

GAA – Self Evaluation Process/Actions taken against key areas of need.

PACE Of Action	Key Issues from Inspection Feb 2017:			
RAG	Identified need	Action Taken	Impact evident/expected/facilitated	Next Steps
	<p>1: Rapidly improve pupils' progress in core subjects, particularly disadvantaged pupils and those who have special educational needs and/or disabilities, by:</p> <ul style="list-style-type: none"> <li>– using information about pupils' abilities to plan suitable learning</li> <li>– making learning engaging</li> <li>– using questioning to better challenge the most able pupils</li> </ul>	<p>System for standardizing, collecting, recording and moderating assessment data completely redesigned for implementation September 2017 (to increase information available, system for challenge/accountability – and increase reliability of those records for use by teachers). INSET day to launch.</p> <p>Exam Review meetings with Assessment leader (SLT) and Principal under way.</p> <p>SIMS reintroduction to streamline information collection and use, reduce teacher workload.</p> <p>LM of HoD for En/Ma under the Principal</p> <p>Additional Y11 classes delivered April-June 2017</p>	<p>Fixed collection points to facilitate Data scrutiny meetings, precise actions and cycle for accountability – first KS4 collection October 2017.</p> <p>HoDs have specific actions and areas of focus to include in dept action plans – following vision training delivered by ACR also.</p> <p>Some anecdotal evidence that this time supported students in core; core subjects prioritised over others – timeframe too short for claiming secure impact in relation to results 2017.</p>	<p>GAAP report (half termly) showing progress by year group, micro-population and class available from October half term – monitor and use to ensure all student progress tracked.</p> <p>Assessment meeting cycle follows GAAP reports, Principal, senior link and HoD, review data, agree actions/priorities.</p> <p>QA strategy to broaden from central observation cycle to include dept reviews – En/MA first planned for autumn 2.</p> <p>P6 for 2017-18 (agreed) – promoted and linked to rewards from half term.</p>

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			<p><b>P8 internal tracking showed possible outcomes of -1.2/ -1.5 at Easter. P8 using those measures was -0.7, possible final p8 IRO -0.55</b></p>	<p>Broadening of QA to include central work scrutiny (modelling before cascading as with observations), plus dept reviews, to keep pace high.</p>
	<p>Improve the quality of teaching and in turn reduce incidents of poor behaviour and reduce truancy by:</p> <ul style="list-style-type: none"> <li>– using information about pupils’ abilities to plan suitable learning</li> <li>– ensuring that behaviour is managed fairly, consistently and proportionately</li> <li>– establishing a positive, supportive and rewarding climate for learning.</li> </ul>	<p>Launch of new T&amp;L rubric demanding climate for learning and planning for purpose skills – (GIST) backwards design demands ability to use info on pupils’ abilities for planning, use of questioning, making learning engaging.</p> <p>CPD programme launched for teaching and leadership; included voluntary sessions in summer 2017, compulsory Wednesday sessions calendared for 2017-18, negotiated within directed</p>	<p><b>Two observation cycle conducted since Easter 2017 (none for the previous year, strike action and associated barriers etc)</b>  <b>Staff feedback on process positive and QA cycle as a leadership strategy is becoming more secure.</b>  <b>Obs round 2 shows improvement in teacher skill sets against the rubric and against targets set.</b>  <b>2x MoS left the academy in summer 2017, 2x Mos leaving at Xmas, correlation with QA data indicates impact is positive.</b></p> <p>Correlation between attendance at CPD and improvement judged through observation emerging.</p>	<p>Broadening of QA to include central work scrutiny (modelling before cascading as with observations), plus dept reviews, to keep pace high.</p> <p>CPD cohorts (as distinct from NQT/RQT – in place) – to include by need from the rubric now evidence base is more secure.</p>

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		<p>time.</p> <p>Behaviour Management system reviewed – P-point and A2E remain, implementation changed.</p> <p>Teachers issue first P-point of 15 mins – low level disruption; the longer corrections are only for failures to attend for class teacher or for HoY to assign. A2E relocated and redesigned (more space); FTEs remain for refusal to comply or serious defiance/behaviour. There has been a spike in PEx.</p>	<p><b>A2E numbers now in single fingers on any given day (down from a range of 50-70 before Easter 2017)</b></p> <p><b>Numbers of parents challenging or supporting students’ refusal now negligible</b></p> <p><b>FTEs down to half the weekly average of days lost in 2017-18- (NB, this figure, while lower, still too high).</b></p>	<p>Planning for the content and use of time in A2E to be reviewed</p> <p>Reduce staff reliance on call-out to manage low level disruption – link to T&amp;L strategy</p> <p>Monitor efficacy of FTE and PSP for high-risk students.</p>
	<p>Improve behaviour, safety and the personal development and welfare of pupils by:</p> <ul style="list-style-type: none"> <li>– ensuring that all staff receive child protection training</li> <li>– increasing the numbers of staff on duty at social times and the end of the school day</li> <li>– <b>reducing racist, homophobic and other derogatory language around the school</b></li> <li>– ensuring that internal and external exclusions lead to improvements in behaviour</li> </ul>	<p>New safeguarding training system introduced, policy updated and key personnel altered – no. in central team reduced to improve consistency – new recording system tested (Autumn 1) and to be rolled to all from October.</p> <p>Bullying Review complete (GIST), actions as a response under way.</p> <p>Break duty staff presence doubled – by</p>	<p><b>All staff trained.</b></p> <p><b>Small spike in referrals (to DSL)</b> as staff and students note the higher profile and emerging confidence. CPOMS trail successful – ready for whole staff launch.</p> <p><b>No. of social time incidents reduced</b></p>	<p>CPOMS roll out (Oct)</p> <p>EMHWP strategy – as distinct from CP to be rolled out</p> <p>SMSC LM to be switched to new senior lead</p> <p>Audit – of timeliness of delivery and content to be received and planning designed from information.</p> <p>Ensure timely roll out of bullying review actions.</p> <p>Embed social time</p>

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		<p>explicit expectations of staff established (Principal) under directed hours and professional responsibilities. Lunch duties offered as a paid duty and leadership redeployed.</p> <p>See above re exclusions actions and impact:</p>	<p><b>to negligible from frequent (IRO of 1-3 every day) in the summer term. 100% increase in duty points covered.</b></p> <p>Use of building redesigned – closure of homebases (leading to more students in one space, but still fewer instances)</p> <p>Potential case studies emerging in a number of students whose behaviour triggered high exclusions last year but not this year – early for this impact to be claimed.</p>	<p>expectations - “inside voices”, movement, appropriate habits.</p> <p>Active duty guidance to reduce variation in quality of supervision Creation of work spaces for KS4, Film club – bad weather solutions.</p> <p>Monitor and collate evidence</p> <p>Re racist/derogatory language of any kind; there are soft indicators this is improving – and the strategies being implemented in bullying actions will support, but this is an area of need.</p>
	<p>Immediately improve the quality of leadership by: – strengthening the process of self-evaluation – rigorously evaluating the impact of new initiatives, including by taking into account the views of pupils, parents and teachers</p>	<p>September 2017: SLT team meeting on applying the inspection criteria for L&amp;M to self-evaluate. Team split for activity on all areas of framework.</p> <p>Dept action plan and self-evaluation process under way.</p>	<p><b>Recognition that there are inadequacies in L&amp;M as a result of weak outcomes in particular, and knowledge that actions taken (in some cases now at pace) are too early to have any impact indicating improvement.</b></p>	<p>Expansion and precision of the SEF process to be facilitated via data collection cycles</p> <p>Dept action plans and SEFs to be reviewed at each data collection and assessment mtg (GAAP reports)</p>

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	<p>– holding leaders at all levels accountable for the standards that pupils achieve.</p>	<p>GAET involvement via Statement of Action indicates accurate understanding of the inadequacies that were found in the inspection and pace of actions since to begin to address.</p> <p>Long term ADP indicates over-arching ambition to move the academy from SM securely and by building capacity, supports accurate knowledge of current practice, limitations and necessary improvements</p> <p>Focus on T&amp;L via new rubric and assessment (uses and actions/cycle) indicates correct priorities. First exam review meetings held establishing accountability for student progress</p> <p>New appraisal and PM process consulted on and in place – this takes the academy out of dispute with unions and allows for accountability for student progress to be embedded.</p>	<p>Specific actions such as bullying review, attendance review, safeguarding review arisen from these plans.</p> <p>Establishes principle of long term aims being measureable, led from the top but distributed. Supports review of target setting for appraisal process (under way).</p> <p>Academy’s actions (as delivered to DfE) support the view that the self evaluation of current areas of need and actions required is accurate.</p> <p>Pay committee and decision phase should be rigorous and evidentially clear, equitable, any appeals should be timely.</p>	<p>Ensure challenge from IEB, GAET facilitated by reporting cycle so that leaders are held accountable throughout the year and this is embedded in daily practice</p> <p>Data throughout the year will provide the means for rigorous evaluation.</p>
	<p>Improve the 16 to 19 study</p>	<p>VI form provision – closure approved</p>		<p>-</p>

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	<p>programmes by:</p> <ul style="list-style-type: none"> <li>– ensuring that almost all pupils who start Year 12 complete Year 13</li> <li>– improving the quality of teaching to improve progress</li> <li>– evaluating rigorously the current quality of provision</li> <li>– creating a coherent plan for improvement.</li> </ul>	<p>from September 2018.</p> <p>The Principal secured collaboration with three local colleges, held 1-1 IAG meetings with all Y12 students and families and secured offers for all of continued study or restarts (including one students out of funding) elsewhere.</p>	<p><b>Improved provision for Y12 – Y13 students, (100 % placed)</b> increased collaboration with local colleges going forward.</p> <p>Reduction in areas of immediate need for the academy.</p>	
	<p>Immediately improved the quality of governance so that:</p> <ul style="list-style-type: none"> <li>- There is precise challenge and rigour demanded from governors in their own actions and relationship with leaders</li> </ul>	<p>IEB in place, minutes available.</p> <p>3x SLT reported on actions taken since inspection in October 2017, extending the expectation of challenge to senior leaders</p>	<p>Questioning from IEB on pace and QA of actions either implemented, or planned, shows precise challenge and appropriate rigour.</p>	
	<p>Instigate a system for tracking the use and impact of PP income by:</p> <ul style="list-style-type: none"> <li>- Planning the use of the income for 2017-18</li> <li>- Designing and implementing an evaluation process to ensure the impact of decisions taken for PP income are tracked for impact</li> <li>- Ensuring a senior</li> </ul>	<p>Evaluation of progress and outcomes by attendance shows close correlation of poor attendance and weak assessment progress; PP students make up disproportionately high group of those with lower attendance.</p> <p>September 2017: Senior member of staff recruited and assigned to attendance as over-arching remit – in part funded by PP.</p> <p>September 2017: Senior member of staff has PP added to remit – linked to assessment and tracking.</p> <p>Gap at Y6/7 in behaviour/progress can</p>	<p>Sept 2017: <b>Attendance is at 95%</b> overall. PP –</p> <p>Gap at results = Awaiting in year data.</p>	<p>Establish PP specific tracking system to evidence all those entitled receive their benefit from the funding</p> <p>PP staff working group – looking at engagement, motivation, removal of barriers and drawn from teaching staff to highlight gap in day to day conversations</p> <p>Use of the data and assessment cycle (GAAP</p>

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	<p>member of staff holds strategic responsibility for overseeing the strategy to improve outcomes for disadvantaged students</p> <ul style="list-style-type: none"> <li>- Track all improvement measure as implemented for their impact on disadvantaged pupils</li> </ul>	<p>be linked disproportionately with PP; curriculum redesigned for transition and foundation and recruitment completed.</p> <p>September 2017: transition curriculum launched</p> <p>September 2017: Planned use of around half expected PP income identified and summarised. New assessment and tracking systems being implemented for this year – as data emerges, remainder of funds to be allocated.</p>	<p>Internal/external isolations for targeted transition group at 0, against XX in 2016-17</p> <p>Awaiting Fn group data in year.</p> <p>New system in place, first data collection October half term 2017.</p>	<p>report/s) to track progress an assign remainder of the funds.</p> <p>Ensure evaluation of the progress of PP students can be linked to initiatives introduced or indirectly influenced by (where pooling has been used).</p>
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