of January 2019 PP students will have made Informed option choices for their KS4 courses that match their ability.</p> <p>Increased participation in Ebacc subjects for PP students.</p> <p>All Year 10 HPA PP students to be studying full range of Ebacc subjects by June 2019</p>	<p>SLT C through careful analysis option choices.</p>	<p>Focus Group Meetings</p> <p>Curriculum report to GB.</p>	

for decisions about certain students choices					
<p>1.2.6 For leader to demonstrate ambition for their students and be accountable for performance they must be able to respond to challenge about variations in outcomes for student groups between disadvantaged and other students nationally.</p> <ul style="list-style-type: none"> i. Examine variations in student groups against examination performance. ii. Identify subjects and teachers where there are significant variations from national iii. Implement plans where necessary. iv. Monitor the progress of plans and impact v. Evaluate the impact of plans 	<ul style="list-style-type: none"> i. SLT / SLs Sept 2018 ii. SLT / SLs Sept 2018 iii. SLT / SLs Sept 2018 iv. SLT Dec 2018 v. SLT / SLs Dec 2018 <p>Subject Leaders will have reviewed their examination performance and planned accordingly in Autumn 2018 and 2019.</p>	<p>By the end of September 2018 SLs will have a clear understanding of where variance exists between both staff and student interest groups.</p> <p>By the end of December 2018 we will see reduced gaps to national average between PP and others.</p> <p>In a wide range of subjects, the progress of disadvantaged students currently on roll is close to or is improving towards that of other students with the same starting points.</p>	<p>SLT / SLs through LM meetings and SLT C</p>	<p>Focus Group Meetings</p> <p>HT report to GB</p> <p>Side by Side Project</p>	

<p>1.2.7 In order for PP students to make similar or better progress than non PP students ensure that staff are able to identify the specific needs and barriers to learning of any PP students who are underperforming</p> <ul style="list-style-type: none"> i. Share PP lists and additional details following new cohort arriving and update of PP records ii. PP student passports which are completed by Form Teacher, SEN, or EAL identify additional needs. 	<ul style="list-style-type: none"> i. BBR - ½ termly ii. FTs, SEN, EAL – annually – Autumn 2018, Autumns 2019. <p>Form Teachers will have completed PP Student Passports by end of October 2018 and 2019.</p>	<p>By the end of July 2018 all staff will be aware of their PP students within their class list.</p> <p>For October 2018 all student passports will give an insight into what works well for PP students.</p> <p>In a wide range of subjects, the progress of disadvantaged students currently on roll will be close to or is improving towards that of other students with the same starting points.</p>	<p>Year Leaders by monitoring Student Passports tracking Pastoral database.</p>	<p>Learning walks and observations with teachers demonstrating both that they know their PP students and acting upon Student passport information.</p> <p>Reported to GB</p> <p>Side by Side Project</p>	
<p>1.2.8 In order for PP students to make similar or better progress than non PP students ensure that both barriers to learning in and teaching strategies exist to address barriers. Sharing of good practice amongst staff related to specific barriers also takes place.</p> <ul style="list-style-type: none"> i. Staff complete learner group records and ensure that there are subject specific strategies in place for any PP students underperforming ii. Sharing of good practice takes place iii. Intervention in place at subject level. 	<p>Classroom teachers</p> <ul style="list-style-type: none"> i. Classroom teacher June 2018 / Sept 2018 ii. Department meetings; Wednesday Briefings; INSET opportunities iii. Subject Leaders / 	<p>By the end of July 2018 all Learner Record Sheets will be complete with personalised interventions are in place.</p> <p>Interventions are having a positive effect upon student progress.</p> <p>In a wide range of subjects, the progress of disadvantaged</p>	<p>Subject leaders monitor learner record sheets as part of learning walks and teacher observations.</p>	<p>Impact of interventions reported to GB on termly basis.</p> <p>Side by Side Project</p>	

<ul style="list-style-type: none"> iv. Additional interventions in place for PP students' under-performing in a number of subjects. v. Specific additional intervention in place in maths English and Science vi. Evaluate and report on impact of intervention 	<ul style="list-style-type: none"> Class teacher at DE points iv. SLT PP at DE points v. Intervention CCs at DE points vi. BBR on termly basis <p>The process for identifying barriers within Learner Record Sheets and associated interventions / classroom strategies fully implemented and reviewed by July 2019.</p>	<p>students currently on roll will be close to or is improving towards that of other students with the same starting points.</p>			
<p>1.2.9 So that underperformance is quickly identified and rectified ensure that progress data is rigorously monitored and evaluated by leaders at all levels</p> <ul style="list-style-type: none"> i. Following each data entry PP progress information is analysed and evaluated in terms of effectiveness. ii. Subject line management meetings focus on discussion of progress of PP students iii. Identify students who are underperforming against target. iv. Track, record interventions and evaluate impact. 	<ul style="list-style-type: none"> i. BBR following each DE point ii. SLT / SLs following each DE point. iii. SLs following each DE point iv. SLs / class teacher following each DE point v. Classroom Teacher following 	<p>Analysis records identify underperforming students.</p> <p>Interventions at subject level are clearly identified and tracked.</p> <p>Impact is recorded.</p> <p>Good practice is shared.</p> <p>In a wide range of subjects, the</p>	<p>SLT through LM meetings which is reported back to SLT and recorded on SLT minutes.</p>	<p>BBR termly outcomes report to GB.</p> <p>Side by Side Project</p>	

<ul style="list-style-type: none"> v. Identify strategies that are making a difference for PP students. vi. Feedback through LM 	<ul style="list-style-type: none"> each DE point. vi. SLs / SLT following each DE point. <p>The process for monitoring and tracking PP student progress fully and implemented and impact assessed by July 2019.</p>	<p>progress of disadvantaged students currently on roll will be close to or is improving towards that of other students with the same starting points.</p>			
<p>1.2.10 In order for PP students to make similar or better progress than non PP students all teachers must monitor the progress of PP students within the classes they teach.</p> <ul style="list-style-type: none"> i. Using data entry points ensure that all teachers monitor progress of PP students flagging underachievement. ii. Plan for those making less than expected progress to make progress, in line with their target, and catch up with peers 	<ul style="list-style-type: none"> i. Class teacher following each DE point. ii. Class teacher following each DE point. <p>The process for monitoring and tracking PP student progress fully and implemented and impact assessed by July 2019.</p>	<p>Plans are recorded to meet the needs of students.</p> <p>Evidence of student progress is taking place.</p> <p>In a wide range of subjects, the progress of disadvantaged students currently on roll will be close to or is improving towards that of other students with the same starting points.</p>	<p>Subject Leader LM and Department meetings</p>	<p>SLT LM meetings after each data entry points.</p> <p>SLT subject focus groups will evaluate effectiveness of interventions for targeted students.</p> <p>Overall PP progress evaluated and reported through termly outcomes report.</p> <p>Side by Side Project</p>	

<p>1.2.11 In order for disadvantaged students to be prepared for the next stage of their education, employment, self-employment or training. All PP students have an adult they feel able to go to.</p> <ul style="list-style-type: none"> i. Ensure there is a balanced distribution of PP students across form groups on entry. ii. Develop role of form tutor to ensure they have greater understanding of needs of PP students in their form. iii. Ensure support services are in place to minimize the risk of underperformance due to emotional well-being issues iv. Monitor and evaluate the impact of support in place and interventions put in place to support students' emotional well-being. 	<ul style="list-style-type: none"> i. DHT Sept 2018, June 2019. AHTs at point of admission. ii. DHT Sept. 2018 iii. DHT termly iv. DHT termly <p>All PP students will have an adult advocate by the end of September 2018 and 2019 thereafter.</p>	<p>For September 2018 there will be a more equitable distribution of PP students across Year 7 Form Groups</p> <p>Student voice indicates that PP students have an adult they feel able to go.</p> <p>Form tutors understand their role is supporting PP students.</p> <p>Support services are able to demonstrate the impact of their support.</p>	<p>MMG - distribution monitored through form lists.</p> <p>Year Leaders - Learning walks for form time.</p> <p>Form tutor responsibilities monitored by MMG through staff Qnn.</p> <p>BBR - PP Statement</p>	<p>HT Report to GB</p>	
<p>1.2.12 So that underperformance is quickly identified and rectified review the processes for strategic tracking at Data Entry Points:</p> <ul style="list-style-type: none"> i. Consider the flow of information that impacts upon student progress. ii. Formulate process for impacting upon student progress at data entry points. 	<ul style="list-style-type: none"> i. BBR June 2018 ii. BBR June 2018 <p>A new process for monitoring and tracking at data entry points implemented for September 2018.</p>	<p>By the end of July 2018 there be a clear understanding as to how and when data information is used from data entry points.</p>	<p>Termly evaluation of data entry through monitoring and tracking of data analysis and deadlines being met.</p>	<p>Process reported to GB through HT report.</p> <p>Side by Side Project</p>	

<p>1.2.13 So that underperformance is quickly identified and rectified review the attention of Focus Groups and agree a cycle for monitoring that is line with data entry points.</p> <ul style="list-style-type: none"> i. Establish SLT Groups to analyse underperformance: SLT PP; SLT SEND; SLT High Ability. ii. Identify students from Pastoral monitoring of progress data iii. Agree target students at SLT Meeting. iv. Integrate 4 Matrix into Focus Group Meeting 	<ul style="list-style-type: none"> i. DSA June 2018 ii. AHTs after DE points. iii. AHTs after DE points. iv. DSA / BBR June 2018 <p>Renewed focus upon key students reviewed and implemented for September 2018.</p>	<p>By the end of July 2018 there will be a revised process for identifying students from each key interest group that informs Focus Group Meetings.</p> <p>Performance is such that students across almost all year groups and in a wide range of subjects, including in English and mathematics, current make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</p>	<p>DSA through students identified at Focus Group Meetings.</p>	<p>Termly report to GB.</p> <p>Side by Side Project</p>	
<p>1.2.14 So that underperformance is quickly identified and rectified modify Focus Groups to ensure they meet the needs of the students</p> <ul style="list-style-type: none"> i. Barriers to learning and actions are clearly identified; and interventions are established that are individual to student. ii. Process for recording is consistent over time ensuring that the same students are tracked more closely. 	<ul style="list-style-type: none"> i. DSA June 2018 ii. DSA June 2018 iii. DSA / BBR termly <p>Renewed focus upon key students reviewed and implemented for September 2018.</p>	<p>For September 2018 Clear barriers and interventions identified and shared with staff.</p> <p>Impact from interventions is identified and reported.</p> <p>Performance is such that students across almost all year</p>	<p>DSA - Summaries produced from Focus Groups</p>	<p>Impact reported to GB in termly report.</p> <p>PP Report</p> <p>Side by Side Project</p>	

iii. Establish the link between intervention and impact over time		groups and in a wide range of subjects, including in English and mathematics, current make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.			
Objective 1.3 Ensuring that governors have a clear understanding of how to challenge leaders to improve the progress of pupils; especially that of disadvantaged pupils and the most able.					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
1.3.1 Governors will develop action plan off the back of a Governor review.					
Objective 1.4 Making sure that disadvantaged pupils and those who have special educational needs (SEN) and / or disabilities come to school more regularly than in the past, so that their attendance becomes at least in line with national average for all secondary schools.					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
1.4.1 In order to improve attendance rates and minimise persistent absence review the school's attendance policy to ensure that the importance of being at school and academic progress is clearly outlined. i. Review the current attendance policy and practice. ii. Seek GB approval. iii. Implement reviewed policy.	i. SWI July 2018 ii. GB July 2018 iii. Sept 2018 Attendance Policy will be reviewed for implementation in September 2018.	For September 2018 all members of the school community will be aware of the connection between attendance and academic progress	SWI through feedback from parents / carers	Impact reported through termly attendance report to GB	
1.4.2 Ensure persistent absence is reduced by reviewing the systems for monitoring, tracking and evaluating actions to improve overall attendance.	i. SWI July 2018 ii. SWI July 2018 iii. SWI Sept 2018	For September 2018 monitoring systems will closely monitor whole school attendance and persistent absence by interest group and	SWI through regular attendance meetings with AHT's as part of SLT Pastoral.	Impact reported through termly attendance report to GB	

<ul style="list-style-type: none"> i. Review current processes for monitoring, tracking and evaluating impact upon attendance. ii. Devise new systematic approach to monitoring attendance. iii. Implement new system to monitoring attendance. iv. Evaluate its effectiveness and impact upon attendance 	<ul style="list-style-type: none"> iv. SWI Dec 2018 (termly) <p>Renewed systems will implemented and impact evaluated by July 2019 and 2020 thereafter.</p>	<p>clearly evidence impact of school actions upon attendance.</p> <p><u>Whole School Attendance (WSA)</u></p> <p>Attendance was 93.63% in 2017</p> <p>WSA – 2018 – 94.2% WSA – 2019 – 95% WSA – 2020 - 95.5%</p> <p>PP attendance 91.31% in 2017</p> <p>PP – 2018 – 92% PP – 2019 – 93.5% PP – 2020 – 95%</p> <p>SEND K was 92.7% in 2017</p> <p>SEND K -2018 – 93% SEND K – 2019 – 94% SEND K – 2020 – 95%</p> <p>EHCP attendance 85.26% in 2017</p> <p>EHCP – 2018 – 90% EHCP – 2019 – 92.5% EHCP – 2020 – 95%</p> <p><u>Persistent Absence</u></p>			
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		<p>PA down from 2017 – 23.15% PA – 2018 – 17.5% PA – 2019 – 14.5% PA – 2020 – 12%</p> <p>PP down from 2017 – 28.76%</p> <p>PP – 2018 – 20% PP – 2019 – 16% PP – 2020 – 13%</p> <p>SEND K down from 2017 – 26.19% SEND K – 2018 – 22% SEND K – 2019 – 18.5% SEND K – 2020 – 15%</p> <p>EHCP down from 2017 – 31% EHCP – 2018 – 15% EHCP -2019 – 13% EHCP – 2020 – 12%</p>			
<p>1.4.3 In order to raise the profile of the form tutor, review the role of the form tutor in promoting and understanding the reasons for absence.</p> <ul style="list-style-type: none"> i. Establish clear expectations as to the role of the tutor in monitoring the attendance of their group. ii. Develop clear guidelines for roles and responsibilities in relation to following up on attendance matters. 	<ul style="list-style-type: none"> i. SWI Sept 2018 ii. SWI Sept 2018 iii. SWI Sept 2018 <p>Form tutors will be clear with regards to their</p>	<p>For September 2018 Form Tutors will understand and take an active part in promoting the importance of attendance with their tutor group.</p>	<p>Year Leaders through Year Leader Meetings and standing agenda item for meetings.</p>	<p>Impact reported through termly attendance report to GB</p>	

iii. Develop communication links between the form tutor and Attendance Officer.	role in promoting attendance for September 2018.				
1.4.4 To increase motivation to attend school, review rewards and sanctions in relation to promoting high levels of attendance. <ul style="list-style-type: none"> i. Evaluate effectiveness of existing practice into rewards and sanctions associated with attendance. ii. Modify existing practice as a result of evaluations. iii. Implement renewed rewards and sanctions for attendance. iv. Review changes to practice and impact upon attendance. 	<ul style="list-style-type: none"> i. AHTs May 2018 ii. AHTs June 2018 iii. SWI Sept 2018 iv. SWI Oct 2018 Rewards and sanctions ladders in place for September 2018.	For September 2018 consistent processes for rewards and sanction in relation to attendance will be implemented across each phase of education.	AHTs will monitor the use of rewards and sanctions in relation to their areas of responsibilities. This will be monitored by SWI during SLT Pastoral meetings.	Impact reported through termly attendance report to GB	
1.4.5 In order to increase student motivation to attend school develop competitive approaches to improving attendance. <ul style="list-style-type: none"> i. Evaluate effectiveness of existing competitive approaches to improving attendance. ii. Modify existing practice as a result of evaluations. iii. Implement renewed competitive approaches to improving attendance. iv. Review changes to practice and impact upon attendance. 	<ul style="list-style-type: none"> i. SWI July 2018 ii. SWI July 2018 iii. SWI July 2018 iv. SWI Oct 2018 Attendance competitions in place for September 2018.	For September 2018 there will a clearly defined approach to incorporating competition into attendance that is consistent across each of phase of learning within the school.	AHTs will monitor the use of rewards and sanctions in relation to their areas of responsibilities. This will be monitored by SWI during SLT Pastoral meetings.	Impact reported through termly attendance report to GB	
1.4.6 Promote parental engagement in attendance by reviewing existing practice into communication with home as to its effectiveness in improving attendance. <ul style="list-style-type: none"> i. Evaluate effectiveness of existing practice into communication with home as to its effectiveness in improving attendance. 	<ul style="list-style-type: none"> i. SWI July 2018 ii. SWI July 2018 iii. SWI Sept 2018 iv. SWI Oct 2018 	For September 2018 there will be clearly defined practices and processes for communicating attendance matters with home that is consistent across each of phase of	AHTs will monitor the use of rewards and sanctions in relation to their areas of responsibilities. This will be monitored by SWI	Impact reported through termly attendance report to GB	

<ul style="list-style-type: none"> ii. Modify existing practice as a result of evaluations. iii. Implement renewed practice into communication with home. iv. Review changes to practice and impact upon attendance. 		learning within the school.	during SLT Pastoral meetings.		
<p>1.4.7 To ensure that we improve engagement with hard to reach families.</p> <ul style="list-style-type: none"> i. Research best practice into engaging hard to reach families in matters relating to attendance. ii. Identify hard to reach families. iii. Implement practices into engaging with hard to reach families. iv. Evaluate impact upon attendance. 	<ul style="list-style-type: none"> i. SWI September 2018 ii. YLs July 2018 iii. YLs / FTs Sept 2018 iv. SWI Oct 2018 <p>The strategies for engagement with hard to reach parents will be fully implemented and first term evaluated in December 2018 and termly thereafter.</p>	For September 2018 there will a clearly defined practices and processes for engaging with hard to reach families that is consistent across each of phase of learning within the school	AHTs will monitor the use of rewards and sanctions in relation to their areas of responsibilities. This will be monitored by SWI during SLT Pastoral meetings.	Impact reported through termly attendance report to GB	
<p>1.4.8 In order to ensure smooth re-integration back into school, continue to implement use of personalised timetables as a tool to re-engage students and prevent long-term absence.</p> <ul style="list-style-type: none"> i. Evaluate effectiveness of personalised timetables. 	i. SWI July 2018	Develop a clear understanding as to what works and how this can be developed and implemented for others.	SWI will regularly monitor the academic progress and attendance of those on personalised timetable through closely monitoring attendance of students on such provision.	Impact reported through termly attendance report to GB	
<p>1.4.9 In order to improve overall attendance and reduce persistent absence identify the</p>	i. SWI July 2018	There will be a clear understanding of the potential barriers to	AHTs will monitor the use of interventions in	Impact reported through termly	

<p>barriers to attendance – student voice activities.</p> <ul style="list-style-type: none"> i. Engage in student voice activities to determine the barriers to attending school. ii. Review co-operation with other agencies iii. Plan interventions to overcome barriers to attendance. iv. Implement interventions to overcome barriers to attendance. v. Evaluate effectiveness and impact upon attendance. 	<ul style="list-style-type: none"> ii. SWI July 2018 iii. SWI Sept 2018 iv. SWI Dec 2018 v. SWI Dec 2018 <p>Student voice activities implemented and evaluated on a termly basis.</p>	<p>attendance from a student’s perspective that enables the school to implement appropriate interventions.</p>	<p>relation to interventions to overcome barriers to attendance within their areas of responsibilities. This will be monitored by SWI during SLT Pastoral meetings.</p>	<p>attendance report to GB</p>	
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Overview target for Priority 2 – Strengthen the effectiveness of teaching and learning by:

Strengthen the effectiveness of teaching and learning by:

- 2.1 Checking that the work set for pupils, particularly for the most able, is not too easy for them and, when necessary, that more challenging work is provided for those who are ready to move on.
- 2.2 Setting challenging tasks that engage and interest all pupils, so that low-level disruption in lessons is reduced.
- 2.3 Ensuring that teachers are able to more accurately assess pupils work to support them well.
- 2.4 Extending the sharing of successful teaching and learning that already exists across the school to all subjects.

From the OFSTED report:

- Leaders do not analyse the school’s data precisely enough to know whether the additional funding for disadvantaged pupils and pupils who have SEN and/or disabilities is used effectively.
- Teachers’ assessment of pupils’ work is not yet accurate enough in key stage 3 to ensure that pupils are supported and challenged enough.
- The poor behaviour of a small number of pupils hinders their progress in lessons.
- While the quality of teaching is improving, it is too variable to ensure that all pupils make good progress.
- Most-able pupils are not reliably given work that will challenge them to make good progress.
- The overall quality of teaching, learning and assessment remains too variable, both within and across subjects. Teaching does not consistently meet the needs of pupils effectively. In some lessons, the slow pace of learning hinders pupils’ progress so that they do not develop a deep understanding of their work.
- Most-able pupils are not reliably provided with work that enables them to be challenged and stretched. This is particularly the case in art, mathematics and physical education lessons, especially in key stage 3.
- Teachers’ questioning does not always challenge pupils to develop their knowledge and understanding well. Where teaching is stronger, such as in English and modern foreign languages, teachers’ questioning helps pupils to develop their explanations and analyses further. For example, in English, pupils studying ‘Oliver Twist’ were able to develop effective arguments from their ability to analyse the text well. In modern foreign languages, pupils are keen to speak the language and are highly respectful of each other.
- In other subjects, expectations of what pupils can achieve, both academically and in their attitudes to learning, are not as high. Teachers do not consistently insist that pupils concentrate and focus on their work. As a result, pupils do not make as much progress as they should.

Impact and outcomes

Objective 2:1 Checking that the work set for pupils, particularly for the most able, is not too easy for them and, when necessary, that more challenging work is provided for those who are ready to move on.

Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
<p>2.1.1 In order to know what outstanding looks like facilitate visits to local Grammar Schools for identified SLT and SLs to observe how they meet the needs of their more able students</p> <ul style="list-style-type: none"> i. Visit AGS as part Secondary Schools Network. ii. Report to SLT. iii. Develop link with AGS 	<ul style="list-style-type: none"> i. DHT May 2018 ii. DHT May 2018 iii. DHT Sept 2018 <p>Develop contacts with AGS for the new academic year to share good practice in extending HPA students.</p>	<p>Members of SLT and SLs are able to share strategies to raise expectations in meeting the needs of our more able students.</p>	<p>HT through LM meetings.</p>	<p>Report to GB</p>	
<p>2.1.2 To ensure our most able students are challenged to achieve what they are capable of by developing a common understanding round high expectations of learning in relation to the most able.</p>	<p>SLs Sept 2018</p>	<p>For the start of the new academic year in September 2018 all teachers will be aware and understand the school's expectations in relation to challenging the most able.</p> <p>Teachers and understand demonstrate effective strategies for challenging the most able.</p> <p>Class data reflects that most able students are on</p>	<p>SLT C through SL line management</p>	<p>Teaching and learning report to GB.</p> <p>LA Focus Group Meetings.</p> <p>Side by Side Project</p>	

		<p>track to achieve their target grades.</p> <p>To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.</p>			
<p>2.1.3 To ensure our most able students are challenged to achieve what they are capable provide whole school INSET to share expectations that promote challenge within the classroom for the most able.</p>	<p>CBR June 2018</p> <p>CBR Jan 2019</p> <p>By the end of January 2019 it will be evident through learning walks that teachers are teaching to the most able.</p>	<p>Staff Qnn indicate that staff an increased understanding of strategies to challenge the most able.</p> <p>SLs produce a co-constructed subject specific guide to challenging the most able.</p> <p>To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.</p>	<p>CPD Qnn results reported to GB.</p> <p>Good practice is evident within LWs</p>	<p>Teaching and learning report to GB.</p> <p>LA Focus Group Meetings.</p>	
<p>2.1.4 In order to maintain a focus upon challenging our most able students ensure challenging the most able is a focus for whole school and departmental learning walks.</p>	<p>SLTC July 2018</p> <p>SLTC Jan 2019</p> <p>SLTC July 2019</p> <p>SLTC Jan 2020</p> <p>By the end of January 2019 it</p>	<p>During the summer term 2018, teachers are seen developing strategies for challenging the most able in the classroom. We see this consistently during learning walks.</p>	<p>CBR - Whole school and departmental LWs</p>	<p>Teaching and learning report to GB.</p> <p>LA Focus Group Meetings.</p> <p>Side by Side Project</p>	

	will be evident through learning walks that teachers are teaching to the most able.	To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.			
2.1.5 Ensure there is a heightened awareness to challenge our most able by ensuring work scrutiny takes place during Department Meetings that evidences progress being made by our most able students.	SLs Sept 2018 SLs Feb 2019 SLs Sept 2019 SLs Feb 2020 By February 2019 the evidence from books will demonstrate that the most able students are making the progress expected of them.	By September 2018 progress will be evident in students' work that is in line with their progress steps. Students' work in books is reflective of their target grades. To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.	SL's report through LM meetings	Teaching and learning report to GB. LA Focus Group Meetings.	
2.1.6 To overcome barriers to learning ensure that Learner Record Sheets are fully developed to include personalised strategies that lead to improved student outcomes.	Teachers Sept 2018 The process for identifying barriers within Learner Record Sheets and associated interventions / classroom strategies fully	By the end of September 2018 detailed personalised actions will be evident in learner record sheets. Challenge evident in lessons.	SLs through LWs	LW summaries Teaching and learning report to GB. Side by Side Project	

	implemented and reviewed by July 2019.	To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.			
2.1.7 In order for all students to make to good progress ensure that level of challenge is a focus for learning walks.	SLs Oct 2018 SLs March 2019 SLs Oct 2019 SLs March 2020 By March 2019 the evidence from learning walks will demonstrate that the most able students are being challenged to make the progress expected of them.	Development over time will be observable in relation to level of challenge as a result of departmental action plans. To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.	SLT C whole school learning walks.	CBR Whole school summary of areas of strengths and areas for improvement. HT report GB Side by Side Project	
2.1.8 In order for students to make good progress, ensure that teacher subject knowledge meets the needs of students by reviewing the performance management cycle and evaluate audits and observations to determine whether teacher subject knowledge meets the needs of the more able students.	SL / SLT Subject Link Oct 2018 SL / SLT Subject Link Mar 2019	Subject knowledge increases over time to meet the needs of more able students. Departmental CPD Plans are evident and actioned. To ensure that there is evidence of challenge in lessons	HT - Performance Management reviewers through lesson observers Bluesky	Performance Management report to GB	

	<p>SL / SLT Subject Link Oct 2019</p> <p>SL / SLT Subject Link Jan 2020</p> <p>The process for evaluating teacher subject knowledge securely in place and evaluated by October 2019</p>	and this is securely good by February 2019.			
<p>2.1.9 In order for student work to match their needs, audit Schemes of Work to ensure that they meet the needs of our most able students.</p> <ul style="list-style-type: none"> Peer to peer coaching conversations take place that share good practice in relation to developing schemes of work. 	<p>SLS July 2018 (gained time)</p> <p>Schemes of work will clear identify challenge for the most able by September 2018.</p>	<p>By the end of July 2018 SLS will be able to clearly articulate the strengths and areas of development within the schemes of work to ensure that the needs of more able students are met.</p> <p>To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.</p>	SLT Link and LM meeting	HT report to GB	
<p>2.1.10 To ensure that subject knowledge is developed facilitate opportunities for collaboration within departments.</p>	SLS Sept 2018	Subjects will have developed their own CPD action plans for	SLT LM Bluesky	CBR CPD report to GB.	

	Subject leaders will be evidence department collaboration and the impact this has had on teaching by November 2018.	enhancing subject knowledge. To ensure that there is evidence of challenge in lessons and this is securely good by February 2019.			
Objective 2.2 Ensure challenging tasks are set that engage and interest all students, so that low-level disruption in lessons is reduced and good progress is made.					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
2.2.1 In order for all students to make progress develop an understanding amongst teachers and students about the learning journey within a lesson which facilitates appropriate student progress.	CBR Jan 2019 Mid-year review and Performance Management lesson observations will evidence a clear understanding of the embedded learning journey by October 2019.	By January 2019 Staff and students will understand the elements making up a journey through a lesson from objectives to overall progress. Learning objectives, T&L tools, structure, progress tracking during the lesson is consistently effective amongst all members of a department. Results of planning are evident through students actively engaging in their learning, with minimal disruption, and making progress within the vast	SLs through LM meetings	HT through SLT C and report to GB. Consultant visits and visit reports.	

		majority of lessons by March 2019.			
2.2.2 Ensure AFL is not just used at the end of a lesson, but is used to understand and respond to students' understanding through the entire learning journey in the lesson	SLs Dec 2018 Lesson observations and learning walks will evidence that AFL is fully embedded by March 2019.	By the end of December 2018 teachers and students understand and demonstrate the progress that they are making during lessons which inform next steps within the lessons. Results of planning are evident through students actively engaging in their learning, with minimal disruption, and making progress within the vast majority of lessons by March 2019.	SLT C whole school learning walks.	CBR Whole school summary of areas of strengths and areas for improvement. HT report GB Side by Side Project	
2.2.3 In order for all students to make to good progress ensure that AFL is a focus for learning walks.	SLs May 2018 SLs Nov 2018 SLs May 2019 SLs Nov 2019 Lesson observations and learning walks will evidence that AFL is fully embedded by March 2019.	Development over time will be observable in relation to AFL as a result of departmental action plans. The secure planning for AFL opportunities will be evident and enable students to learn well. Time in lessons will be used productively. Students will focus well on their learning because their teachers reinforce	SLT C whole school learning walks.	CBR Whole school summary of areas of strengths and areas for improvement. HT report GB Side by Side Project	

		expectations for conduct and set clear tasks that challenge students. This will be secure across the school by March 2019.			
2.2.4 Develop whole school and departmental systems and practices for capturing student voice, and use this to make informed decisions as to the extent to which students feel challenged	DHT Dec 2018	By the end of the Autumn Term 2018 a series of student voice activities will be undertaken that will inform future actions to ensure that students are challenged during their lessons. Through student voice students show themselves to be confident and self-assured. They take pride in their work, and articulate how they are challenged effectively during lessons. Students' demonstrate positive attitudes to all aspects of their learning. These positive attitudes have a good impact on the progress they make.	DHT through LM meeting.	HT report to GB Side by Side Project	
2.2.5 Ensure all teachers have a Teaching and Learning based appraisal objective, focused on	PM reviewers Oct 2018	By the end of October 2019 all	PM reviewers	HT PM report to GB	

an aspect of level of challenge, which is relevant to school priorities and appropriate to their career stage.		<p>teachers will have a successful performance review in relation to planning and delivering lessons with appropriate challenge.</p> <p>Teachers effectively plan therefore making maximum use of lesson time and coordinating lesson resources well. They manage students' behaviour well through effectively using the school's expectations and applying them consistently.</p>			
Objective 2.3 Ensuring that teachers are able to more accurately assess pupils work to support them well.					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
<p>2.3.1 In order for students to be able to make age-related progress review grade descriptors within KS3 to ensure a clear understanding of the skills and knowledge required for each grade.</p>	<p>BBR July 2018</p> <p>Department representative July 2018</p> <p>Subject Leaders will have a clear picture as to whether students are above; on; or below target for students within</p>	<p>By the end of July 2018 all subjects and teachers are clearer in their understanding of what is required for each grade within KS3.</p> <p>Students within Key Stage 3 in a wide range of subjects, including in English</p>	<p>BBR through assessment working group</p>	<p>BBR report GB</p> <p>Focus Group</p> <p>Consultant triangulation.</p> <p>Side by Side Project</p>	

	KS3 by October 2018.	and mathematics, will make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points that enables them to make age-related progress.			
<p>2.3.2 In order for students to be able to make age-related progress , evaluate the accuracy of teacher assessment within KS3 across all departments.</p> <ul style="list-style-type: none"> i. Moderation meetings ii. Check accuracy 	<p>SLs Oct 2018</p> <p>Subject Leaders will have a clear picture as to whether students are above; on; or below target for students within KS3 by October 2018.</p>	<p>By the end of October 2018 all departments will have a clear view as to which teachers need developing in terms of assessing students work.</p> <p>Students within Key Stage 3 in a wide range of subjects, including in English and mathematics, will make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points that enables them to make age-related progress.</p>	<p>SL through moderation meeting.</p> <p>SLT Link LM Meeting</p>	<p>CBR – report to GB</p> <p>Focus Group</p> <p>Side by Side Project</p>	
<p>2.3.3 To ensure consistency within departments analysis of student data moderate department assessments to</p>	<p>SLs Quarterly</p> <p>Analysis of data at data entry</p>	<p>SLs will know where there are inconsistencies and anomalies within the</p>	<p>BBR / DSA through analyses of data entry for Focus Group Meetings</p>	<p>BBR – report to GB</p> <p>Focus group meeting report</p>	

<p>minimise inconsistencies and anomalies in the data being entered.</p> <ul style="list-style-type: none"> i. SL check accuracy ii. Challenge inconsistencies 	<p>points will evidence both moderation and challenge by December 2018.</p>	<p>data and act appropriately.</p> <p>Teachers provide parents and each other with accurate information about how well students are progressing, how well the student is doing in relation to the standards expected, and what their student needs to do to improve. This will be securely good within all departments by March 2019</p>		<p>Side by Side Project</p>	
<p>2.3.4 To ensure consistency of data entry across departments implement department buddies, for identified staff, for data entry and marking to ensure that variance within the department is minimised.</p>	<p>SLs Sept 2018</p> <p>Analysis of data at data entry points will evidence both moderation and challenge by December 2018</p>	<p>Staff will be supported and developed in improving their accuracy of assessment.</p> <p>Teachers provide parents and each other with accurate information about how well students are progressing, how well the student is doing in relation to the standards expected, and what their student needs to do to improve. This will be securely</p>	<p>SL Moderation and Work Scrutiny meetings</p> <p>SLT Link through LM meeting</p> <p>QA cycle and data entry.</p>	<p>CBR - teaching and learning report to GB</p> <p>Side by Side Project</p>	

		good within all departments by March 2019			
Objective 2.4 Extending the sharing of successful teaching and learning that already exists across the school to all subjects					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
<p>2.4.1 In order for use professional development effectively to improve teaching, ensure systems are in place to share good practice between departments on assessment for learning techniques which enable students to make progress within lessons and across time:</p> <p>i. Use of LP's and CCO's to model and highlight good practice within teaching to enable students to make at least good progress</p> <p>ii. Sharing good practice items within subject meetings around AfL techniques and develop wed sharing good practice items.</p> <p>iii. SL/CCO to monitor development of techniques and share with SLT line managers to monitor development of assessment for learning.</p>	<p>i. CBR Oct 2018</p> <p>ii. CBR Oct 2018</p> <p>iii. SLs / CCO Oct 2018. Termly thereafter</p> <p>Systems and processes for ensuring that good practices is shared and evaluated fully in place by January 2019.</p>	<p>By the end of October 2018 AHT Teaching and Learning (CBR) will be able to clearly identify areas of good practice within the school.</p> <p>AHT Teaching and Learning will be able to demonstrate where areas of good practice have shared and how his has impacted upon teaching and learning</p> <p>All staff will value their continuing professional development provided by the school. This will have a positive impact on their teaching and students' learning. Teaching will be seen to be consistently strong across the school or, where it is not, it is improving</p>	<p>CBR through reports from LPs and CCOs.</p> <p>CBR to report to SLT at SLT Meetings with SLT Links feeding into the reporting mechanism</p>	<p>CBR - teaching and learning report to GB</p>	

		rapidly by March 2019.			
<p>2.4.2 In order to secure strong teaching across the school enable opportunities for collaboration within and between departments in order to develop successful practice across the school:</p> <ul style="list-style-type: none"> i. Sharing good practice is on all department meeting agendas ii. Sharing good practice briefings iii. Sharing good practice as part of all whole school INSET 	<ul style="list-style-type: none"> i. BBR May 2018 ii. CBR May 2018 iii. BBR June 2018 <p>Systems and processes for ensuring that good practices is shared and evaluated fully in place by January 2019.</p>	<p>By the end of July 2018 all staff will be able to articulate and demonstrate how the sharing of good practices has had an impact upon their professional practice.</p> <p>All staff will value their continuing professional development provided by the school. This will have a positive impact on their teaching and students' learning. Teaching will be seen to be consistently strong across the school or, where it is not, it is improving rapidly by March 2019.</p>	<p>CBR through termly online questionnaires.</p> <p>SLs through LWs and LOs</p>	<p>CBR - teaching and learning report to GB</p>	
<p>2.4.3 In order for use professional development effectively to improve teaching, summarise good practice from Learning Walks</p> <ul style="list-style-type: none"> i. Identified good practice is shared through T&L briefings 	<ul style="list-style-type: none"> i. CBR June 2018 <p>The process for evaluating good practice from learning walks will be fully embedded by December 2018.</p>	<p>Good practice across the school will shared more widely with staff during T&L briefing.</p> <p>Learning from learning walks contributes to professional development and is effective in improving teaching. The school</p>	<p>SLs through line management meetings with SLT</p>	<p>CBR - teaching and learning report to GB</p> <p>School report to LA Focus Group</p>	

		accurately monitors, identifies and spreads good practice across the school.			
<p>2.4.4 In order for use professional development effectively to improve teaching, enable opportunities for collaboration across the school to improve T&L</p> <ul style="list-style-type: none"> i. Share good practice from Learning Walks and other observations at T&L morning briefings ii. Staff to be involved in Learning Walks to observe practice in other departments. 	<ul style="list-style-type: none"> i. CBR June 2018 ii. CBR June 2018 <p>Systems and processes for ensuring that good practices is shared and evaluated fully in place by January 2019.</p>	<p>By the end of the summer term 2018, good practice across the school will shared more widely with staff during T&L briefing.</p> <p>Collaboration contributes to professional development and is effective in improving teaching. The school accurately monitors, identifies and spreads good practice across the school.</p>	<p>SLs through line management meetings with SLT</p>	<p>CBR - teaching and learning report to GB</p> <p>School report to LA Focus Group</p>	

Priority Three: Review of governance	Priority Lead People: HT/DH/SLT/GB/MO/CL
Overview target for Priority 3 –Review of governance	
An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.	
<i>From the OFSTED report:</i>	
<ul style="list-style-type: none"> ■ Governors have not challenged leaders well enough to ensure that pupils make better progress. ■ Governors have failed to challenge leaders well enough to ensure that pupils make rapid progress. Governors did not recognise the importance of progress over attainment. While attainment in GCSE English and mathematics improved, the progress pupils made from their starting points declined. Governors’ monitoring and evaluation of leaders’ actions in whole-school planning has been weak. 	
Impact and outcomes	

Objective 3.1: An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Review Comment
3.1.1 External review of governance to be undertaken to identify specific areas for improvement	BLT `June 2018	The school have an external evaluation of strengths and areas for development in relation to Governance	GB at termly Strategic GB Meeting	Chair of GB report for LA Focus Group	
3.1.2 Create development action plan to improve GB’s leadership and management capacity.	GB `July 2018	A development action plan will be in place that improves the GB’s capacity fulfil their duties	GB at termly Strategic GB Meeting	Chair of GB report for LA Focus Group	

3.1.3 Termly evaluation of progress made against the specific areas identified for improvement.	GB Dec 2018 Termly thereafter	GB will be able to evaluate their impact on relation to improvements within leadership and management	GB at termly Strategic GB Meeting	Chair of GB report for LA Focus Group	
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Priority Four – Review of the school’s use of pupil premium funding			Priority Lead People: HT/DH/Aht/SLT/MO		
Overview target for Priority 4 – Review of the school’s use of pupil premium funding					
An external review of the school’s use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.					
From the OFSTED report:					
<ul style="list-style-type: none"> ■ Leaders’ use of funding to support disadvantaged pupils has not helped to improve their achievement in GCSE examinations well enough ■ Leaders do not analyse the school’s data precisely enough to know whether the additional funding for disadvantaged pupils and pupils who have SEN and/or disabilities is used effectively. 					
Impact and outcomes					
Objective 4.1: An external review of the school’s use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.					
Actions	By whom & when	Success Criteria	Monitoring (Who, How)	Evaluation (Who, How)	Resources (cost)
4.1.1 External review of provision for disadvantaged pupils to be undertaken to identify specific areas for improvement – evaluate previous years’ additional funding	BLT May 2018	The school will have an external evaluation of strengths and areas for development in relation to provision for disadvantaged students	GB at termly Strategic GB Meeting	Chair of GB report for LA Focus Group	
4.1.2 Create strategic action plan to target developments in teaching & learning and linking provision mapping to funding allocation/spending	July 2018	A development action plan will be in place that targets developments in	DHT/ AHT termly report to GB	School report to LA Focus Group Side by Side Project	

		teaching & learning and linking provision mapping to funding allocation/spending			
4.1.3 Termly evaluation of progress made against the specific areas identified for improvement and disseminated to all key stakeholder groups	Dec 2018 Termly thereafter	GB will be able to evaluate their impact on relation to improvements within leadership and management	GB at termly Strategic GB Meeting	School report to LA Focus Group Side by Side Project	