

The English Martyrs School and Sixth Form College

Be the Change

Post Ofsted Action Plan: May 2017



Monitoring Arrangements:

Monitoring Board: **12/07/17**; 11/12/17; Termly

Directors: **15/11/17**; 25/04/18; 04/07/18

Directors Curriculum/Standards: **11/10/17**; 20/12/17; 28/03/18; 16/05/18; 17/07/18

LGB: **05/10/17**; 14/12/17; 01/02/18; 08/03/18; 14/06/18; 04/07/18

SLT: Each Monday Team A and Team B meetings @15:30-16:30 and full SLT meeting @16:30-17:30 (open to all Directors/LGB)

Be the Change

FOUNDED ON TRUTH- to learn to live the Gospel in which our faith is rooted

1. Enhancing the spiritual development of our community (S48)
2. Empowering students to make a difference (ODP 2,3) (S48)
3. Strengthening community amongst staff (ODP 1) (S48)

BUILT ON JUSTICE- whereby we judge with integrity and wisdom, and act with mercy and compassion

1. Improving academic outcomes for all students especially the disadvantaged (ODP 2)
2. Improving Teaching and Learning (ODP 1)
3. Developing the impact of student voice on Teaching and Learning (ODP 1)
4. Enriching student leadership opportunities (ODP 3) (S48)

ANIMATED BY LOVE- living in community with each other in fairness and equality as Jesus teaches us

1. Strengthening the leadership of staff teams (ODP 2)
2. Identifying and sharing best practice across our school community (ODP 1)
3. Nurturing partnerships with other schools (ODP 1,2,3)

Key Issue: Eradicate the inconsistencies in the quality of teaching and learning in subjects and classes across the school so that all pupils can achieve their best by ensuring:
(1a) the good practice currently in school is shared more widely so staff have a clear understanding of what is expected of them

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>1a1 Re-align the roles and responsibilities of SLT to ensure sharp focus on improvement areas</p>	SJH	<ul style="list-style-type: none"> New roles/responsibilities communicated (12/06/17) Themed teams' initial meetings (wb 12/06/17) Revised meeting schedule in place (from June 2017) <p>SLT folders with all roles and responsibilities documents centrally placed such as agendas / minutes / action points and key documents. This also includes SLT link folders. Rolling school calendar has all monitoring, evaluation, assessment and reporting arrangements and meetings.</p>	<ul style="list-style-type: none"> Actionable outcomes recorded and reported to SJH (weekly) Outcomes reported to Directors and LGB at each meeting SIP to verify impact of outcomes (from September 2017) <p>Meeting with Jim Murray as part of new SIP arrangements (September 15th) and also 7th November 2017.</p>	Additional meeting time	Starting June 2017	<p>Pupil Outcomes to build on / improve from 2017 to 2018:</p> <p>Provisional DfE Data 48% students gained Grade 5-9 En / Maths (National 39.1% and LA average % of 36.8%) P8 0f -0.42 A8 of 46.4 compared to National A8 of 44.2 and LA average of 43.6 KS2 APS: 29.3 Attainment 8: 4.6 Progress 8: -0.42 English A8: 4.8 English P8: -0.60 Maths A8: 4.6 Maths P8: -0.38 PP: 3.7 FSM: 3.2 SEN: 2.1 Ebacc 4.1 Open Bucket: 5.1 % English/Maths Grade 5+: 47% % English/Maths Grade 4+: 65%</p> <p>Y13 64% of students gained A*-B</p> <p><u>Key Targets for Summer 2018 based on FFT Aspire 20%</u></p> <p><u>Attainment 8 (KS2 APS of 29.1)</u> English A8 target of 6.2 Maths of 5.9. PP/FSM of 5.7 and 5.4 respectively SEN of 5.1 and 4.5 also Overall Ebacc target is 6.4 Open Bucket is 6.6. Grade 5+ basics 52% 5 GCSEs with 7-9 at En/Ma = 25% <u>Progress 8 (KS2 APS of 29.1)</u> To achieve 0 in all 3 buckets and 0 performance overall</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>Team A</p> <p>HT</p> <p>DHT (Standards and outcomes)</p> <p>AHT Teaching, Learning and CPD</p> <p>AHT Target setting, monitoring student progress, reporting</p> <p>AHT SEN and Vulnerable Groups</p> <p>Team B</p> <p>HT</p> <p>DHT welfare, behaviour and attendance</p> <p>AHT behaviour and safety</p> <p>AHT behaviour and attendance</p> <p>AHT Head of 6th Form</p>						
<p>1a2</p> <p>Heads of Department Meetings to become the 'Teaching and Learning' Group meeting</p>	<p>PDI</p> <p>LWA</p>	<ul style="list-style-type: none"> T&L Group meetings to meet half termly (from September 2017) <p>School calendar and fortnightly calendar have all meetings clearly identified with agenda / key action points before and after meetings to ensure key messages are communicated consistently.</p>	<ul style="list-style-type: none"> Actionable outcomes recorded and progress/impact monitored by SLT A HT's reports to Directors Curriculum and Standards Committee HT reports to Monitoring Group 	<p>As required by actionable outcomes</p>	<p>September 2017 onwards</p>	<p>HOD's to lead and share best practice more effectively and cohesively to improve and eradicate inconsistencies in key standards and expectations.</p> <p>EMS expectations document created and also shared. Folder of resources created and updated.</p> <p>PD Day session for HODs (4/9) Then 13 / 9 and next meeting 8th Nov.</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
1a3 <ul style="list-style-type: none"> Create more opportunities for Departments to meet together through re-configuration of year planner 	SJH LWA	<ul style="list-style-type: none"> Year and House Team meetings transferred to Morning briefing slots (September 2017) Departments meet each Tuesday after school (September 2017) 	<ul style="list-style-type: none"> Actionable outcomes recorded for Departmental meetings SLT links to monitor 		September 2017	To lead to more timely / effective interventions with regular sharper slots. This will allow quicker responses to identified concerns. Calendar shows this (12/9 19/9, 10/10, 7/11 14/11 28/11. PD Day of 20/10 also given to HODs departments.
1a4 <ul style="list-style-type: none"> Work scrutinies to be carried out across as well as within departments 	PDI LWA	<ul style="list-style-type: none"> Schedule of work scrutinies committed to calendar (July 2017) Proforma for work scrutinies produced and shared (September 2017) Work scrutinies carried out more regularly (from September 2017) Summary reports shared with whole staff (from September 2017) 	<ul style="list-style-type: none"> SLT links to report on work scrutiny findings half-termly Summary of findings to be reported to Directors Curriculum Committee meetings 		July 2017 September 2017	This more robust, transparent and rigorous schedule will identify areas of concern and best practice more effectively and will mean any inconsistencies are tackled head on and expediently. Work scrutiny of Y7 and Y12 completed on 9/10. Follow up meetings with HODs and SLT links. Extra Y12 scrutiny done on 3/11. Y11 work scrutiny with HODs / T&L group on 8/11. Dept scrutiny on 14/11 for Y8&Y10.

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>1a5</p> <ul style="list-style-type: none"> Identify a cohort of teachers, whose teaching has been judged to require improvement. Coordinate a six-week programme of personalised coaching, mentoring and support, including the observation of best practice. 	SJH PDI LWA	<ul style="list-style-type: none"> Commence department audits to identify coaching needs and establish an accurate picture of the quality of teaching. (June 2017) Cohort of coachees is identified; an informal support plan has been produced and implemented for each teacher. (1st December 2017) identified teachers have improved and their teaching has been judged to be at expected standard. Informal capability proceedings have been implemented where no improvement has been made. (Feb 2018) Formal capability proceedings have been implemented where no improvement has been made. (April 2018) 	<ul style="list-style-type: none"> HT to monitor at whole academy level and report on a half-termly basis to the Directors Finance and Resources Cte 		June 2017 December 2017 February 2018 April 2018	<p>identified teachers to have improved their teaching and been judged to be at expected standard by 30/09/17</p> <p>Formal capability proceedings have been implemented where no improvement has been made.</p> <p>Round 1 of lesson obs will lead to SLT'A' have a clear standards audit / evaluation of strengths and areas of weakness across the school. This overview will feed into Data and student voice lenses as well as H/T drop-ins and work scrutiny information gathered.</p>

Key Issue: **Eradicate the inconsistencies in the quality of teaching and learning in subjects and classes across the school so that all pupils can achieve their best by ensuring:**
 (1b) teachers' use the assessment information they now have about pupils current skills and abilities to plan work that is matched well to pupils starting points

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
1b1 Teachers use starting point information in order to plan to meet the needs of different groups / differentiation.	SLT A MCH SWR	<ul style="list-style-type: none"> Flight path profiles generated for all students (September 2017) Modularised curriculum operational with common Assessment weeks identified (September 2017) Teachers to complete Class Context Sheets for each class to demonstrate differentiated planning (from September 2017) Lesson Obs and work scrutiny checks demonstrate differentiation (Termly checks in line with QA process 2017-18) 	<ul style="list-style-type: none"> Outcomes reported to Directors and LGB at each meeting SIP to verify impact of outcomes Work Scrutiny reports demonstrate that context sheet records are being actioned Lesson Obs and learning walks also part of monitoring 	Laptop for MCH in order to run FFT Aspire/ 4 Matrix/ Class Charts (£500)	(September 2017 September 2017 from September 2017 Ongoing - see calendar	This centralised system enables confidence that students are tracked and grouped on prior attainment and not on behaviour or any perceived lack of aspiration or potential. The targets will be used in staff conversations and work scrutiny to look for effective planning, directed differentiation and appropriate key tasks. All flight paths created and information on SIMS linked documents and lesson obs and class charts use the data from these flight paths. All departments should have target grade stickers and EOY11 targets. Key tasks and Module summative assessments must be linked to assessment information provided. Lesson obs also looked at how differentiation was evident in classroom practice.

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>1b2</p> <p>Teachers follow assessment calendar to ensure interventions are timely with quantifiable impact</p>	SLT A HODs	<ul style="list-style-type: none"> Appropriate interventions are identified and amended by all teachers on Class Context Sheets 	<ul style="list-style-type: none"> Work Scrutiny reports demonstrate that context sheet records are being actioned 		<p>from September 2017</p> <p>Ongoing - see calendar</p>	<p>Class context sheets completed by all staff by October and requested as part of lesson Obs round 1. STEP cohort 1 based on 4Matrix Term 6 Y10 data.</p> <p>Work Scrutinies completed have class context and data intergral into the process. Morning intervention sessions En/Ma based on Data for target groups.</p> <p>Forensic analysis and target groups for Y11 completed 30/10 and 6/11 by SLT 'A'.</p> <p>Done again after December Data drop but this will also have a lens on all year groups.</p> <p>Intervention groups for High Five, Diamond 9 and RAISE / Mentoring all based on performance Data.</p>
<p>1b3</p> <p>Deliver an academy-wide programme of training on how data is used to inform differentiated planning for progress over time</p>	LWA MCH Lead P's	<ul style="list-style-type: none"> The training sessions have been calendared for implementation. (July 2017) Planning evidences the needs and interests of different groups are being routinely addressed lessons. (e.g lesson obs round 1 v2017) The needs and interests of different groups are being routinely addressed in >95% of lessons.(30th April 2018) CPD sessions on 17/10, 31/10 and 21/11 	<ul style="list-style-type: none"> AHT's to provide termly reports on CPD and its impact to Directors Curriculum and Standards Committee 		<p>July 2017</p> <p>31st October 2017</p> <p>30th April 2018</p>	<p>This will make a huge in-road in the ironing out of inconsistencies and allow staff to get further support where needed and challenge staff who are still not providing T&L opportunities for the students in front of them.</p> <p>This will be measured in evidence from AHT (Target setting, monitoring student progress, reporting) Reports to SLT/Directors which will quantify and qualify this action's efficacy.</p> <p>Sessions done in T&L in September, followed up by whole staff sessions on 17/10 and again 31/10. MCH also running a series of drop-in support sessions on using data and 4 matrix every week for rest of Autumn Term.</p> <p>All facets of SLT'A' reported back to Directors on 11/10/17</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
1b4 <ul style="list-style-type: none"> Calendared time within T&L Group and Departments devoted to differentiation 	PDI LWA	<ul style="list-style-type: none"> Themed T&L Group and subsequent department meetings calendared (June 2017) Actionable outcomes recorded (from September 2017) T&L meetings on 4/9, 13/9, 8/11, Dept meetings on 19/9 and 14/11 and time during PD day 20/10. 	<ul style="list-style-type: none"> Context Sheets; Lesson Observations Actionable outcomes reported at Director Curriculum and Standards Committee (Half termly from September 2017) 		June 2017 from September 2017	This will keep the focus on this CPD whole school priority and allow staff who need extra support and guidance / clarification. This will lead to better directed differentiation in lessons the diet for learners and 'typicality' being enhanced and personalised. Regular updates and examples of best practice shared via school messaging service and staff twitter account devoted to CPD and examples of good practice found and disseminated. All placed in T&L folder for reference.

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>1c2</p> <p>Teachers to track student progress against projected flight path, incorporating key tasks and common assessments into each module</p>	MCH HODs	<ul style="list-style-type: none"> Key tasks/common assessments in place across all year groups in every subject (from September 2017) Context sheets completed by each teacher, for each class, indicate student level interventions in response to any underachievement (from September 2017) 70% of students meeting targets (December 2017) 80% of students meeting targets (April 2018) 90% of students meeting targets (July 2018) 	<ul style="list-style-type: none"> HT reports to Directors Curriculum and Standards Committee Work scrutinies check evidence of application of strategies identified in context sheets 		<p>from September 2017</p> <p>from September 2017</p> <p>December 2017 by April 2018</p> <p>July 2018</p>	<p>As part of work scrutinies student data entered by staff and be checked for accuracy / calibration against key tasks in each module. % of students achieving their expected point on the path should increase with each data capture. Aspire for:</p> <p>70% of students meeting targets (December 2017)</p> <p>80% of students meeting targets (April 2018)</p> <p>90% of students meeting targets (July 2018)</p> <p>Work scrutinies have this as a key focus as does the lesson obs in Oct / Nov. SLT'A' feeding back to T&L group and also SLT Link meetings in October linked to department areas for improvement.</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>1c3 Monitor the quality of teaching in each department through calendared student work scrutinies, student voice, teacher planning and lesson observations via learning walks</p>	<p>SJH PDI SLT A</p>	<ul style="list-style-type: none"> 75% of teachers are demonstrably following the common systems and procedure introduced (December 2017) 85% of teachers are demonstrably following the common systems and procedure introduced (April 2018) 95% of teachers are demonstrably following the common systems and procedure introduced (July 2018) 	<ul style="list-style-type: none"> HT reports to Directors Curriculum and Standards Committee Work scrutinies / student voice / Lesson Observations check evidence of application of strategies identified in context sheets See Monitoring calendar for all detailed information 		<p>December 2017</p> <p>April 2018</p> <p>July 2018</p>	<p>We expect any inconsistencies to be challenged and diminish and see commonality and uniformity when work / planning is monitored. Namely we aim for: 75% of teachers are demonstrably following the common systems and procedure introduced (December 2017)</p> <p>85% of teachers are demonstrably following the common systems and procedure introduced (April 2018)</p> <p>95% of teachers are demonstrably following the common systems and procedure introduced (July 2018)</p> <p>By keeping the conversation about the need for standardisation / consistency at the front of T&L and SLT link meetings and by referring all the time to the 'EMS Expectations' document it stays in the culture / psyche of school improvement conversations. Arranged via SIP meetings with subject advisers in key subject areas to come in via a SLA to support HODs / departments on QA / standardisation. Middle Leaders also now attending Durham Subject Network meetings. Meetings in school for English, Geography, History arranged all through Nov – December as well as LWA working with G. Reddington for whole school Middle Leader sessions.</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
1c4 Introduction of Class Charts package to ensure that teachers are rewarding and sanctioning students consistently across departments	SLT B	<ul style="list-style-type: none"> Class Charts software trialled by all staff (June and July 2017) Training workshops delivered to staff in conjunction with EMS Behaviour and Rewards expectations (September 5th 2017) Class Charts reports demonstrate: 75% of staff using system in line with expectations (December 2017); 85% of staff using system in line with expectations (April 2018); 95% of staff using system in line with expectations (July 2018) Class Charts links to the Academy App to enable real time reporting to parents (by February 2018) 	<ul style="list-style-type: none"> Class Charts reports generated and shared at LGB meetings Student Voice Parental feedback 		June and July 2017 September 5 th 2017 December 2017 April 2018 July 2018 by February 2018	Class Charts reports demonstrate: 75% of staff using system in line with expectations (December 2017); 85% of staff using system in line with expectations (April 2018); 95% of staff using system in line with expectations (July 2018)

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>1c5 Teacher Performance Management and Appraisal objectives to be layered – focusing on Disadvantaged/SEND Student outcomes as well as ‘all students’</p>	<p>SJH LWA MCH</p>	<ul style="list-style-type: none"> PM objectives layered according to Career Stage Expectations (by September 2017) Monitoring reports to be generated for each teacher following each data drop (from September 2017) Appraisers’ final reports to report objectively on student outcomes in terms of progress set against projected flight path (October 2018) Appraisal meeting 3/10 and mentioned again via staff meetings and lesson obs cycle. 	<ul style="list-style-type: none"> Performance Management and Appraisal records HT report / recommendations to Directors in November 2018 		<p>by September 2017</p> <p>from September 2017</p> <p>October 2018</p>	<p>70% of students meeting targets by December 2017</p> <p>80% of students meeting targets by April 2018</p> <p>90% of students meeting targets by July 2018</p> <p>SLT ‘A’ discussed and triangulated exam evaluation meetings with MCH / HODs / Links with staff exam performance residuals. This will also be amalgamated with discussions linked to a skills audit of the QoT from lesson obs 3 week review. All Performance Management meetings undertaken in October had DA performance identified and also individual targets based on where staff are on their pay progression (3 levels – see documentation)</p>

Key Issue: Eradicate the inconsistencies in the quality of teaching and learning in subjects and classes across the school so that all pupils can achieve their best by ensuring:
 (1d) poor quality work and presentation is challenged consistently.

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
1d1 Expectations for presentation of work to be formalised into T&L Policy	SLT A	<ul style="list-style-type: none"> Revised T&L Policy in place (September 2017) Expectations shared with staff (September 4th/5th 2017) Work scrutinies operational 	<ul style="list-style-type: none"> Policy agreed and adopted by Directors (September 2017) 		September 2017 September 4 th /5 th 2017	Student work set out and presented more clearly – enabling greater clarity for revision etc Work scrutinies include this focus and also part of lesson obs. T&L meetings also continue to keep this as a target for department discussion and action. Steve Hope finalising general EMS expectations posters to go in all classrooms. Exemplars already shared on 4/9/17.
1d2 Exemplar work (Numeracy and Literacy) provided by Primary Schools for each student to go in front of exercise books, serving as a baseline for standards of work/presentation	PDI HODs	<ul style="list-style-type: none"> Work collected and collated (by 18th July 2017) Work photocopied and disseminated (by 8th September 2017) Work attached to books/folders (by 15th September 2017) 	<ul style="list-style-type: none"> Year 7 book and folder check (WB 18th September 2017) See monitoring calendar for information 	Reprographics	by 18 th July 2017 by 8 th September 2017 by 15 th September 2017	Baseline standard set in terms of expectation of presentation of work for each student This was fed back via SLT links after work scrutiny 1 which included Y7. Ongoing discussions linked to opportunities for extended writing in Key Tasks as part of Modular work that matches the level achieved in Year 6.
1d3 Work Scrutiny pro-forma to be amended and work scrutinies calendared more frequently for all year groups	SLT A	<ul style="list-style-type: none"> Proforma and calendar in place (by 18th July 2017) 	<ul style="list-style-type: none"> Work scrutiny reports shared with SLT and Directors according to calendar 		by 18 th July 2017	Sharper focused work scrutiny enabling clear targeting of action points for individual staff Much tighter calendar for monitoring in place and fed back to Directors. T&L group will also carry out in SLT Link groups a work scrutiny to enhance, heighten and sharpen the discussions and showcasing of best practice between areas.

Key Issue: Improve the effectiveness of leadership and governance by ensuring:

(2a) senior and middle leaders are held to account fully for the achievement and progress of all their pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>2a1 Develop a robust Monitoring framework which is mapped across the Academy year, ensuring both MLT and SLT work in partnership to ensure consistent standards.</p>	<p>SJH PDi</p>	<ul style="list-style-type: none"> Monitoring processes in place and calendared clearly for academic year (July 2017) Revised Proforma are consistently completed by MLT and SLT, stored centrally and used to compile summary reports (from September 2017) 	<p>Records of all QA activities</p> <ul style="list-style-type: none"> Department monitoring folders SLT and MLT minutes Lesson observations Learning walks Work scrutiny Progress data Note of visits from LGB HT's report to Directors, 		<p>July 2017 from September 2017</p>	<p>The new rolling calendar and the monitoring cycle reflects the robust nature of the QA process. T&L meetings link directly to department meetings and SLT Link meetings feed into work scrutiny windows. Student voice surveys and PASS surveys have also been improved and an external agent coming in to talk to Y11 students linked to Y11 student voice on 8/11/17. Subject Advisers from Durham are working with us via a SLA, network meetings via J.Murray (SIP) to also assist HODs in reviewing and improving their modular delivery.</p>
<p>2a2 Ensure that academy wide T&L / QA procedures are in place and are consistently used by all of MLT and SLT to guarantee consistency in standards.</p>						See above
<p>2a3 Ensure that ML's meet with SLT links to discuss, QA, T&L developments, assessment tasks and QA the moderation process</p>	<p>PDi</p>	<ul style="list-style-type: none"> SLT link meetings to be specific about agendas and expectations in terms of evidence base (from September 2017) 	<p>Governors & monitoring group informed by MLT and SLT data and link Meetings</p>		<p>from September 2017</p>	<p>SLT Link meetings in October and again in November are centred around this and documented in SLT / LINK QA folder in shared area. PD day on 20/10 was given to departments to work on this area.</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>2a4</p> <p>HOD's to have a termly meeting with AHT (Target setting, monitoring student progress, reporting) to focus on progress of all students in each year group (with a specific focus on Disadvantaged and SEND students.)</p>	<p>SLT MCH</p>	<ul style="list-style-type: none"> Schedule of 4 x data meetings calendared between each HOD and MCH. (from September 2017) MCH to meet with Link Directors (Disadvantaged and SEND) (within 2 weeks of each data review cycle 2017-18) 	<ul style="list-style-type: none"> MCH to report at SLT meetings HT to utilise information and to report to Directors Curriculum and Standards meetings Summary reports to be shared at Monitoring Group meetings 		<p>from September 2017</p> <p>within 2 weeks of each data review cycle 2017-18</p>	<p>Work still to do to be ready for this after Data drop.1. First meetings linked to summer performance completed in September 2017. SLT'A' to review Data on 20/11 meeting.</p> <p>All areas for all year groups on matrix ready for 13/12/17. This includes all research groups.</p>
<p>2a5</p> <p>All assessments and moderation across the academy to be externally assessed/verified where possible and appropriate</p>	<p>PDI</p>	<ul style="list-style-type: none"> PDI to work with SIP to identify appropriate external verification of standard of assessment and internal moderation processes (from September 2017) See Calendar for further information 	<ul style="list-style-type: none"> PDI to report at SLT meetings HT to utilise information and to report to Directors Curriculum and Standards meetings Summary reports to be shared at Monitoring Group meetings 		<p>from September 2017</p>	<p>David Firth been into school on 6/11/17 for Geography as first meeting. Pauline for English 4/12 and G.Reddington in also in Dec 2017 to work with History and Linda for all departments. Durham network meetings to be attended and further links to be made for Maths and other subject areas – work to still do on that. Wendy Truscott (Maths) also arranged for w/b 18th Dec 2017.</p>

Key Issue: Improve the effectiveness of leadership and governance by ensuring:

(2b) staff use the new assessment systems more consistently, to plan learning that deepens pupils' knowledge and understanding

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>2b1</p> <p>Schemes of work across all departments to be modularised. All schemes to have 3 key tasks common to each module. Key tasks 1 and 2 to be formative leading to a summative assessment as key task 3.</p>	<p>PDI HODs SLT Links</p>	<p>The SOWs for the Autumn Term have been revised and meet the academy's quality standards.</p>	<ul style="list-style-type: none"> HT reports to Directors on curriculum teams' performance and progress towards outcomes Minutes of HOD/AHT (pupil progress) meetings Minutes of HOD/SLT Link meetings 	<p>Consultation with partner schools who have modularised curriculum St Thomas More, Blaydon St Wilfrid's, South Shields St Bede's, Peterlee</p>	<p>July 2017</p>	<p>SLT Link meetings with HODs to identify key tasks for all year groups. Minuted meetings to be had with any subject areas that have not made sufficient progress with module implementation – w/b 11/12/12 Further work also in T&L group 17/1/18</p>
<p>2b2</p> <ul style="list-style-type: none"> Ensure schemes of work are revised to incorporate differentiated medium and longer term planning for progress and reflect a clear transition in challenge from the previous Key Stage. 	<p>PDI HODs SLT Links</p>	<p>The SOWs for the Autumn Term have been revised and meet the academy's quality standards. (July 2017)</p>				<p>T&L meeting will also centre around areas of focus / improvement in modular delivery and areas for improvement in Key Task implementation. All evidenced in SLT Link folders.</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
2b3 <ul style="list-style-type: none"> Support middle leaders in quality assuring their own schemes of work. 	PDI HODs SLT Links	<ul style="list-style-type: none"> All HODs are being supported in quality assuring their own schemes of work. (Autumn 2017). All middle leaders to evaluate their capacity to quality assure their own schemes of work for the autumn term. (by 20th December 2017) 	<ul style="list-style-type: none"> PDI to monitor at whole academy level and to report on a half-termly basis to the Directors/monitoring board 	External consultants in required subjects	2017 by 20 th December 2017 and ongoing with an eye on improvements in Module 2	Share some examples of best practice at 20/12/17 meeting of modules and with T&L group on 17/1/18. Also work with subject advisers from Durham to support HODs where needed. HODs will implement improvements in Module 2 after evaluations and monitoring e.g. Science Department.

Key Issue: Improve the effectiveness of leadership and governance by ensuring:

(2c) the monitoring and challenge roles of the special educational needs coordinator and senior leaders are further developed to ensure the special educational needs funding for these pupils is well-spent

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>2c1 Common LGB/Director reporting framework to be created to ensure that current data and impact of interventions with SEND students in all year groups are reported at each meeting.</p>	<p>SJH PDI PMC</p>	<ul style="list-style-type: none"> Reporting Framework created and agreed at Director Curriculum and Standards meeting (11th October 2017) Framework populated as appropriate for all Director Curriculum & Standards CTE and all LGB Meetings (From October 2017) 	<ul style="list-style-type: none"> Reports received and critically challenged by Directors/ Governors 		<p>11th October 2017</p> <p>From October 2017</p>	<p>AHT reported back on 11/10 meeting. PC will meet with MCH after 13/12 and ensure all Data systems for all years are fit for purpose.</p>
<p>2c2 Link Director to be appointed to have oversight of SEND funding, provision and outcomes</p>	<p>SJH GPR</p>	<ul style="list-style-type: none"> Link Director appointed (June 28th 2017) GPR 	<ul style="list-style-type: none"> Link Director reports to Directors on their engagement 		<p>June 28th 2017</p>	<p>Director assigned at 11/10 meeting.</p>
<p>2c3 IEP's and Pupil Passports to be reviewed and amended in line with student need and at least at calendared times</p>	<p>PDI PCL SIR</p>	<ul style="list-style-type: none"> 2017-18 Calendar to identify IEP/Pupil Passport reviews of all SEND students (July 2017) 	<ul style="list-style-type: none"> Link Director to meet with PCL and SIR to review IEP's and Pupil Passports 		<p>July 2017 and again Nov 2017</p>	<p>PC has shared the Pupil Passport information with all staff at staff meetings and also T&L group. This has also been used to promote and improve the implementation of the class context sheets for all classes. Class charts has also boosted this and staff INSET on exam concessions has all enhanced this area. All Pupil Passports updated Nov 2017. Student Voice also carried out.</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
2c4 AHT (SEND and Inclusion) and SENDCO to be central to the monitoring and QA of provision for SEND pupils via Lesson observation, work scrutiny and pupil voice	PCL SIR	<ul style="list-style-type: none"> Published Monitoring/QA framework (July 2017) identifies arrangements for assessing the impact of SEND provision across the curriculum 	<ul style="list-style-type: none"> Evidence from Monitoring and QA incorporated into reporting framework 		July 2017	All work scrutinies / pupil voice have a SEND Lens / group and PC and SI are constantly monitoring the work of support staff. Further staff training done this term on QFT and documents shared on the different 'waves of intervention'. Exam concessions meeting for all Y11&Y13 parents / students completed on 9/11/17 Y11 work scrutiny completed 8/11/17 and SENDco part of that with HODs. Lesson obs (Oct /Nov) have clear focus on class context sheet and differentiation for all.

Key Issue: Improve the effectiveness of leadership and governance by ensuring:

(2d) Directors receive regular information about the progress, attendance and achievements of disadvantaged pupils so they can challenge where weaknesses are identified and make sure the additional funding for these pupils is better-spent.

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
<p>2d1 Common LGB/Director reporting framework to be created to ensure that current data and impact of interventions with disadvantaged students in all year groups are reported at each meeting.</p>	<p>SJH PMC PDI</p>	<ul style="list-style-type: none"> Framework created (by September 5th 2017) Common reporting operational (from September 6th 2017) 	<ul style="list-style-type: none"> Director and LGB meetings SIP to validate judgements/findings at half termly meetings 		<p>by September 5th 2017</p> <p>from September 6th 2017</p>	<p>Framework created and research groups set up on 4 matrix ready for Data drop 1 on 13/12/17. This also includes for the intervention strategies implemented. PD / PC to meet again on 23/11 to update this work for DA progress. SLT'A' on 30/10 and 6/11 did a Y11 Forensic student by student analysis for all Y11 DA students based on T6 data from Y10.</p>
<p>2d2 Link Director to be appointed to have oversight of Pupil Premium funding, provision and outcomes</p>	<p>GPR SJH</p>	<ul style="list-style-type: none"> Link Director appointed (28th June 2017) Link Director to have half termly meetings with AHT (SEN and VULNERABLE GROUPS) (2017-18) 	<ul style="list-style-type: none"> Link Director to keep records of visits and report outcomes to Directors/LGB 		<p>28th June 2017</p>	<p>Link identified / discussed again on 11/10/17. DA review undertaken on 22/9/17 by Bryan Stewart</p>

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
2d3 Application for NCTL external review of Pupil Premium Strategy / Spend	SJH PCL	<ul style="list-style-type: none"> Application submitted (27th June 2017) Reviewer identified (28th June 2017) Review takes places (September 22nd 2017) Report shared with Directors/LGB (September 2017) Action Plan amended as required in light of report (September 2017) 	<ul style="list-style-type: none"> External report to Directors and shared with LGB and Monitoring Group. Report published under PP section of new website 		27 th June 2017 28 th June 2017 July 2017 September 2017 September 2017	Bryan Stewart PP review carried out on 22/9/17 and report shared with actions identified. PC updated the strategy Nov 2017.
2d4 More detailed analysis of the performance of disadvantaged cohort, in all year groups, is reported publicly and regularly	SJH PCL PDI	<ul style="list-style-type: none"> Reporting Framework populated as appropriate for all Director Curriculum & Standards CTE and all LGB Meetings (From September 2017) 	<ul style="list-style-type: none"> Director/LGB Meeting minutes SIP to validate judgements/findings at half termly visits 		From September 2017	The start of this was 11/10 but more work to do to be ready for all year groups for Data drop .1.

Key Issue: (3) Build on current strategies to reduce further the differences between the levels of absence and temporary exclusion among disadvantaged pupils and other pupils in the school.

ACTIONS	LEAD	MILESTONES	MONITORING	RESOURCES	TIMESCALE	IMPACT/OUTCOMES
3.1 <ul style="list-style-type: none"> Improve attendance of disadvantaged and SEN students Reducing the persistent absence of disadvantaged and SEN students 	PMC	<ul style="list-style-type: none"> Identification of cohort of students whose attendance is in danger of falling below our expectations (from June 2017) Attendance of key students monitored by the attendance team. (monthly team meeting from June 2017) Attendance for all groups of students above the national. (By July 2018) 	<ul style="list-style-type: none"> First-day response records Records of visits from HSLO and parent involvement.) DHT half termly report to LGB 		<p>from June 2017</p> <p>from June 2017</p> <p>By July 2018</p>	
3.2 <ul style="list-style-type: none"> Implement a rewards system for positive attendance of the identified students. 						
3.3 <ul style="list-style-type: none"> Attendance Team working in collaboration with AHT(SEND and Vulnerable Groups) to closely monitor attendance of disadvantaged students and implement interventions when necessary 	PMC JDE PCL	<ul style="list-style-type: none"> Attendance rates are monitored on a daily basis. Phone calls and home visits are made to the families of absent students and pastoral care and support is put in place and reviewed whenever necessary 	<ul style="list-style-type: none"> Reviewed daily, weekly and half termly Detailed reports shared at LGB Meetings 			
3.4 <ul style="list-style-type: none"> The Bridge to be utilised more consistently to reduce numbers of 	PMC JDE PCL	<ul style="list-style-type: none"> Data from Class Charts analysed forensically by SLT B (from September 2017) 	<ul style="list-style-type: none"> Half termly reports to LGB 		from September 2017	

<p>FTE's of vulnerable students (SEND and Disadvantaged)</p>		<ul style="list-style-type: none"> • Team around the Year Group meetings calendared half-termly in order to proactively plan support for vulnerable students at risk of FTE (from September 2017) <p>Link Governor assigned to the Bridge (June 2017)</p>	<ul style="list-style-type: none"> • Link Governor meetings with PMC, JDE, PCL and Bridge Staff • Link Governor visits to The Bridge 		<p>from September 2017</p> <p>June 2017</p>	
--	--	--	--	--	---	--

Our Action Plan in the context of our School Improvement Journey..... Our report also confirmed and affirmed that....

Effectiveness of Leadership and Management

- ✓ Actions being taken are making a positive difference to the quality of teaching and, consequently, pupils' learning and progress in lessons. However, it is too early to see the full impact of these and to ensure that actions are having a consistent impact across year groups, groups of pupils and subjects.
- ✓ The quality of teaching is improving due to targeted support plans for those who need extra help, and training and development activities.
- ✓ Middle leaders and staff are being held to account more rigorously. This includes through leaders' increased monitoring of learning in classes, scrutiny of pupils' work and clearer expectations in the arrangements to manage staff performance
- ✓ The increasing use of small-group interventions before and after school is helping pupils at risk of falling behind in their learning to catch up with their peers. This work, together with additional lessons in English and mathematics in the nurture room, is ensuring that the catch-up funding for Year 7 pupils is used wisely to aid improvement in their literacy and numeracy skills.
- ✓ ... support for Year 11 pupils who required an education, health and care plan last year resulted in their good achievements.
- ✓ Recent strategies including small-group work and targeted support is, in the main, diminishing the differences between their (disadvantaged students) achievements and those of other pupils in the school.

Quality of Teaching, Learning and Assessment

- ✓ Over the last year, leaders' work to improve the quality of teaching and effectiveness of assessment is making a positive difference to the learning and progress of pupils. Leaders' now regular reviews of learning and scrutiny of pupils' work have identified the improving picture.
- ✓ Teachers' use of the recent assessment information about pupils' current abilities to plan activities that deepen their knowledge and understanding is improving..
- ✓ The small number of pupils who have special educational needs and/or disabilities with an education, health and care plan are supported more effectively and most make greater gains in their learning as a result.
- ✓ Pupils' behaviour and attitudes to their learning are generally positive. Relationships between pupils and staff are cordial. Pupils come briskly to their lessons and are well prepared: no small feat in such a sprawling school site. In many lessons, pupils contribute to discussions thoughtfully and respond articulately to teachers' questions and requests. They work diligently in groups or when working on their own.

- ✓ Pupils have opportunities to read each day, for example through 'drop everything and read sessions'. This is ensuring that they continue to hone their literacy and communication skills as they move through the school. Those who need extra help with their reading and comprehension are provided with support in the nurture room or in additional intervention activities at the start of the day.

Personal Development, behaviour and welfare

- ✓ The school's work to promote pupils' personal development and welfare is good. The development of pupils' personal qualities and their spiritual, moral, social and cultural development lies at the heart of the school's ethos. The religious education curriculum, assemblies and tutor time, together with the school's focus on personal, social, health and economic education (PSHE), develop pupils' skills and understanding well.
- ✓ The pastoral team knows pupils well and provides sensitive support in times of need. Pupils feel safe and are safe. They move around the long narrow corridors and spaces maturely and sensibly. Pupils are taught well about risks to their safety and potentially dangerous or tricky situations online, and in their local and wider communities.

- ✓ Pupils have a good understanding of types of bullying including prejudice-based bullying.
- ✓ Most parents and pupils are positive about the care and support pupils receive. Since his appointment, the headteacher has developed a parent forum to enable parents to help shape policy and to develop stronger partnership working with them.
- ✓ The behaviour of pupils is good. Pupils report that the headteacher has raised the bar of expectations and pupils and staff are generally rising to it.
- ✓ The small proportion of pupils who experience difficulties managing their behaviour at times attend 'the Bridge' for short periods. Pupils are well supported by enthusiastic staff who work closely with them in a calm, restorative way. Pupils continue with the work they would undertake in class and they report positively about the support they receive. This includes time to discuss any concerns or difficulties that they may be facing.
- ✓ Strong partnership working with parents and other agencies is helping to improve the attendance rates of pupils who face challenges in their lives. Actions taken this year are contributing effectively to the reducing rates of absence of disadvantaged pupils and pupils who have special educational needs and/or disabilities...

Outcomes for pupils

- ✓ .. (in 2016) pupils who had an education, health and care plan for their special educational needs and/or disabilities achieved well.
- ✓ Observations of learning and review of the school's assessment information and pupils' books show that, currently, progress is hastening in many lessons and subjects
- ✓ Leaders have prioritised the achievement of disadvantaged pupils, particularly pupils of middle and higher ability. Work is ongoing to diminish the difference between the progress of these pupils and other pupils in the school. Current assessment data shows some success, particularly in English.
- ✓ Extra support for disadvantaged pupils and pupils who are at risk of underachieving across all year groups is now in place before and after school. There is also additional work to make sure that the most able pupils are being challenged more successfully. Support for Year 11 pupils is helping to prepare them more effectively for their examinations. Leaders are taking action to ensure that class teachers plan work that meets pupils' individual needs more consistently.
- ✓ Carefully targeted support for pupils who have an education, health and care plan to meet their special educational needs and/or disabilities is more effective and, as a result, these pupils make generally good progress in their learning.

16-19 study programmes

- ✓ Actions taken this year have had a positive impact on improving students' learning and progress.
- ✓ Students benefit from greater consistency in the quality of teaching across subjects in the sixth form
- ✓ Relationships between staff and students are strong and this promotes students' confidence to ask questions and check their understanding or misconceptions in an atmosphere of trust and respect. Learning is usually typified by teachers' good subject knowledge and expertise. Work planned is usually personalised to each student's needs, based on their prior learning and the assessment criteria for the courses they study.
- ✓ Teachers' questioning techniques are generally used effectively to strengthen understanding. Teachers often challenge students to think deeply about their learning and apply their knowledge to the demands of the different examinations they will take.
- ✓ Students are overwhelmingly positive about their experiences in the sixth form and the support they receive.
- ✓ Timetabled 'study support' sessions develop effective study habits, and one-to-one support helps students who are struggling to catch up to where they should be.
- ✓ Students are confident, articulate and caring young people who are well prepared for their next steps and to be active citizens in modern Britain today.

