



All Saints Catholic College

What I Have I Give

School Improvement Plan
Following section 5 Inspection on 2-3
February 2016
Submitted to Ofsted March 2016

Key Summary of Priorities and Statement of Action from Section 5 Inspection 2-3 February 2016

Key Area	Key	Lead	Priority Area	Grade	Progress Update
Teaching Quality	1.	SG	Leaders at all levels bring about swiftly the necessary improvements in the quality of teaching and pupils' progress in classrooms and around the school	4	
	2.	SG/LE	Subject leaders are effectively trained and supported in quickly overcoming the legacy of weak teaching and poor behaviour in lessons and around the school	4	
	3.	SG	Urgently improve the quality of teaching, especially in mathematics and the sciences	4	
	4.	HMcSG	Ensure that all teachers are confident to make accurate assessments of pupils' progress, set accurate targets and use the information in their planning to speed up pupils' progress.	4	
	5.	SG	Make certain that all teachers mark pupils' work according to the school's marking policy, so that all pupils receive the guidance they need to improve the standard of their work	4	
	6.	AHT	Insist that pupils' skills in writing at length are of the highest quality across all subjects.	4	
Progress of Groups	7.	AHT/GMc	The use and impact of the pupil premium is sharply monitored, in order to ensure that it improves the progress of those pupils that it is intended to support	4	
	8.	LE	All planning for improvement has a clear focus on the impact of the school's actions on the progress of all pupils, but especially those who are disadvantaged and the most able pupils	4	
	9.	HMcSG	Raise the expectations that teachers have of all pupils, including those who are disadvantaged and the most able students, so that they provide challenging and engaging activities in lessons and in homework	4	
	10.	AHT	The use and impact of extra literacy support for weaker readers in Year 7 is sharply monitored, in order to ensure that it improves the progress of those pupils that it is intended to support	4	
Behaviour	11.	DHT AHT	Leaders at all levels bring about swiftly the necessary improvements in the behaviour in classrooms and around the school	4	
Attendance and Community	12.	DHT	Leaders in charge of improving attendance intensify their work with families to improve the attendance of those pupils who are persistently absent, especially in Years 10 and 11	4	
Community	13.	DHT	Parents and pupils feel well informed about changes in a timely fashion and have the opportunity to express their views.	4	
SMSC	14.	DHT	Ensure that opportunities to develop pupils' spiritual, moral, social and cultural education are not missed, by careful planning across all subjects.	4	

Detailed Areas for Development in Ofsted Report 2-3rd February 2016

1. Leadership and Management

- i. Issues with behaviour, teaching and learning and assessment
- ii. Underachievement in mathematics, science and humanities
- iii. Underachievement of boys, the most able and disadvantaged pupils due to lack of challenge
- iv. Community engagement, notably parents, staff and pupils
- v. Deployment of and impact of pupil premium and year 7 catchup funding
- vi. Embed systems to ensure accuracy and reliability of assessment
- vii. Strategic planning of SMSC across the curriculum and monitoring of sub group provision

2. Quality of teaching, learning and assessment

- i. Low expectations for what pupils can achieve leads to disengagement
- ii. Lack of challenge/use of data to meet the needs of all groups within lessons and accelerate their progress
- iii. Assessment of pupils work is not always accurate
- iv. Marking and feedback are inconsistent so pupils do not always get guidance on how to improve
- v. Use of questioning to ascertain, support or deepen learning
- vi. Teaching in mathematics, science and humanities does not lead to good progress
- vii. Homework does not consistently support pupil progress

3. Personal development, behaviour and welfare

- i. Low expectations and weak teaching leads to poor behaviour for learning within lessons
- ii. Develop tolerance and respect towards people of different sexualities or transgender pupils
- iii. Low standards of behaviour during movement and unstructured time
- iv. Lack of consistency in how staff deal with poor behaviour
- v. Attendance of pupils in years 10 and 11 and disadvantaged pupils
- vi. Exclusions are high

4. Outcomes for pupils

- i. Lack of pupil progress across all year groups
- ii. Significant underperformance in mathematics, particularly of boys
- iii. The proportion of pupils making more than expected progress in mathematics and English is below national averages
- iv. Pupils do not make adequate progress in science and humanities
- v. Numeracy across the curriculum requires development and impact
- vi. The impact of literacy interventions needs to be measured

5. 16 to 19 study programmes

- i. Inaccuracy of assessment needs to be addressed
- ii. Teaching requires improvement and needs urgent development

- iii. Rates of progress require urgent improvement

The Time Period for Planned Actions to be Implemented

The Governors, Executive Headteacher and Headteacher of All Saints Catholic College sincerely believe that the school has the capacity to improve and intend to take swift and robust action to rapidly address the issues raised in the Ofsted inspection February 2016. Therefore, the timescales for implementation will be no more than 18 months. Immediate action is being taken to appoint a permanent leadership team before the summer term so that work is swift and impact can be clearly demonstrated by September 2017.

Arrangements for informing registered parents of proposed actions and taking their views into account

The school's MAT directors, governors and leadership will consult with registered parents in the following way:

1. Written communication was sent on 16th March 2016 to registered parents/carers to inform them of the publication of the final report and how they can receive a written copy.
2. The final report has been made available on the website to all parents/carers and also available in hard copy upon request.
3. Parents/carers have been invited to a meeting with senior staff and governors to discuss the report and planned actions so they can have the opportunity to ask questions. The date of this meeting is 23rd March 2016.
4. The statement of action planned to address the key issues will be available to parents/carers inviting them to comment. Views expressed will be considered and added where appropriate.
5. The final statement of action will be published on the school website and all registered parents will be notified of its availability. Hard copies will be made available on request through the headteacher's PA.

This is the statement of action to address what the school needs to do to improve further

Specifically the following:

1. Improve leadership and management of the school by:

- a. Appointing a substantive senior leadership team;
- b. Ensuring leaders urgently embed quality assurance and behaviour systems in place across the school;
- c. Make sure that action planning is focused on key subgroups, particularly disadvantaged pupils and the more able, with clear measurable success criteria by which success can be judged;
- d. Developing middle leaders in developing their staff and challenging them for any underperformance so that the legacy of weak teaching and poor behaviour is overcome;
- e. Ensuring that the pupil premium and year 7 catchup funding has a direct impact on disadvantaged pupils' outcomes, attendance, literacy and numeracy;
- f. Improving engagement with parents, carers, and pupils so that they can express their views of the school's performance and can actively participate in school improvement.

Strengthen governance by:

- g. Ensuring governors have access to a range of information to inform them of the school's performance;
- h. Ensuring that governors hold the Executive Headteacher, Headteacher and senior leaders to account for the outcomes of all pupil groups, but particularly disadvantaged pupils and the most able.

2. Improve the quality of teaching, learning and assessment, particularly in mathematics, science and humanities by:

- a. Implementing a training programme informed by monitoring data to develop teachers' confidence in using data to ensure all subgroups of pupils in their lessons make progress;
- b. Providing training for all staff to guarantee that the assessment of pupils' work is accurate and they can set appropriate targets;
- c. Providing training for all staff so that they use pupils' progress information and information from assessments and marking to plan lessons that are suitably challenging and engaging for all sub groups of pupils;
- d. Raising teachers' expectations for what pupils at All Saints Catholic College can achieve, particularly the most able and disadvantaged pupils, so that they provide interesting, motivating and challenging activities in lessons and homework;
- e. Making sure that all teachers mark according to the school's policy so that pupils are clear about next steps and can use marking to improve their progress;
- f. Insisting that pupils' skills in writing at length are of the highest quality across the school.

3. Improve personal development, behaviour and welfare by:

- a. Ensuring all staff follow the behaviour policy consistently so that pupils' behaviour across the school improves;
- b. Staff are trained and are confident in tackling poor behaviour;
- c. Ensuring staff responsible for attendance intensify work in ensuring disadvantaged pupils and pupils in years 10 and 11 attend more regularly.
- d. Ensuring SMSC across the school is carefully planned for all sub groups and year groups.

4. Improve outcomes for pupils, so that all groups of pupils, especially disadvantaged pupils and the more able, make good or better progress by:

- a. Ensuring rigorous tracking across all subjects, including the sixth form, so that underachievement is swiftly identified and prompt action is taken to close gaps;
- b. Monitoring the impact of in class and additional interventions for all groups of pupils, but particularly disadvantaged pupils and the more able;
- c. Embedded the Partners in Excellence (Pixl) work across the school to ensure accuracy of assessment, and use of assessment to close gaps in pupils' knowledge.

All Saints Catholic College Key Progress Measures (based on FFT top 20% of schools nationally)

Key Stage 4 key Progress measures	2015			2016			2017			2018		
	School Actual	School Target (FFT D)	National Actual	School Actual	School Target	National Actual	School Actual	School Target	National Actual	School Actual	School Target	National Actual
APS on Entry	26.7		27.6	27.7		27.5	26.8		28.4	28.6		28.6
Difference			-0.9			0.2			-1.6			0
5A*-C (E+M) - All	50	54	56		81			72				
5A*-C (E+M) - DP	33	44	36		77			54				
5A*-C (E+M) - HA	93	92	90		100			100				
5A*-C (E+M) - Female	59	61	60		83			81				
5A*-C (E+M) - Male	33	41	51		77			57				
English A*-C - All	70	97	81		90			76			94	
English A*-C - DP	55	96			87			59			94	
English A*-C - HA	97	100			100			100			100	
English A*-C - Female	81	98			94			85			98	
English A*-C - Male	51	95			82			60			90	
Maths A*-C - All	56	96	70		87			80			88	
Maths A*-C - DP	40	94			89			66			88	
Maths A*-C - HA	97	100			100			100			100	
Maths A*-C - Female	63	97			88			82			92	
Maths A*-C - Male	46	93			86			78			85	
English expected Progress - All	75	66	69		99			98			99	
English expected Progress - DP	66	64	57		100			95			97	
English expected Progress - HA	82	81	81		100			100			100	
English expected Progress - Female	84	71	75		100			100			98	
English expected Progress - Male	61	56	64		98			95			100	
English more than expected prog - All	30	26	30		38			30			39	
English more than expected prog - DP	19	25			28			24			35	
English more than expected prog - HA	46	41			82			68			79	
English more than expected prog - Female	38	31			54			41			48	
English more than expected prog - Male	18	18			10			11			30	
Maths expected Progress - All	55	61	66		92			94			96	
Maths expected Progress - DP	36	57	49		89			88			94	
Maths expected Progress - HA	71	73	82		97			100			100	
Maths expected Progress - Female	63	62	68		96			92			98	
Maths expected Progress - Male	41	59	64		87			97			93	
Maths more than expected prog - All	17	21	30		35			33			35	
Maths more than expected prog - DP	9	18			26			27			26	
Maths more than expected prog - HA	32	35			82			82			79	
Maths more than expected prog - Female	19	22			42			38			45	
Maths more than expected prog - Male	12	18			25			24			25	
Capped APS	298.3	349.59	308.6		341.1			330.9				
Attainment 8	44.61	46.8	47.78		53			45.1				
Mean Average of Progress 8 scores	-0.16	-0.21	0		0.39			-0.07				

Priority 1 – Leaders at all levels bring about swiftly the necessary improvements in the quality of teaching and pupils’ progress in classrooms and around the school

Lead: Linda Emmett and John Cornally

Red	Amber	Green
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Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
Develop an outstanding Senior Leadership Team	<ul style="list-style-type: none"> • Appoint Deputy Headteacher responsible for pastoral care, inclusion, behaviour, SMSC and attendance to lead improved outcomes in all of these areas. • Appoint permanent Senior Leadership Team with a clear focus on improving outcomes in key stage 3, improving outcomes in key stage 4/tracking progress of all pupils, supporting better classroom behaviour, ensuring the quality of teaching is good or better across the school. • Specific job roles and responsibilities which are monitored termly, with clear targets for improvement. • Revise middle leader line management structures so that senior leaders have a clear picture of achievement across the school and hold middle leaders to account 	Senior leadership team appointed in preparation for September 2016. Revised LM evident in minutes Training in place	JC/LEM LEM JC/LEM LEM JC/LEM	March 2016 March 2016 March 2016 August 2016 Oct 2016	DHT cost. Additional SLT costings £140,000 Meeting time	During March 2016 regarding appointments and then termly Governors finance and staffing Governors, SLT	Governors T&L How will the leadership structure address key weaknesses and impact positively on outcomes, particularly more able and DP?
Ensure Quality Assurance Processes which are fully understood and implemented by all leaders at all levels, so standards are applied rigorously, accurately and staff are held to account.	<ul style="list-style-type: none"> • Implement departmental line management schedule with clear timescales and standard agenda items focusing on T&L non-negotiables, behaviour, outcomes, progress of more able pupils and closing the gap for disadvantaged pupils. • Establish calendar to clearly demonstrate quality assurance process between SLT, MLT and staff so all people are clear as to the accountability process and timescales are adhered to for weekly SLT monitoring, observations, learning walks, work scrutiny and pupil voice. Confirm expectations and timescales weekly via email and briefings so no lag in timescales occur. • Train department leaders on how the quality assurance programme works and the expectations of good teaching in their areas so they can develop staff and hold them to account • AHT T&L to undertake programme of paired quality assurance to ascertain accuracy of judgement, and to hold the middle 	Staff and middle leaders held to greater account. QA processes happen on deadline. Secure judgements made by middle and senior leaders throughout QA process academic year 2016-2017	LEM SGA SGA SLT SGA, SLT, middle leaders	May 2016 May 2016 May 2016 June 2016 onwards Sept 2016 onwards	Online folder to hold minutes, agendas, impact evidence SLT/MLT time QA docs	Every 4 weeks by Headteacher. SLT monitoring cycle. QA cycle Data to governors T&L committee	Judgements moderated half termly by SLT. Judgements moderated externally by partner teaching school/inspector. Questions: 1. How are line managers checking the validity of judgements? 2. How is QA data used to

Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
	<p>leader to account for the quality of teaching in their area</p> <ul style="list-style-type: none"> • AHT T&L to collate evidence from middle leaders as per the exact QA timescales and moderate it to ensure judgements are accurate. AHT T&L to challenge heads of department where inaccuracies exist. • SLT to quality assure marking, assessment, and work in books for their line managed areas the second week of every half term and evidence discussed and graded with HODs. • HODs to capture the impact of their quality assurance every half term so they can provide evidence of progress and use the information to inform training. • Implement programme of external verification from the Teaching School including learning walks, observation, work scrutiny, planning scrutiny and pupil voice to QA work of SLT and MLT and identify accuracy and required next steps. 		<p>SGA</p> <p>SGA, SLT, HODs</p> <p>HODs</p> <p>LEM</p>	<p>Sept 2016</p> <p>Sept 2016</p> <p>Oct 2016</p>	<p>Teaching School costs £50,000</p>		<p>develop staff or hold them to account?</p>
<p>Develop the new Governing Body's understanding of the school in order that they can hold it to account.</p>	<ul style="list-style-type: none"> • Appoint a staff MAT director/governor so that the high expectations of the governing body are communicated to the staff body. • Appoint nominated data governor to have oversight of the impact of pupil premium, y7 catchup funding and the progress of all subgroups and year groups. • Allocate governors areas of responsibility linked to key school priorities, to provide updated information to the governing body relating to behaviour, attendance, and teaching quality. • Ensure calendared governing body meetings are aligned to key dates in the school calendar, to ensure data on pupil progress for disadvantaged pupils and more able pupils, can be monitored and challenged. Headteacher to ensure action points are communicated to SLT and middle leader meetings with specific success criteria and timelines. • Invite senior leaders to present the impact of their work/role to governors on a rolling programme so governors can get to know staff, their key roles and hold them to account. 	<p>Governors can independently access and interpret key information</p> <p>Governors have Sufficient information to hold leaders to account for performance</p> <p>Governors meet the requirements of the National Governors Association framework.</p>	<p>LEM/CGA</p> <p>CGA</p> <p>LEM/CGA</p> <p>CGA/LEM</p> <p>CGA/LEM</p>	<p>March 2016</p> <p>March 2016</p> <p>May 2016</p> <p>September 2016</p> <p>From Sept 2016</p>	<p>Meetings Report Pro Formas Training costs</p>	<p>Annually</p> <p>Headteacher and Finance monthly reports to governors and minutes of meetings highlight challenge questions and feedback from link governors</p>	<p>Strategic conversations, challenge, accountability and decisions evident from SLT reports, Link Governors' reports and Full Governors reports.</p> <p>Challenge questions recorded in the minutes of Governors meetings</p> <p>Improved exam results</p>

Priority 2: Subject leaders are effectively trained and supported in quickly overcoming the legacy of weak teaching and poor behaviour in lessons and around the school

Lead: Linda Emmett and Stephen Garvey

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Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
Ensure middle leaders all see themselves as leaders of Teaching and Learning and Behaviour in their areas, so they hold staff to account against the teaching standards	<ul style="list-style-type: none"> • Implement schedule of Heads of Department/Pastoral meetings to focus on training related to the monitoring of teaching, non-negotiables, behaviour non-negotiables, and the progress of all sub groups, particularly PP and HA, holding staff to account. • Implement standard line management agenda with calendared dates, with agenda focused on teaching quality, outcomes, closing the gap, more able and behaviour. • Establish Accountable Leadership Programme through diocesan link to coach middle leaders and focus them on absolute ownership of their department/year and monitoring the impact of their leadership. • Secure second cohort of middle leadership training at BTHCC to create leadership sustainability within the school. Share good practice learned with other middle leaders within the school. • Increase department meeting time. Heads of department to implement standard departmental meetings focused on non-negotiables for behaviour and T&L, outcomes, DP, more able and team planning to share good practice. • Ensure middle leaders via training are aware of their responsibility in holding to account through PM. Identify their development areas and implement tailored coaching through line management. 	<p>90% of staff teaching good or better lessons by July 2017 over time</p> <p>Behaviour referrals/exclusions decrease significantly</p>	<p>SGA, LEM</p> <p>LEM</p> <p>LEM</p> <p>SGA</p> <p>LEM, SGA, HODs</p> <p>HODs, reviewers</p>	<p>Apr 2016</p> <p>April 2016 & Sep 16</p> <p>Sept 2016</p> <p>Sept 16</p> <p>Sep 2016</p> <p style="background-color: green; color: black;">March & Oct 16, March 17</p> <p>reviews</p>	<p>PM reviews</p> <p>Shared area T&L documents</p> <p>Training costs</p> <p>External support costs for obs and training £20,000</p>	<p>Performance management pay reviews. Line management with SLT link</p> <p>Paired/externally evaluated monitoring with evidence in Priority 2 folder.</p> <p>SGA/Line manager monitoring of T&L data with challenge on accuracy.</p> <p>SGA to give monthly presentation of T&L stats triangulated with outcome data to SLT, with data held in Priority 2 folder</p> <p>Headteacher review of priority folders.</p>	<p>Governors' annual pay committee</p> <p>Governors T&L committee monthly review of data</p>

<ul style="list-style-type: none"> • Provide training on lesson observation, with paired observations including headteacher, external inspectors and AHT triangulation. Audit ongoing monitoring for accuracy of judgement against language on forms. • Follow up training three times per year to ensure judgements remain consistent and accurate. • Strongest middle leaders to apply to become Specialist Leaders in Education in order to further develop their own leadership skills and bring good practice regarding leadership, curriculum, T&L from other schools back to All Saints 	LEM, SGA, HODs	Sept 16		
	SGA	Jan 17, June 17		
	SGA	Feb 17		

Priority 3: Urgently improve the quality of teaching, especially in mathematics, the sciences and humanities

Lead: Stephen Garvey

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Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
To increase the proportion of good or better teaching, and eradicate inadequate teaching	<ul style="list-style-type: none"> • Establish T&L non-negotiables focused on pitch, planning for sub groups, assessment/checking within lessons, questioning, marking. Publish high profile in classrooms, display and online • Headteacher and SLT to undertake daily learning walks to ensure non-negotiables adhered to. • Lead staff training on non-negotiables as a collective • Train individual departments to ensure clarity on how non-negotiables apply to their subject area. Timetable departmental sessions throughout the year to focus on pitch, planning for sub groups, assessment/checking within lessons, questioning, marking. • Ensure every teacher has individualised appraisal targets, including specific requirement to evidence non-negotiables within their daily teaching. Deny pay progression where targets are not met. • Implement accountable coaching programme in science and maths, with a weekly cycle of peer planning and observation where teaching is not yet consistently good. • In Science, Maths and Humanities, implement 'Teacher 	90% of staff working at good or better in the year 2016-2017, 95% of staff working at good or better at the end of 2017-2018 and no teacher working under the minimum standard of 'good all the time', over time, by our third year, with at least 20% outstanding teaching over time and an	SGA, Heads of Department. LEM/SLT SGA SGA, HODs, staff Appraisers, all staff SGA, MCR, DLO SGA, MCR,	April 16 Apr 16 onwards April 16 By July 16, and Sept 16 Oct 2016 Mar 16 to May 16 May 16 to	HR support QA Documents T&L documents Online area Training time Cover for staff to attend coaching or support sessions. £150,000 severance package costs	Paired/externally evaluated monitoring Line manager monitoring of T&L data with challenge on accuracy. Headteacher checking of minutes. Monthly presentation of T&L stats triangulated with outcome data to SLT Evidence data in Priority 3 evidence folder held by LEM.	Monthly presentation of T&L stats, including those in appraisal or capability procedures, to governors T&L committee Questions: 1. Is coaching embedded and quality assured? 2. Has coaching had impact so far? 3. How many staff are on pre-capability or capability? 4. What intervention will take place for teaching staff graded less than

	<p>Experiencing Professional Difficulties’ support in conjunction with Local Authority HR as part of appraisal where teaching remains requires improvement or inadequate.</p> <ul style="list-style-type: none"> • Science, Maths and Humanities, implement capability procedures in conjunction with Local Authority HR where teaching remains as inadequate or requires improvement. • Implement a weekly directed ‘Consistently Good’ training led by identified staff to move 4s to 3s to 2s, with open attendance, and attendance directed as part of individual staff support plans. • Implement programme of coaching cycle, ‘teachers experiencing professional difficulties’, and capability procedures in other subject areas where teaching requires improvement or is inadequate. • Establish links with other schools who have teachers of excellence in areas we do not, arrange access to good practice and observation days so they can see outstanding practice in their own subject area. 	outstanding teacher in every department.	DLO SGA, LEM SGA SGA/LEM/HODs SGA	Sept 17 June 16 to Nov 17 April 16 weekly Sept 16 to June 17 July 16 ongoing			<p>good?</p> <p>5. What support will be given to staff graded good to move to outstanding?</p> <p>6. What departments are most/least effective based on observation and progress data?</p>
To provide high quality CPD, linked to Teacher Standards to ensure that all staff move to good and better in their typical teaching quality	<ul style="list-style-type: none"> • Produce a ‘Teacher Profile’ 360 degree performance management proforma to evaluate individual T&L needs for 2016 and ongoing, matched to the Teacher Standards, so as teachers at all levels improve • Provide continued training for all staff on the basics of lesson planning; Lesson objectives, Success criteria, Progress, Use of Data, Questioning and Differentiation. • Keep records of staff attendance to in-house training events and produce INSET training certificates linked to Teacher Standards for staff completing these. • Develop the Teaching and Learning shared area, newsletter, as a forum for re-enforcing non-negotiables and sharing good practice across the school. Create a T&L Twitter account for the same purpose. • Ensure weekly reminders through briefings, email and newsletters about non-negotiables. e.g. meeting and greeting on the corridor. Use briefings and newsletter to ensure consistency from teaching body. 	<p>Teacher voice expresses confidence in leadership and access to high quality training.</p> <p>Teaching quality improves as per above.</p>	SGA SGA, HODs, teachers SGA SGA SGA	Sept 2016 April 16 to July 17 Sept 16 – July 17 Sept 2016 April 16 and Sept 16 ongoing weekly	<p>Every half term.</p> <p>Training costs from SLEs £5,000</p> <p>Time PM procedures</p> <p>Time</p>	<p>T&L standardised data presented to SLT and interventions discussed with associated success criteria.</p> <p>T&L data presented to Teaching and Learning Governors monthly</p> <p>Evidence data in Priority 3 evidence folder monitored by Headteacher.</p>	<p>SLT to evaluate coaching, CPD and support through community voice, monitoring and with HODs at monthly meetings.</p> <p>Performance management reviews</p> <p>Governors T&L Questions:</p> <ol style="list-style-type: none"> 1. How do we know teacher development is having a positive impact on students? 2. Is training value for money?

Priority 4: Ensure that all teachers are confident to make accurate assessments of pupils' progress, set accurate targets and use the information in their planning to speed up pupils' progress.

Lead: Helen McCarthy and Stephen Garvey

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Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
Embed robust strategies to ensure accuracy of assessment	<ul style="list-style-type: none"> AHT to create assessment calendar for academic year 2016-2017 which clearly identifies assessment and data capture dates. This is to be communicated to all staff, parents and pupils and re-communicated monthly so every data is tightly adhered to and there is no lag in data capture timescales. AHT to ensure that formal assessment on schemes of work across the school are half termly, robust, suitably challenging and have a standard mark scheme. HODs to ensure that all formal assessments are cross moderated and standardised. Data input into the SIMs system is not in isolation. External validation using SLEs to take place in the core, and in key subjects. At each data point for each year group, HODs to triangulate data input with assessments and books to ensure grades/levels are accurate. HODs to challenge staff and implement additional training where anomalies are identified. Create assessment packs in each department with exemplar accurately assessed material at every grade/level so any new member of staff can self-standardise outside of meetings. Continue to work with Pixl and Pixl associate to ensure school is clear on any grade boundary changes and in key stage 4, DTT, WTM and PLCs underpin data collection cycle. AHT KS4 to calendar cycle of head of department 	<p>Data input onto SIMS is within 2% of externally assessed or terminal data 2016 and 2017</p> <p>Assessment within books shows accurate grading and next steps comments.</p>	<p>HMc, HODs, all teachers</p> <p>HMc, HoDs, all teachers</p> <p>HODs, all teachers</p> <p>HODs, all teachers</p> <p>HODs, all teachers</p> <p>HMc, Pixl, staff</p> <p>HMc, HODs, SLT</p>	<p>May 2016 and through out academic year 2016-2017</p> <p>Sept 16</p> <p>Sept 16 onwards</p> <p>Sept 16 onwards</p> <p>Dec 16</p> <p>Sept 16</p> <p>Sept 16</p>	<p>Pixl membership £4000</p> <p>Pixl training £4000</p> <p>Train travel costs for SLT/HODs £5000</p>	<p>QA cycle – learning walks, work scrutiny.</p> <p>Monthly QA by AHT RSL and Headteacher of assessment work and Pixl strategies</p> <p>RSL meetings by AHT KS4 and HODs, minutes sent to Headteacher.</p> <p>RSL and tracking data evidence in Priority 4 evidence folder.</p>	<p>T&L governors monitoring of key tracking data.</p> <p>Questions:</p> <ol style="list-style-type: none"> What are the predictions for years 10 and 11? What percentage of learners are on track to make expected or above expected progress in English, maths, science and humanities How are fine gradings being used to improve performance both within and outside of the classroom? How will the diagnosis therapy testing model impact positively on outcomes?

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
	<p>presentations to SLT so that every HOD will present to SLT termly on the teaching quality, outcomes per yr group and sub group, closing the gaps, behaviour within their subject area. This is so they are held to account more rigorously.</p> <ul style="list-style-type: none"> Headteacher and AHT to implement department review meetings with department leaders after each data capture to analyse results, challenge accuracy and teaching quality. Ensure HODs update their plans to focus on the exact subgroups that require in class and extraction interventions. 		LE, HMc, HODs	onwards Dec 16			
<p>Ensure staff use assessment data to set challenging targets to drive up progress within lessons. Use data to urgently improve outcomes across the school in all year groups and sub groups, particularly more able and DP.</p>	<ul style="list-style-type: none"> Train Heads of Department and staff to use data effectively, to include RAISE online training, use of reading/numeracy age data, SEN information, assessment data to plan for sub groups, DP and stretch and challenge for most able within lessons. Implement class personalisation and seating plan as a form for teachers to demonstrate how they are using each data set within their teaching. Retrain all staff on Pixl Diagnosis Therapy Testing model so that staff use assessments to update personalised learning checklist which will inform required in class and extracurricular therapy to close knowledge gaps. Implement further testing to ascertain impact. AHT KS4 to retrain all staff on fine grading so that key marginal pupils at every level are identified so that every teacher can create intervention group within their lessons and HODs can create extra-curricular intervention groups for further DTT. AHT T&L and HODs to scrutinise books as per QA cycle to check that all teachers are implementing the DTT model effectively. AHT KS4 to use fine grading to establish RAP programme for Yr10 and 11 focused on key marginal pupils at each grade, more able and pupil premium, with a calendared programme of targeted intervention 	<p>Class personalisation plans show how teachers are planning for sub groups within lessons. Work scrutiny shows increased pitch of data. War walls evident across school.</p> <p>RAP groups in place and shared with parents, pupils and staff</p> <p>Progress 8 0.0 2016, and -0.3 for DP. 50% of pupils to gain A*-C in English and Maths. Progress 8 positive and 0.0 for DP 2017 given lower prior</p>	SGA /HODs HMC HODS staff HMC HODS Staff SGA/HODs HMC, HODS	June 16 Sep 16 Sep 16 Oct 16 Oct 16	<p>Meeting time Training time Good practice visits Display walls Update SIMS</p> <p>Data form</p> <p>Training time</p> <p>PM docs</p> <p>Shared area on system</p> <p>PP review cost</p>	<p>SLT to monitor departmental tracking information including sub groups, monthly through line man and also in SLT meetings. Minutes to Headteacher.</p> <p>HODs and HOKs to monitor pupil progress and sub group progress in all year groups as per data cycle</p> <p>PP data in each year group checked monthly by SLT. Information used to feedback into development planning.</p> <p>Pupil voice PP</p>	<p>Governors T&L group to monitor sub groups in tracking data, particularly focusing on the gap between outcomes for DP pupils and their peers. Questions:</p> <ol style="list-style-type: none"> What percentage of disadvantaged pupils and more able pupils are on track to make expected or above expected progress in English, maths, science and humanities? What is the current gap between learners and DP learners who are on track to make expected/more than expected progress in maths and English? How does this compare to the national gap? What

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
	<p>through heads of department. AHT to closely track attendance and impact.</p> <ul style="list-style-type: none"> • Heads of department to develop their own progress wall to monitor track the progress of every child so every teacher can ascertain which children require intervention and amend personalisation plans to target teaching. Update after each data drop, and amend class personalisation plans, seating plans and lesson plans accordingly. • AHT KS4 to establish RAP programme for Yr 9 focused on key marginal pupils at each grade, more able and pupil premium • AHT KS3 to establish RAP programme for KS3, focused on more able pupils, pupil premium and lit/num 	attainment Proportion of pupils gaining A*-C in English and Maths to reach national averages (57%)	HODS, all Staff All Staff All staff	Oct 16 Onwards Dec 16 Jan 17		pupils by DHT All kept in Priority 4 evidence folder monitored by headteacher. Learning walks, work scrutiny as per QA cycle monitored by SGA and in evidence folder.	percentage of pupils are on track to make expected progress for each curriculum area for DP and non-DP pupils? 4. How is the gap closing between DP pupils and their peers? 5. What are the next steps for pupils who are not making expected levels of progress?

Priority 5: Make certain that all teachers mark pupils' work according to the school's marking policy, so that all pupils receive the guidance they need to improve the standard of their work

Lead: Stephen Garvey

Red	Amber	Green
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Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
Ensure that all teachers mark according to the school's policy so that pupils are clear about next	<ul style="list-style-type: none"> • Retrain staff on marking policy non-negotiables and marking for learning expectations, including www/ebi next steps comments, pupil response, literacy and clear expectations for high quality layout for each subject area. Particular focus on disadvantaged pupils and the most able. 	All books marked according to policy Work in books shows	SGA	May 16	Training time Meeting time Books	HODs work scrutiny in monthly cycle. Half termly work scrutiny by SLT and work monitoring during learning walks.	Governors T&L Questions. 1. Which departments are strongest/

Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
steps and can use marking to improve their progress	<ul style="list-style-type: none"> • Refine work scrutiny calendar ensuring paired work scrutinies between AHT T&L and HODs so monitoring is accurate. • Share good practice with staff so they learn from each other in order to develop their practice • Repeatedly communicate marking expectations to all staff parents and pupils. • Ensure work scrutiny is on departmental agenda to ensure HODs work with departments to baseline and develop marking within their area • Use head of department time to allow peer HODs to support and challenge their peers in marking in their areas • Work Scrutiny to be run every three weeks by HODs, alongside their line manager • SLT work scrutiny to be run every half term with a particular focus on disadvantaged pupils and the more able. • Best practice then shared across staff and areas for improvement identified to teachers and faculty leads, and underperformance challenged. • Year 7 books to be made available to y6 teachers as part of transition programme so they can ascertain whether work is challenging enough • Pupil and parent voice to be developed to discuss marking for learning strengths and areas for development. Information used to inform department improvement plans. • Books to be made available to parents at parents' evenings 	<p>appropriate challenge for all pupils Work in books is tailored to support DP and stretch more able. Work in books shows excellent standards of layout and care from all pupils.</p>	<p>SGA/HODs SGA/HODs SGA/HODs SGA/HODs HODs HODs SGA/SLT HODs, staff All staff SGA/HODs All staff</p>	<p>May 16 – July 17 May 16 onwards June 16 & Sept 16 onwards Sept 16 Sept 16 3 weekly Oct 16 Oct 16 onwards Nov 16 Oct 16 Oct 16 Nov 16 onwards</p>	<p>Parent and pupil voice time Increased department time Online resource area</p>	<p>Evidence to Headteacher Summary work scrutiny in evidence folder 5 monitored by headteacher.</p>	<p>weakest at marking? 2. What intervention is in place to develop weaker marking? 3. How are strengths shared? 4. What impact is marking having on pupil progress?</p>

Priority 6: Insist that pupils' skills in writing at length are of the highest quality across all subjects.

Lead: Assistant Headteacher KS3

Red	Amber	Green
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Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
Provide training to all teachers so they are confident in the development of writing at length in their subject area	<ul style="list-style-type: none"> • Head of English to conduct staff training on how to structure lessons to support students in writing at length so best practice is shared with other curriculum areas • Ensure SATS writing level data is available to all staff so they can use this in personalisation plans, seating plans and lesson plans to address pupils' needs within lessons. • English team to ensure each child has a writing target in books across all curriculum areas so each staff member can plan to address pupils' needs • All staff within English, Humanities, Science, RE, MFL, Business, PSHE to plan lessons that are structured to facilitate extended writing and allow pupils time to apply their extended writing skills. • Head of English to work with heads of department to conduct work scrutiny to ascertain impact so far, and inform further staff development needs within specific subject areas. • HODs to disseminate further training to their staff through department time, and peer plan to ensure extended writing is incorporated into lessons. • Head of English and SLT to monitor writing at length in work scrutiny of all pupils, and in particular the most able so as the impact of training is evidenced, staff are held to account, and any training needs are identified. 	Work scrutiny evidences improved writing at length in books. Increased progress through consistent high expectations	<p>AHT KS3/NGI/all staff NGI AHT KS3</p> <p>HODs, All staff</p> <p>NGI/HODs</p> <p>HODS NGI</p> <p>NGI/SLT</p>	<p>Oct 2016</p> <p>Sep 16</p> <p>Oct 16</p> <p>Nov 16</p> <p>Dec 2016</p> <p>Jan 2017 onwards</p> <p>Feb 17 onwards</p>	<p>External best practice visit £500</p> <p>TLR payment £4000</p> <p>Training Time Books</p>	Work scrutiny by HODs and SLT show increased challenge and improved writing. Evidence places in Priority 6 evidence folder monitored by headteacher.	Governors T&L

Priority 7 – The use and impact of the pupil premium is sharply monitored, in order to ensure that it improves the progress of those pupils that it is intended to support

Lead: Assistant Headteacher KS3 and Gill McFadden

Red	Amber	Green
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Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
<p>To deploy pupil premium so that it has impact on the outcomes for disadvantaged pupils, the gap closes.</p>	<ul style="list-style-type: none"> • Appoint AHT with responsibility for monitoring the deployment and impact of the pupil premium. • AHT KS4 to establish standard form tracking impact of pupil premium deployment on closing the gap between disadvantaged pupils and their peers in each year group and in each subject area. Update at each tracking point in preparation for SLT and governors. This is to be monitored by heads of department and heads of key stage, and also by line managers as part of standard line management agenda. • Teaching school to undertake pupil premium review to ascertain deployment, impact and key actions to meet needs of pupils • Redeliver specific ‘closing the gap’ training to all teachers alongside T&L non-negotiables so that teachers are aware of specific targeted strategies to use within lessons. SLT to lead subject specific workshops to plan specific strategies within individual subject areas. • All teachers to use class personalisation plan to document how they will plan in-class provision for disadvantaged pupils. HODs and AP T&L to use learning walks and work scrutiny to track the impact of targeted teaching strategies. • SLT and HODs develop plan for effective deployment of pupil premium with clear success criteria relating to improving outcomes for disadvantaged pupils /their attendance in conjunction with the Finance Director to ensure impact. • Ensure every teacher has closing the gaps for disadvantaged pupils as a Performance Management target so they are held to account for their outcomes. • AHT Behaviour to implement a programme of half termly subject, attendance and behaviour meetings include analysis of outcomes for DP along with actions taken to close the gap within lessons and 	<p>Progress 8 0.0 2016, and -0.3 for DP. 50% of pupils to gain A*-C in English and Maths. Progress 8 positive and 0.0 for DP 2017 given lower prior attainment.</p> <p>Attendance of DP to be at national averages for every year group.</p>	<p>LEM</p> <p>GMc AHT</p> <p>LEM</p> <p>AHT/HMc</p> <p>AHT/ HODs, HOKs</p> <p>Teachers</p> <p>SLT/GMC</p> <p>Reviewers/ LEM</p> <p>AHT</p>	<p>April 2016</p> <p>June 16</p> <p>July 16</p> <p>June 16</p> <p>Sept 16</p> <p>April 16 maths/sci, Sept 16 all</p> <p>Oct 16</p> <p>Oct 16 half termly</p>	<p>PP Money</p> <p>Time for regular meetings</p> <p>Data pro formas</p> <p>PP review £1000</p>	<p>SLT on a 4 weekly cycle interrogate the information from LM meetings, set targets and tackle under performance of staff and pupils as per QA process. Evidence in Priority 7 folder monitored by headteacher.</p> <p>Governors curriculum committee is provided with a summary of the terms progress and interventions and interrogates the information</p> <p>Director of Finance to report to Governors Finance Committee half termly.</p> <p>Half Termly report of impact of pupil premium and y7 catchup deployment to governors, and to parents via the new website. Evidence in</p>	<p>Key Questions Governors Finance What is the impact of PP funding on narrowing the gap? 2. Are the interventions having a positive impact on narrowing the gap and how do we know? 3. Are all identified groups effectively monitored and tracked by the nominated staff? What QA is in place to ensure the data is accurate?</p>

Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (Who, when, how)	Evaluation (who, when, how) Key questions for Govenors to ask
	their impact <ul style="list-style-type: none"> • SLT to monitor impact of pupil premium monthly and discuss where additional interventions are required, and the required success criteria for further interventions. Line managers to ensure HODs update their plans accordingly. • Publish impact on the website so parents/carers are aware of the impact pupil premium is having within the school. 		GMC/SLT /HODs GMC	Monthly Dec 16		Priority 7 folder.	

Priority 8: All planning for improvement has a clear focus on the impact of the school's actions on the progress of all pupils, but especially those who are disadvantaged and the most able pupils

Lead: Linda Emmett

Red	Amber	Green
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Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
Ensure Improvement Planning across the school is focused on outcomes for all groups, particularly DP and more able.	<ul style="list-style-type: none"> • Run training for leaders at all levels regarding improvement planning. Work with middle leaders to develop their planning to ensure it rightly focuses on impacting progress, DP, closing the gaps and more able. Ensure plans are updated after every data tracking point, and also every half term. • Headteacher to quality assure all improvement plans to ensure they are fit for purpose and focus on progress within lessons, outcomes particularly for DP and more able. Headteacher to speak to line managers and HODs where actions on improvement plans need to be more focused or have clearer success criteria. • Headteacher to hold a programme of workshops throughout the year aligned with assessment cycle to support middle and senior leaders with planning specifically related to the needs of 	Improvement plans in place across the school with clear success criteria focusing on closing the gap for disadvantaged pupils and stretch the most able.	LEM LEM/HODs/HOKS LEM/HOKS	April 2016 onwards May 2016 Sept 16 onwards	Time for pro forma Training Meetings Time to update plans	SLT scrutiny of plans through LM processes. Plans kept in Priority 8 Evidence Folder and monitored by headteacher. Executive Headteacher Half Termly collation and examination of plans	Questions <ol style="list-style-type: none"> 1. How does action planning across the school support sub groups particularly DP and more able 2. Which interventions have been most/least effective? 3. What is the impact of interventions across the school? How frequently is

	<p>their year group or subject area.</p> <ul style="list-style-type: none"> • Through line management, line managers to ensure senior leaders and middle leaders use development plans as working documents throughout the year and RAG progress in them. • Rigorously use the quality assurance 4 week programme to inform further development areas and ensure these are added to development plans with associated success criteria. 		<p>SLT/HODS</p> <p>SLT/HODS</p>	<p>Sept 16 onwards</p> <p>Dec 16</p>			<p>this evaluated?</p>
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Priority 9: Raise the expectations that teachers have of all pupils, including those who are disadvantaged and the most able students, so that they provide challenging and engaging activities in lessons and in all homework

Lead: Stephen Garvey

Red	Amber	Green
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Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
<p>Ensure all staff are confident in the provision of appropriately challenging work for all pupils in their lessons</p>	<ul style="list-style-type: none"> • Retrain staff in basics of writing challenging lesson objectives and success criteria so they plan effectively for sub groups within lessons. Break into subject specific workshops with SLT to support teachers to planning within their subject. • Heads of department to join the appropriate subject association in order to access up to date information regarding assessment and subject knowledge within their curriculum area. • Introduce ‘class personalisation’ planning document in conjunction with seating plan document to ensure staff plan challenging work for the sub groups in their lessons. Ensure personalisation planning is shared on staff T&L drive and that HODs monitor their quality and appropriateness. • AHT T&L to incorporate a half termly snapshot of lesson planning, personalisation planning and work scrutiny to ascertain stretch and challenge and identify any issues with staff subject knowledge. • AHT T&L and HODs to incorporate more able walkthrough into the QA cycle at least once a term to 	<p>Work scrutiny shows that work is challenging for all sub groups of pupils. Outcomes for all pupils across all subjects increase towards and above national averages. The proportion of pupils gaining A-A* increases in line with national</p>	<p>SGA, SLT, lead teachers, middle leaders.</p> <p>HODs, all staff</p> <p>SGA, HODs, all staff</p> <p>SGA, HODs</p> <p>SGA, HODs</p>	<p>April 16</p> <p>June and May 16</p> <p>May 16 core, Sept 16 all</p> <p>Sept 16</p> <p>Sept 16</p>	<p>Shared area Personalisation plan template</p> <p>Training HR support costs</p> <p>Severance costs as per Priority 3</p>	<p>HODs to monitor seating plans and personalisation plans. SLT to sample plans from key departments HT to monitor coaching and support plans. Key example evidence kept in Priority 10 folder monitored by headteacher.</p>	<p>Governors to monitor tracking data on sub groups in each year group.</p>

Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
	<p>monitor provision and impact of training within work and planning.</p> <ul style="list-style-type: none"> • Create greater capacity for joint planning, team teaching and peer lesson observation by training middle leaders and increasing department time. • Challenge any staff underperformance through 4 week cycle of coaching, followed by 4 week 'teachers experiencing difficulties' within appraisal. Move to capability when necessary. • Develop the Lesson Study method across the school so staff can peer plan for the progress of sub groups within and outside their subject areas, thus creating effective collaboration of lesson planning, reflection and evaluation by all teaching staff. 	averages 2017	<p>SGA, HODs</p> <p>SLT</p> <p>SGA, HODs LEM</p> <p>SGA</p>	<p>Sept 16</p> <p>Apr 16 and Sept 16</p> <p>May 16 and Sept 16</p> <p>Apr 17</p>			
Raise Teachers' Expectations in homework	<ul style="list-style-type: none"> • Develop homework calendar and share with staff, parents and pupils so it is understood by all • Establish homework non-negotiables regarding regularity, quality pitch and challenge and share with staff, parents and pupils so they are clear as to the expectations relating to homework • Establish programme of planner checks by form tutors and heads of key stage to ensure that homework is being set, with communication to middle leaders where there is a lack of standards • Middle leaders to undertake fortnightly homework checks as per the homework calendar to ascertain quality, pitch and challenge of homework being set • Senior and middle leaders to undertake homework checks during work scrutiny to check quality, pitch and challenge of homework being set. • AHT T&L and HODs to monitor quality, stretch and challenge of homework set for more able pupils through planner analysis, work scrutiny and pupil voice • Repeatedly communicate expectations to staff and middle leaders, repeat training where necessary. 	Homework set that is tailored to the needs of individual pupil, is high quality and appropriately challenging.	<p>SGA</p> <p>SGA</p> <p>FTs, HOKs</p> <p>HODs</p> <p>SLT/HODs</p> <p>SGA/HODS</p> <p>HODS, SLT,</p>	<p>March 16</p> <p>April 16</p> <p>June 16 - onwards</p> <p>June 16 fortnightly</p> <p>Sept-Dec 2016</p> <p>Oct 2016</p> <p>Apr-Oct 2016</p>	<p>Homework timetable</p> <p>Website</p> <p>Twitter</p> <p>Newsletter</p> <p>Training time</p> <p>Website, meetings with pupils and parents</p>	<p>HODs monitoring</p> <p>SLT monitoring of planners, work scrutiny, pupil and parent voice. Parent view. Impact evidence placed in Priority 9 folder monitored by headteacher.</p>	<p>Governors T&L committee</p> <p>1. What is the quality of homework set? How do we know?</p> <p>2. How is homework impacting on outcomes?</p>

Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
	<ul style="list-style-type: none"> Challenge staff where homework is not of adequate challenge or quality. . Develop programme of parent and pupil voice to ascertain impact of homework developments Ensure homework club attendance is monitored for all sub groups so that disadvantaged pupils receive the support they require. 		SGA SGA HODs/JCA	Oct 2016 onwards Oct 2016 onwards Oct 16			

Priority 10: The use and impact of extra literacy support for weaker readers in Year 7 is sharply monitored, in order to ensure that it improves the progress of those pupils that it is intended to support

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Lead: Assistant Headteacher KS3

Objective	Specific Actions including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
Deploy y7 catchup funding to develop literacy across the curriculum strategies and establish a culture of reading across the school.	<ul style="list-style-type: none"> Appoint TLR holder with specific responsibility for tracking and monitoring impact of year 7 catchup funding through targeted literacy and numeracy interventions within and out of lessons Establish year 7 reading age baseline prior to transition in conjunction with the primary schools so that children who require urgent support are identified and required interventions can be implemented urgently in year 7. Baseline reading ages and ensure they are on SIMS Yrs 8-11 so children who require urgent intervention are identified and staff use reading age data on seating plans, class personalisation plans to cater for specific reading ages as required. Identify intervention groups and implement literacy 	Reading age baseline done. Key intervention groups identified. Intervention timetable in place Reading ages increase	LEM SLL NGI/VCH/JCA, all staff	March 2016 June 2016 Sept 2016	Toe by Toe, Accelerated reader Reading age tests Staff time for Toe by Toe English curriculum time for Accelerated Reader	AHT KS3 and KS4 report to SLT Monthly. Reading age data analysis by SLT monthly and kept in Priority 10 evidence folder, monitored by headteacher.	Governors finance and T&L Committees 1. What percentage of year 7 pupils are not secondary school ready on entry? 2. What is the impact of the y7 catchup funding on improving

<p>intervention strategy incorporating Toe by Toe and Accelerated Reader. Ascertain impact monthly through retesting.</p> <ul style="list-style-type: none"> • Relaunch Accelerated Reader programme through the English department. Run training for staff. Accelerated reader time to be integrated weekly into the English curriculum time to boost literacy at all levels. Ascertain impact monthly • Ensure raising standards of literacy through teaching and marking policy becomes a focus of the action plans within each department. Teacher in charge of y7 catchup to work alongside heads of department to check planning, work scrutiny to ensure literacy support is evident within all lessons in all subject areas. • Literacy monitoring embedded as part of QA processes to ensure marking for literacy is taking place and to ascertain impact of interventions and marking for literacy in lessons. • Develop initiatives such as ‘What I am reading’ teacher posters and ‘my favourite book’ on doors, emails, newsletters and TV displays around school to encourage all students to read for pleasure • Schedule assemblies for the sole purpose of promotion reading, rewarding improvement on accelerated reader and improved reading ages. 	VCH/JCA	Sept 2016			<p>reading ages? 3. How are all pupils monitored so their literacy needs are identified? 4. What are the next steps for pupils who are not making progress in their reading?</p>
	VCH, NGI	Sept 2016			
	HODs, all staff	Sept 2016			
	SGA	Oct 2016			
	JCA	Dec 16			
	SGA/VCH/JCA	Dec 16			

Priority 11- Leaders at all levels bring about swiftly the necessary improvements in the behaviour in classrooms and around the school

Lead: Deputy Headteacher

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Red	Amber	Green
					Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
Strengthen pastoral	<ul style="list-style-type: none"> • Appoint Deputy Headteacher in charge of school culture, pastoral care, inclusion, behaviour, SMSC and attendance to 	Staff follow required	LEM	April 2016	HR support TES adverts	DHT to create fortnightly the	Governors review of

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
leadership team	<p>improve outcomes in all of these areas.</p> <ul style="list-style-type: none"> • Appoint substantive Assistant Headteacher with responsibility for ensuring standards of behaviour are good around the school and within lessons • Deputy Headteacher to complete a review of pastoral system, create action plan and undertake a review of the pastoral team roles and responsibilities so that they are focused on ensuring high standards of behaviour, attendance, punctuality and support improvements in form time. • Appoint Inclusion Base Manager with responsibility for ensuring that internal exclusion is an effective alternative for external exclusion, and also allows for behaviour modification work to take place. 	<p>routines. Behaviour around the school and in lessons improves by Oct 2016. Attendance for all year groups increases above national averages by Dec 16 onwards. PA decreases in all year groups, particularly Y10/Y11 by Dec 16.</p>	<p>LEM</p> <p>DHT</p>	<p>April 2016</p> <p>June 2016</p> <p>July 16</p>	<p>£1000 Recruitment time</p>	<p>evidence file for priority 11 with clear evidence for school culture, staff complying with non-negotiables, attendance, PA, behaviour.</p> <p>Impact evidence monitored by headteacher</p>	<p>impact of final structure in Aug 2017 results. Governors T&L committee monitoring of behaviour data, exclusion data, attendance data.</p>
Establish Ready to Learn Procedures across the School	<ul style="list-style-type: none"> • Establish and document expectations regarding requirements for 'ready to learn': immaculate uniform, no makeup, hair tied back, appropriate school bag, equipment including pen pencil ruler rubber protractor calculator reading book planner homework • Communicate expectations to all parents, staff and pupils throughout the year in assemblies • Purchase equipment pack for parents in year 7 to set the expectations in September • All staff, particularly form tutors, to monitor pupils' adherence to 'ready to learn' expectations daily. Non-compliance swiftly dealt with through form tutor detentions. 	<p>All pupils aware of 'ready to learn'. Pupils' behaviour across the school improves, calls out decrease.</p>	DHT	<p>June 16</p> <p>July 16</p> <p>Aug 16</p> <p>Sept 16 onwards</p>	<p>£500 equipment costs</p>	<p>DHT to provide fortnightly impact evidence for priority 11 file, monitored by headteacher.</p>	<p>Governors' T&L committee review of evidence file</p>
Develop a culture of excellent behaviour across the school to eradicate the	<ul style="list-style-type: none"> • Redesign school day to ensure unstructured time is calm and purposeful, and to allow for tutor time at the start of the day to set high standards of uniform, equipment, makeup, punctuality, attendance and behaviour. • Document and train staff so they all know expected form time 	<p>Standards of uniform and makeup improve. Movement is</p>	LEM/HMc/GMc/HOKs	<p>April 2016</p>	<p>Training time 9.30-4.30 seclusion time staffing</p>	<p>Daily learning walks, weekly scrutiny of on call data, exclusion data by SLT placed in evidence file 2.</p>	<p>Reports to Governors T&L Committee Key Questions:</p>

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
legacy of poor behaviour and lesson disruption	<p>standards and adhere to requirements of collective worship, daily content delivery, uniform, equipment, punctuality, attendance, behaviour. Communicate to parents and pupils. HOKS to monitor daily. Challenge form tutors where standards not applied consistently.</p> <ul style="list-style-type: none"> • Develop clear non-negotiables regarding every staff member's role in relation to establishing good behaviour and behaviour for learning across the school. Train leaders at all levels and all staff, parents and pupils through assemblies. • Undertake learning walk to ensure procedures are displayed in every classroom and a consistent approach is applied by all staff. Challenge any staff where non-negotiables are not being adhered to. • Create weekly on call data report broken down into period, year group and sub groups to show hotspots within the school. Use this information to strengthen the patrol team for support and to inform HODs and HOKs intervention with staff and pupils • Repeatedly communicate behaviour expectations and non-negotiables to staff through email, briefings, assembly, meetings • Communicate to parents regarding the expectation for every child to wear the new uniform from September. Ensure clear expectations on website and in assemblies. Support families with financial difficulties. • Review behaviour improvement card system so the behaviour of pupils experiencing difficulties is captured accurately, acted upon swiftly at break, lunch and after school the same day so children are held to account for poor behaviour. • Develop on-call rota using our strongest staff. Implement training regarding expectations of being on call, and also for the purpose of using on call. Continue to monitor hot-spots and challenge/support staff where overuse exists. • Review and develop internal seclusion operating 9.30-4.30 as alternate to exclusion, ensuring focus on high standards of 	<p>swifter and unstructured time is calm. Internal and external exclusion data decrease each term.</p> <p>Pupil voice shows improved behaviour around school.</p> <p>On call referrals halve from 1038 term 1 2015 to 500 term 1 2016 and continue to decrease each term.</p>	<p>DHT/HOKS</p> <p>DHT//HODs /HOKS</p> <p>LEM/DHT/ HOKS/HOD s</p> <p>DHT/HODs/ HOKs/admi n</p> <p>SLT, all staff</p> <p>SCA/DHT/G Mc</p> <p>DHT</p> <p>DHT</p>	<p>April 2016</p> <p>April 2016 onwards</p> <p>April 2016 weekly</p> <p>May 2016 weekly</p> <p>May 16 onwards</p> <p>May 2016 Sept 16 launch</p> <p>Sept 2016</p> <p>Sept 2016</p>	<p>£35000 Finance support for uniform</p> <p>Step out provision</p> <p>£10000 perm exclusions</p>	<p>Fixed term exclusions in line with national averages</p> <p>Permanent exclusions decrease from 11 to 2.</p> <p>Evidence in priority file 11 monitored by headteacher</p>	<ol style="list-style-type: none"> 1. How has the school day impacted on behaviour and school culture? 2. Where is behaviour strongest and weakest? 3. Which times of the day are hotspots and how is this being addressed? 4. Which sub groups of pupils are on call or in internal seclusion? What is being done to address issues? 5. What is the form time programme, how is it monitored, and what impact is it having on the school

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
	<p>behaviour and work. Communicate internal seclusion information to staff, pupils and parents</p> <ul style="list-style-type: none"> • Develop internal seclusion referral form and referral monitoring form so repeat offenders and sub groups are identified and intervention needs ascertained. • Identify most high profile pupils and meet with parents/carers to re-iterate required behaviour standards. Monitor weekly. • Monitor and review impact of external seclusion on behaviour across the school and FTE. • HOKS to meet with pupils admitted mid-year to ensure they are clear on our behaviour expectations, with daily form tutor monitoring to ensure that they adhere to our high expectations culture. 		<p>DHT</p> <p>DHT</p> <p>HOKS</p> <p>DHT</p> <p>HOKS</p>	<p>Sept 16</p> <p>Sept 16</p> <p>Oct 2016</p> <p>Dec 16</p> <p>Oct 16 onwards</p>			<p>culture?</p>
Develop a rewards ethos across the school	<ul style="list-style-type: none"> • Create document which clearly shows how pupils can be rewarded for collecting points on SIMS, including lunch passes, extended break, prize draws. Communicate to pupils, staff and parents. • Ensure the use of rewards is part of the behaviour non-negotiables list for staff. Ensure clarity on how pupils can earn rewards through weekly postcards, phone calls home, certificates, newsletter. • Develop the use of weekly 'culture of excellence' special certificates for acts of kindness/outstanding behaviour around school. Certificates given weekly in assembly, parents notified, display updated weekly, celebration via Twitter, newsletter. • Celebrate form tutor groups with the largest number of points through a points league and points display around the school and in assemblies that is updated weekly. • Embed the use of pupil voice so our pupils can give their ideas on how they would like to be rewarded. 	<p>Rewards displays evident in classrooms and on corridors.</p> <p>Rewards evident in assemblies, on Twitter and in newsletter.</p> <p>On call referrals halve from 1038 term 1 2015 to 500 term 1 2016</p>	<p>SCA</p> <p>DHT, all staff</p> <p>Form tutors, HOKS, all staff</p> <p>SCA/DHT</p> <p>DHT</p>	<p>July 16</p> <p>April 16</p> <p>Sept 16</p> <p>Oct 16 onwards</p>	<p>Cost of rewards postcards, certificates, display, rewards. £2500</p> <p>Assembly and tutor time.</p>	<p>SLT monitoring of weekly oncalls, pupil voice, parent voice. Monitoring of rewards displays weekly. Evidence in Priority 11 file monitored by DHT and Headteacher.</p>	
Ensure KS2/3 transition informs required	<ul style="list-style-type: none"> • Appoint AHT with specific focus on KS3, pupil premium, transition and y7 catchup deployment to ascertain impact of each area on pupil outcomes. 	<p>Y7 exercise books and pupil voice show that</p>	<p>LEM</p>	<p>April 2016</p>	<p>Time for visits Primary</p>	<p>DHT review of pupil voice, parent voice and work scrutiny Nov 16</p>	<p>Monitoring from Governors T&L monthly</p>

Objective	Specific Actions Including CPD	Success Criteria	Personnel	By When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask.
challenge and expectations in KS3 work across the school.	<ul style="list-style-type: none"> Review current transition arrangements in partnership with Primary Headteachers and establish focus on academic transition. SLT to primaries to meet new pupils and their families to share favourite pieces of work and establish current ability and expectations within English and maths books. This information to be shared back at school and glued into appropriate exercise books for each child ready for y7. Maths/English staff to observe y6 teaching to inform the required challenge of teaching in year 7 lessons, and to feedback to all HODs following their observations.. Plan a 'Settled in' evening with parents/carers in the first few weeks to show parents exercise books so far and gain feedback on the transition programme. Invite y6 teachers to review pupils' work so far and ascertain whether work is to the expected standard. Y6 teachers to visit y7 English and Maths classes to look at work, expectations and progress. 	work is appropriately challenging. Parent voice demonstrates that their child is making good progress	LEM/CPO CPO/SLT DLO/AEV CPO/HODs AHT//CPO	April 2016 June 16 June 16 Oct 2016 Nov 16	heads meetings Exercise books, copying	Progress data. Numeracy and reading age baseline data Sept 16 and then improved reading ages given pitch of work. RA and NA data, behaviour data in key priority 11 folder monitored by DHT and Headteacher.	<ol style="list-style-type: none"> Have pupils with specific needs been identified? Has additional transition support been put in place? How have academic needs been catered for in transition? What is the impact of transition on the quality of work in year 7?

Priority 12: Leaders in charge of improving attendance intensify their work with families to improve the attendance of those pupils who are persistently absent, especially in Years 10 and 11

Lead: Deputy Headteacher

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Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
Improve student attendance, particularly in	<ul style="list-style-type: none"> AHT behaviour to up pro forma to monitor attendance and PA weekly, including year groups and sub groups so that intervention needs are identified and acted upon swiftly. 	Attendance in line with national	DHT/AHT	April 2016	Documentation Displays	Attendance Team daily, EWO	Key Questions for Governors T&L Is attendance

<p>years 10 and 11 and for disadvantaged pupils.</p>	<ul style="list-style-type: none"> Establish attendance intervention groups for PA students, particularly in y10 and y11 with EWO intervention. Monitor impact. Increase whole school attendance target from 95% in year one to 97% in year two so pupils' expectations are raised Ensure attendance targets are set in student planners and all students and parents are aware of their attendance target Source and visit schools in similar contexts with over 95% attendance to look at best practice. Share within staff body. Ensure attendance is discussed weekly in assemblies, so attendance is high profile and excellent attendance is celebrated and rewarded. Promote attendance awareness through attendance awards in staff briefing and sessions in the teaching and learning schedule. Award Staff with 100% attendance to promote attendance culture Establish student voice surveys on what strategies worked for them in improving attendance. Work with primary schools to educate earlier about the benefits of good attendance and work with Yr6s who have chosen ASCC in the summer term. 	<p>averages 2016. Update target to 97% from Sept 2016, with all year groups in line with national. Attendance of disadvantaged pupils to be in line with their peers. Persistent absence for all sub groups in line with national averages</p>	<p>HOKS DHT HOKS/FTs DHT DHT /HOKs DHT/HOKS DHT DHT DHT/HOKS</p>	<p>Apr 16 & Sept 2016 Sept 16 May 2016 and Sept 2016 May 16 onwards Sept 16 – July 2017 Sept 16 – July 2017 Sept 2016 onwards June 2016 June 2017</p>	<p>Prizes Badges Rewards EWO SLA Cover for Visits Time Reports</p>	<p>Form tutors daily, Heads of Key Stage weekly SCA report to SLT weekly with sub groups and PA sub groups. Weekly attendance and PA data per sub group and year group in key priority12 folder monitored by headteacher</p>	<p>improving? Are vulnerable pupils supported? Are our disadvantaged pupils supported in school? Do all pupils know their attendance target? Are subject staff monitoring attendance? Is attendance improving? Are PA numbers reducing? Have focus groups and attendance panels resulted in improving attendance? Do outstanding attenders get rewarded? Are rewards appropriately shared? What constitutes outstanding attendance? Have targets been met? If not, what were the barriers? How can these be overcome? What can be done to improve attendance?</p>
<p>Review the administration team to support attendance calling and intervention</p>	<ul style="list-style-type: none"> Extend the administrative capacity on 1st day phone calls Attendance team to do register reminders lesson 1 after 5 minutes. Monitor the record log for monitoring 1st day calls weekly Protect Attendance team's time during first lesson. Expect and monitor staff to do morning registers on time so 1st Day Calling can be done immediately. Hold staff accountable who are persistent in being slow with register 	<p>First day absence calls done consistently so that attendance improves as per attendance success criteria.</p>	<p>GMC/WFI, admin team DHT/GMc DHT, all staff</p>	<p>Sept 16 Ongoing March 16 March 16 ongoing</p>	<p>Admin staff restructure Communication SIMs</p>	<p>DHT/WF/HOKS daily monitoring. EWO weekly monitoring. DHT weekly report to SLT.</p>	<p>Half Termly review at SLT</p>

<p>To ensure all form tutors are at the forefront of supporting raised attendance in their form.</p>	<ul style="list-style-type: none"> • Implement a back to school interview process with form tutors, along with associated script, so pupils are held to account for their attendance • Create a clear chart showing the responsibilities of the form tutor regarding attendance meetings, display within form rooms, parental communication, and communication with the Head of Key Stage and the attendance team. Publish on website and in staff area. • Establish inter-form competition using best practice from years 8 and 9 	<p>As attendance success criteria</p>	<p>HOKS PSOs/HOKs/FTs HOKs/FT</p>	<p>April 16 June 16 onwards Sept 16</p>	<p>SIMS Pro forma development Shared area Display Rewards</p>	<p>Form tutors data analysis - Heads of Key Stage monitoring DHT monitoring attendance and PA data per sub group. Evidence folder 12</p>	<p>Half termly review of attendance data by year group and sub group Governors T&L Committee</p>
<p>Provide support to help vulnerable students and PA students attend school and access education.</p>	<ul style="list-style-type: none"> • DHT to establish high quality EWO provision so that more vulnerable and PA pupils are monitored and visited weekly • Ensure weekly meetings with attendance and pastoral team to discuss most vulnerable students and strategies to put in place to promote good attendance. Identify cohorts who need a visit on the 1st day of absence (amber cohort, LAC, PA etc). • DHT to establish form tutor to HOKS communication pro forma so that vulnerable pupils are identified early and contact home can be made. Establish HOKs fortnightly report on vulnerable pupils to DHT. • Work with curriculum lead on creating individual timetables for vulnerable students if required. Monitor and evaluate impact. • Provide support and education for parents where appropriate to help encourage attendance. 	<p>Persistent absence is in line with national averages 2016. PA for all sub groups in line with peers and national averages 2017</p>	<p>GMc/SLL SCA/HOKS/PSOs DHT/SCA/HOKS/teachers DHT DHT</p>	<p>April 2016 May 2016 May 16 Sept 16 Dec 16</p>	<p>EWO SLA Meeting Time Case Study documents Fixed Term penalty Noticing Time for home visits</p>	<p>DHT report to SLT weekly on PA per sub group and year group, with key case studies. Evidence folder 12 monitored by headteacher.</p>	<p>Governors T&L Committee monthly analysis of PA data per sub group and year group. Key Questions: 1. What strategies are in place to reach out to the most disengaged families? 2. How is the EWO being deployed to support, and what impact is the EWO having? 3. What is being done for the most engrained cases of PA?</p>
<p>Establish high standards of punctuality</p>	<ul style="list-style-type: none"> • Establish pro forma to monitor lates per year group and sub group. • Launch a late gate (after school same day detention) for lates after 9.15 and repeated lates • Establish form tutor lates detention for each late before 9.15 • Explore at the discrepancy between those recorded as late on the gate and those recorded as late to registration, target students as needed. • Raise the profile of good punctuality through assemblies and the tutor programme. • Establish a breakfast club with a free breakfast for all students who attend before 8.30am • Create a clear chart of sanctions for persistent lates to include Friday night detentions to make up missed learning 	<p>Lates tracked and intervention in place daily. Lates decrease to school and between lessons.</p>	<p>SCA/DHT Pastoral staff/DHT Form tutor SCA SCA</p>	<p>July 16 Sept 16 Sept 16 Oct 16 repeat Dec 16 onward Sept 16 Jan 17 Feb 17</p>	<p>Breakfast costs FT training Detention Display Time Primary liason time Breakfast costs £5000</p>	<p>SCA weekly report regarding punctuality to SLT, including year groups and sub groups. Evidence folder 12 monitored by headteacher.</p>	<p>Monthly review of punctuality data at T&L Governors. 1. What are the key issues relating to punctuality? 2. What is being done to improve punctuality further?</p>

	<p>hours. Monitor impact.</p> <ul style="list-style-type: none"> Work with primary schools to educate earlier about the benefits of good punctuality and work with Yr6s who have chosen ASCC in the summer term. 		DHT	onwards			
			DHT	June 17			

Priority 13: Parents and pupils feel well informed about changes in a timely fashion and have the opportunity to express their views.

Lead: Deputy Headteacher

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Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
Increase parental engagement so that parents are well-informed about changes, and have the opportunity to engage in school life and school improvement.	<ul style="list-style-type: none"> Establish new 'Parents in Partnership' so that the PTFA is focused on school improvement as well as fundraising. Establish Parents in Partnership page on website so parental engagement opportunities are well advertised and number of parents engaging with school increases. Create Twitter page for All Saints and departments and encourage parents to follow so that the number of parents stating communication is effective increases. Update parental emails, and add in new year 7 email addresses so coverage of weekly newsletter remains high communication with parents increases Contact parents through the newsletter, website and meetings to complete Parentview Ensure that key events are well publicised through website, text message and newsletter. Hold celebration assemblies at the end of each term and invite parents. Send specific invites for any child getting an award. 	Parental response to surveys and parentview increases. Parental response rating for leadership and recommending the school increases to above 80% 2017.	LEM KLE LEM/HODs DHT DHT DHT/HMc DHT/SLT DHT/HOKS	Feb 2016 Apr 2016 April 2016 April 2016 May 2016 Sept 2016 Sept 2016 Sept 2016 2016-2017	Evening Meeting Time Advertisement Website, Twitter, newsletter, setting up outlook	SLT monthly monitoring of parent voice, Twitter, Parent View. Evidence kept in folder 13 and presented to Governors T&L committee	Governors T&L committee monthly review of parent voice.

Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
	<ul style="list-style-type: none"> Ensure there is a healthy programme of school events to which parents can attend. Christmas market, Performing Arts events, bingo etc. Diarise these for them and communicate via website and twitter. Encourage 100% attendance at parents' evenings through new booking system led by admin team. Tutors call anyone not booked in and arrange follow ups with non-attenders on the nights. 		Parents/all staffs DHT, HMc	Sept 2016 Oct 16 onwards			
Develop communication with and from pupils so they are well informed about changes in the school and have the opportunity to express their views	<ul style="list-style-type: none"> Ensure senior and middle leaders communicate key changes to the school through the assembly cycle so pupils are aware of key changes and are able to give feedback. Develop regular pupil voice as part of monitoring and quality assurance programmes. Develop role of head boy/head girl as leaders of pupil voice and pupil voice for school improvement. Build on the role of prefects and ensure appropriate and regular training Develop formal student council, with regular meetings. Minutes of meetings are published on the board and on the website. SLT and HODS to incorporate pupil voice into any action planning so feedback is addressed Create more opportunities for Student council to learn about the potential impact of their role in school improvement and also through links with Tameside Youth Parliament and external speakers. Diarise regular student feedback opportunities outside of student council, including attitudes to learning surveys. Ensure sub group/year group coverage. Ensure feedback is brought to SLT for discussion. 	Assembly PPT Minutes show focus on SMSC and school improvement. Evidence of feedback in development plans Head Boy/Girl, Prefect, council voice shows confidence in roles	SLT SGA DHT DHT DHT DHT/SLT/MLT DHT/DAL DHT	April 16 April 16 Sept 16 Sept 16 Oct 16 By Dec 16 By Dec 16 Sept 16- July 17	Meeting and council time Website Cost of transport Visit to good practice school Pupil voice pro formas Time for planning	Monthly reports to SLT so feedback goes into action plans. Evidence kept in folder 13. Visibility of prefects Charity board shows fundraising totals. Ask coordinator for termly summary. Share SLT – SLT minutes with copies in folder 13. Folder 13 monitored by headteacher	Monthly evaluation of pupil voice feedback by T&L Governors committee.
Develop more general	Increased marketing in key areas (newsletter drops, open		LEM	April 2016	Ongoing	Parent View	

Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
community communication and engagement	evening invites) Create a user friendly website which is easily navigable. Celebrate success of school through regular features in local newspapers Celebrate progress of the school through gaining various quality marks such as anti-bullying, inspiring IAG.		JC LEM LEM	March 2016 Sept 2016 Sept 2017		Parental surveys Twitter responses monitored by Governors T&L	

Priority 14: Ensure that opportunities to develop pupils' spiritual, moral, social and cultural education are not missed, by careful planning across all subjects.

Lead: Deputy Headteacher

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Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
Develop strategic SMSC across the school with equal access by all pupil groups	<ul style="list-style-type: none"> Baseline current SMSC provision across the school, with gap analysis on sub group and key areas Create strategic SMSC provision plan, with focus on sub group/year group/departmental coverage. Communicate this on the website. Clearly define the SMSC provision each child will receive through assembly, daily collective worship, retreat, charity fundraising and behaviour expectations. Communicate this to pupils, parents, staff and on the website. Lead department specific staff training to ensure all teachers are confident in the provision of SMSC within their own subject area. Create opportunities in the Assembly programme to raise awareness of local, national and global issues. 	Learning walks, observations, work scrutiny show SMSC across departments as stated in audit. Displays and values in place Ethos and pupil	SGA DHT/SGA/middle leaders DHT HODs HOKS/DHT	July 2016 August 2016 Sept 16 Sept 16 Sept 16	Assembly, Time, Training Website Planners External speakers Display development	SLT analysis of SMSC action plan and audit. Copies in folder 14 Half termly monitoring of provision across departments and year groups. Capture evidence for folder 14 monitored by headteacher.	Governors T&L Committee analysis of SMSC Provision Section 48 inspection. Key Questions: 1. What strengths and gaps are there in our SMSC provision? 2. What actions are being

Objective	Specific Actions Including CPD	Success Criteria	Personnel	When	Resources	Monitoring (who, when, how)	Evaluation (who, when, how) Key questions for Governors to ask
	<ul style="list-style-type: none"> • Cover gaps in provision throughout tutor and PSHE programme • Each Year to nominate its own charity. Fund raising opportunities to be developed throughout the year. Success celebrated • Develop departmental values and provision to cover those values and SMSC within schemes of work • Repeat audit of SMSC provision across department areas to ascertain impact • Develop our links with local community groups and special schools, so we make a positive impact on them and develop our random acts of kindness 	behaviour statistics show improvement	DAL/DHT HOKS/DHT HODs/DHT HODS DHT	Nov 16 Dec 16 Sept16 to June 17 June 17 Jan 17- July 17			put in place to address any gaps?

Personnel Key

CGA	Colette Garner (Chair of Governors)		HODs	Heads of Department
LEM	Linda Emmett (Headteacher)		HOKS	Heads of Key Stage
JC	John Cornally (Executive Headteacher)		PSOs	Pastoral Support Officers
DHT	Gus Diamond (Deputy Headteacher)		DLO	David Long (Head of Maths)
HMc	Helen McCarthy (Assistant Headteacher Key Stage 4)		NGI	Natalie Gilligan (Head of English)
SGA	Stephen Garvey (Assistant Headteacher T&L)		GMc	Gillian McFadden (Finance Director)
AHT KS3	Assistant Headteacher Key Stage 3		DAL	Dave Allman (Head of Careers/PSHE)
SCA	Simon Cassell (Acting Assistant Headteacher for Behaviour)			