

GAA - Academy Improvement Plan - Special measures to exit; 2017-2018, 2018-2019.

1: Leadership and Management: Ofsted 2017:				
NCA will achieve the capacity to improve the provision for all students by establishing L&M that is at least Good by Summer 2018.				
REQUIRED	Who?	How?	Monitored by:	Milestones:
<p>1.1: The review and adjustment of student management systems and their implementation will create new routines for learning, social times and the academy day will create a change in "ethos" in the academy that will "steady", then "accelerate" provision and progress.</p>	<p>JLA TEAM SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> - Keep language of policy – P-points, Red Lines, review Red Line/Red line exit implementation - Remove A2E follow-on to FTEs to reduce parent perception of excessive sanctions - Implement "contact" requirement before A2E sanction to improve comms with parents - Amend stages of behaviour sanctions policy for clarity - TLAC training process and T&L rubric for student management launched/promoted and embedded - Increased parent/carer comms and meetings - Parents to have access to Principal - P/C meeting records and SOPs to be designed and implemented - Principal to model P/C meetings for SLT, HoYs - Establish improved quality of form time delivery re expectations, character, community for stringer starts to the day - Establish assembly routines (as above) - Principal's visibility and presence in communication with students/staff etc. - Plan and deliver Y10-11 transition to prepare them for examination year earlier and routinize good conduct - Y6-7 induction day secures routines for new pupils, including movement around the building; Y7-8 mirror transition process to re-establish routines for this year group (highest behaviour concerns) - Secure streamlined student management system and its SOPs for September 2017 – with full consultation (staff) to ensure buy-in. - Review process for duty management at break and lunchtime, increase and improve quality of duty supervision 	<p>JLA/GAET</p>	<p>Summer 2017:</p> <ul style="list-style-type: none"> - Reduction in Red Lines evident (initial priority a this is where most lost learning comes from) - P-points adjust as red lines come down – any initial bounce is reduced and numbers are steady by July - P-point initial attendance increases <p>September 2017:</p> <ul style="list-style-type: none"> - Form time implementation, assembly routines in place. - Duty rota for the year in place and routines for duty positions established - P/C mtg record and admin routinized and records indicate increase in comms and parent/academy co-operation <p>December 2017:</p> <ul style="list-style-type: none"> - FTE reduction, PEX reduction P-point reduction - Red line reduction alongside P-point attendance increase is consistent - Academy able to analyse system for equity (relies on T&L consistency) <p>July 2018:</p> <ul style="list-style-type: none"> - Academy can demonstrate continued reduction in FTEs, sanctions as above - Academy can demonstrate equity for students across micro-pops
<p>1.2: The implementation of new senior remits that ensure accountability for student progress is secure at all levels - including new line management/performance management routines, staff voice/comms groups – AIG, trade unions, middle leaders.</p>	<p>JLA</p>	<ul style="list-style-type: none"> - Redefine of roles to clarify whole-academy responsibility alongside line management role – to launch summer 2017 - Re-locate senior staff to strategic locations around the site to ensure increased presence in new remits - CPD for leading whole academy strategies and in leadership - Line Management calendar expectations clarified - Training in accountability (holding to account) for line managers provided where need identified - SLT reporting framework (GAET model) trialled summer 2017 and rolled out in calendared reporting for 2017-18 - SLT attend IEB to report on remits from autumn 2017 	<p>JLA/GAET</p>	<p>Autumn Term 2017:</p> <ul style="list-style-type: none"> - Appraisal records September 2017 indicate progress in some areas of remits - External monitoring (ongoing) indicates capacity for improvement within leaders at all levels (OFSTED/DfE) - Internal monitoring, IEB reports indicate capacity for improvement <p>Autumn 2018:</p>

		<ul style="list-style-type: none"> - Middle Leaders' role in holding teams to account is defined and reviewed as part of their performance management process 		<p>Appraisal records September 2018 indicate leaders at all levels have secured progress in all areas and this can be tracked through student progress, outcomes, the quality of teaching and leadership in each remit/LM chain</p>
<p>1.3: The secure implementation of a transitional appraisal process for staff at all levels to overcome the impact of a disjointed policy to date</p>	<p>JLA TEAM: SLT</p>	<ul style="list-style-type: none"> - Design transition appraisal process, using CPD and Teacher Standards for summer term 2017 for all staff who have not taken part in policy due to industrial action; for leaders against Leadership standards and JDs/remits - Secure co-operation from trade unions - Agree policy including objectives for implementation for all from September 2017 - Ensure full and equitable pay committee process following reviews in autumn 2017 - Communicate all decisions to staff by end of October 2017, allowing appeal process and transparency where no confidentiality is breached 	<p>JLA/GAET</p>	<p>Summer 2017 – all staff use either policy or transition docs to complete 2016-17 records</p> <p>September 2017 – pay committee has all records for equitable decisions</p> <p>October 2017 – decisions on pay progression communicated to all staff by 31st and all staff set objectives under policy; academy out of dispute</p>
<p>1.4: The implementation of a streamlined assessment and data collections, analysis and action-planning cycle by September 2017 to facilitate greater accountability, support and challenge for all staff and students</p> <p>Assessment reviewed – format, system, use with curriculum during 2018-19.</p>	<p>JLA TEAM: SLT</p>	<ul style="list-style-type: none"> - Data and assessment calendar launched for 2017-18, trialled summer 2017 - KS3 termly collections from September 2017, KS4 half termly. - New target setting and pathways for progress designed and launched - INSET September covers 1-9 ASE collections, assessment standardisation and moderation expectations, data and assessment review process - PP remit assigned to assessment lead to ensure central tracking of cohort through all collections, attendance lead recruited to ensure attendance impact on PP reduced - Key Stage Team meetings established to review progress/barriers for all students – led by SVPs with cohorts underneath managed vertically by SLT and horizontally by HoYs/YMs 	<p>JLA/GAET</p>	<p>September 2017</p> <ul style="list-style-type: none"> - Calendar in place, INSET training delivered - Exam review meetings against expected outcomes <p>October 2017</p> <ul style="list-style-type: none"> - First data collection against new system - First data and assessment review meetings against new system <p>December 2017</p> <ul style="list-style-type: none"> - Micro-population analysis possible as progress against new expectations measured, interventions planned where there are gaps and are evidenced in mtg cycle and student progress
<p>1.5: Standard Operating procedures implemented for all communication, administrative & management functions and processes, building inadequacies and barriers addressed and inform curriculum planning, recruitment strategy re-designed and Principal-led</p>	<p>JLA TEAM: Admin, SLT</p>	<ul style="list-style-type: none"> - JLA to assume LM of admin and design SOPs for internal operations - Staff attendance policy to be communicated and re-launched for Sept 2017 - GAET to centralise additional personnel in HR/Finance to reduce cross-remit/role errors - Building works to be sourced – to create 10 classrooms, reduce open space learning and improve specialised spaces in Science and Food Tech; to secure external space improvements for Y7 and for safeguarding purposes - JLA/CB to explore FM contract to release funds for the academy's core purpose - Review of recruitment challenges in Maths/Science/MFL – JLA to secure flexibility in recruitment contract to ensure quality staff can be recruited - Staff induction required – JLA and new admin team roles to establish 	<p>JLA/SAT</p>	<ul style="list-style-type: none"> - Staff attendance rates improve, student attendance improves – termly, criteria TBC <p>September 2017:</p> <ul style="list-style-type: none"> - Capitation process secured for financial management - Building works completed - SOPs implemented - Full staff in place and FT contracts have success criteria attached - Timetable secure with enough classrooms, reduced movement for staff and some vulnerable students - Staff induction in place – all new staff <p>December 2017:</p> <ul style="list-style-type: none"> - Evidence of T&L improvement emerges as result of reduction in barriers

<p>1.6: Implementation of a new curriculum model for September 2017 ensures improved and equitable offer by micro-population</p> <p>Curriculum model implemented – 2020 impact. Curriculum Review for 2018-19</p>	<p>JLA SVPs KS3/4 TEAM SLT.</p>	<ul style="list-style-type: none"> - Timetable and curriculum model designed and implemented by September 2017 - Review of KS3 undertaken and new options process, as well as pathway structure, implemented for 2017-18 increasing IAG and application for subjects, increased parent liaison - Inclusion agenda addressed via transition and KS3 curriculum offer, no off-site provision in place and all students accessing full offer serving needs - Foundation and Transition recruited for and timetabled - Form time curriculum in place for all year groups 	<p>JLA/SAT</p>	<p>resolved</p> <p>September 2017:</p> <ul style="list-style-type: none"> - New KS3 curriculum in place including fn/Tr and form time - KS4 form time offer in place inc CEIAG, EMHWP and exam strategies <p>April 2018:</p> <ul style="list-style-type: none"> - New KS4 options process being rolled out through options process.
<p>1.7: GAET reviews of Safeguarding, Attendance and Admissions are evaluated in planning for September 2017. Response to IEB, GAET Action plan monitored through regular reports, LM, Principal's appraisal.</p>	<p>CT RG TJ JLA</p>	<ul style="list-style-type: none"> - Reviews complete by May half term - Actions recommended are implemented where possible during summer term – flow chart structures and admissions steps for example - Building amendments for safeguarding established - New routines and staffing capacity generated for more secure CP processes – redeploy Dep CP, YMs and streamline responsibilities to secure better knowledge of all young people, including recording - Attendance recruitment and processes – SOPs, comm charts and TAC processes secured, increased challenge to multi agency partners including LA 	<p>JLA/GAET</p>	<p>September 2017: Actions in place</p> <p>Half termly – 2017/18: Monitoring and reporting to IEB/GAET in place and tracks impact against all areas of AIP, action plans and external reviews.</p>
<p>1.8: Launch and ensure GAET T&L team are secure in centrally delivering and QA'ing T&L using NCA specific rubrics for delivery (climate) and planning (pedagogy) to ensure quality first teaching is prioritised, supported and monitored fairly</p>	<p>JLA GAET GIST SLT HoDs</p>	<ul style="list-style-type: none"> - Observation cycle completed during June 2017 - Rubric training and communication secured during summer term - Feedback routines and comms established and GIST/leaders internally follow rubric and feedback routines during obs cycle - All staff have target/s set for summer term T&L CPD - Cohorts established for training against rubric - Academy wide QA process designed and driven through assessment and data cycle - QA cycle implemented from September 2017 - Induction days for staff in July 2012 - launch routines for learning - Induction days - launch planning tools, training and evaluation materials for leaders in the academy, learning objective routines and some initial AfL routines - TLAC training cohorts launched post observation cycle are developed and extended, planned into calendar 	<p>GIST, JLA, GAET</p>	<p>Summer 2017:</p> <ul style="list-style-type: none"> - Reliable evidence of areas of strength and need evident from obs cycle and CPD is in place - Process where required is secured from fair starting point <p>September/October 2017:</p> <ul style="list-style-type: none"> - Appraisal reviews, CPD in place and actions in place are recorded through PM process - Work scrutiny introduced via training to look for evidence of student progress and planning rubric - JANUARY <p>December 2017:</p> <ul style="list-style-type: none"> - Wider QA (learning walks, obs, work scrutinies, reg LM) is evidenced through data and assessment records. <p>Consistently good+ teaching recorded in improving numbers by minimum of 15 MoS each half term * cohort changes too frequently for this measure. See T& section – carry..</p> <p>T&L improvements tracked by cohort as</p>

				identified through obs and CPD, also by overall evidence of consistently good+ teaching.
*1.9: Complete restructure to streamline reporting, financial liability and L&M at all levels. * later addition, additional papers available.	JLA	<ul style="list-style-type: none"> - Design, consult launch and implement managed structure. - Interview staff from VP to subject lead - Appoint and give notice. 	GAET	Structure in place – September 2018. (October 2018 achieved).
2: The Quality of Teaching Ofsted 2017:				
NCA will achieve evidence of consistently good teaching to support P8 outcomes of 0 by summer 2018.				
REQUIRED	Who?	How?	Monitored by:	Milestones
1.1: The quality of teaching will rise through evidenced records of consistently good teaching by staff cohorts following detailed obs and CPD planning. Carry 20 18-19 – amend milestones?	JLA TEAM: GIST	<ul style="list-style-type: none"> - Full QA system implemented, full obs cycle completed - Dept mtgs and CPD will include collaborative planning to ensure best practice is shared and maximised - Lesson Study is trialled and built into INSET and meeting time - TLAC and coaching delivered via GIST and internal staff - The assessment planning cycle is linked to teaching and learning and used as the basis for a review of all planning in all departments - Quality recruitment secured for all vacancies - GIST support the training and induction for NQTs/trainees ensuring Teaching School security of training is in place 	JLA/GAET	<p>Consistently good+ teaching recorded in improving numbers by minimum of 15 MoS each half term – 75/95 by May 2018.</p> <p>T&L improvements tracked by cohort as identified through obs and CPD, also by overall evidence of consistently good+ teaching.</p> <p>July 2018:</p> <ul style="list-style-type: none"> - No inadequate teaching is recorded - Formal observations show the percentage of Good or Better lessons at 70% (including trainees/NQTs) - Observation data for the year shows percentage of good or better lessons at 75%, with proportion of outstanding lessons rising to 10%
2.2: The use of formative assessment will be embedded in all lessons and the quality of marking/feedback is secured and impacts on progress Carry 2018-19, review with curriculum	JLA GIST TEAM: SLT, HoDs, all staff	<ul style="list-style-type: none"> - Training in assessment delivered in INSET September 2017 - Lesson study trials will focus on use of AfL strategies as an engagement tool – roll out 2017-18 - Training on assessment and backwards design, TLAC more widely and all T&L activities ensure assessment and feedback is built in to ensure challenge and purpose - Work scrutinies, training on conducting, planning from and actions arising implemented 	JLA	<p>July 2018:</p> <ul style="list-style-type: none"> - Use of AfL is recorded in majority of lesson observations - SoW are being planned to use the assessment planning cycle and backwards design principles <p>July 2018: Student outcomes and progress show equitable improvement across ability spread</p>
2.3: Differentiation for all ability levels will be evident in all lessons Carry 2019-20, separate literacy/SEN and differentiation	JLA GIST TEAM: SLT, Inclusion, SENCo, all staff	<ul style="list-style-type: none"> - Literacy as a differentiation staple rolled out during INSET, meetings and line management, SENCo and inclusion remit - Planning including resources will be scrutinised for reading age appropriacy as well as for strategies to support and stretch - SENCo - CPD strategies as noted above used to embed skills into daily practice - GIST 	JLA	<p>December 2017:</p> <ul style="list-style-type: none"> - Impact of the SENCo role in training staff in literacy methods for use in class is evaluated – re role change. - Lesson observation and other QA data shows improvement in use of differentiation, including for the most able

<p>2.4 A collaborative CPD strategy and ethos will be embedded in all department; all staff will take part in training and collaborative strategies to improve their teaching Adapt for 2018-19</p>	<p>JLA GIST TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> - Lesson Study - Shared planning on meeting schedule and on INSET days - Partnership with GAET/GIST established to ensure cohorts receiving targeted training on rubric elements are secure - Personal CPD records established and built into Performance Management paperwork to raise status - Action Research linked to Performance Management CPD need established 	<p>JLA/GAET</p>	<p>July 2018: Student outcomes and progress show equitable improvement across ability spread</p> <p>September 2017:</p> <ul style="list-style-type: none"> - Dept mtgs and LM chains to agree CPD focus for subject area sand plan these into cycle - Cohorts training underway post-obs - CPD planning in appraisal records <p>December 2017:</p> <ul style="list-style-type: none"> - Lesson Study rolled out for those showing strengths against rubric <p>July 2017:</p> <ul style="list-style-type: none"> - Performance Management cycle records, including personal development plans show 100% staff completion - Lesson Study cycles are completed and evaluated showing impact on T&L data
<p>2.5: All students will make equivalent of expected progress against targets designed to achieve A8 tracking towards overall P8-0 outcomes Carry with achievement section.</p>	<p>JLA, SVPs TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> - All students baseline tested in Y7, routemap to targets established - Assessment and data collection cycle ensures each pupil is tracked through each subject throughout the year; QA ensures use of this data in planning lessons - Students are trained to become more adept at measuring their own progress using the new pupil progress graphs and to use these to take more responsibility for their learning - All CPD strategies are evaluated against pupil progress to ensure impact - Line management ensures teachers are held to account for progress at all levels, not just at C/D or 3/4 borderline for example 	<p>JLA/GAET</p>	<p>September 2017:</p> <ul style="list-style-type: none"> - Target setting model implemented to facilitate tracking towards P8 – 0 at Y11 end <p>October 2017:</p> <ul style="list-style-type: none"> - Assessment cycle implemented and tracking data available for all cohorts termly, KS4 half termly – towards: <p>July 2018:</p> <ul style="list-style-type: none"> - P8= 0; 2020 expected - PP gap narrowed - SEN gap narrowed – SEN focus for 2018-19 - Evidence of attendance impact shows those attending at 95% + make 0.5
<p>2.6: Provision for students with SEND and EAL will secure similar progress to all groups to address inequity Carry for 2018-19 (SENCo redeployed to English this year)</p>	<p>JLA, SVPs, VPs Behaviour, inclusion TEAM SENCo, HoDs, all staff.</p>	<ul style="list-style-type: none"> - SENCo role to be supported to allow Inclusion team to refocus on strategy for inclusion and progress - Review of EAL induction group, roll on roll off mixed year group, based on establishing functional English language and cultural familiarity before students undertake a bespoke and phased introduction to mainstream - Data tracking and analysis cycle ensures all micro populations are measured and interventions planned for any group under achieving or with slower than average progress - Differentiation for SEND and EAL students required on all planning tools and recorded on QA docs for comment 	<p>JLA</p>	<p>(as above)</p> <p>July 2018:</p> <ul style="list-style-type: none"> - SEND and EAL students make progress from KS2-4 at least as well as national average, evidence shows narrowing of gap for all groups to the national average

		to embed expectation into practice		
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3: Behaviour and Safety:				
REQUIRED	Who?	How?	Monitored by:	Milestones:
2.1: Students with fragile or challenging behaviours will receive an appropriate provision and/or support to remain in lessons and to make progress	SLT lead behaviour TEAM: Inclusion Manager, HoDs, SLT, all staff	<ul style="list-style-type: none"> - Closure of long term internal exclusion facility - Staff training on in class behaviour management strategies – T&L, TLAC training - Support staff re-deployed to be based in classrooms in subject areas offering support in lessons, not withdrawal 	JLA	September 2017: No long term internal exclusion room on site. October 2017: Short term isolations due to poor behaviour in a lesson are dealt with by "turnaround" process – back in lesson within the day and resolution meetings used to resolve issues.
2.2: All students will display professional conduct in lessons and around the academy	JLA TEAM: Inclusion Manager, HoDs, SLT, all staff	<ul style="list-style-type: none"> - New behaviour management implementation linked to TLAC reduces high level behaviours and low level disruption - New rewards policy to recognise professional conduct introduced - Academy ethos and vision communicated to students, parents and forms part of regular pastoral provision – eg assemblies, form time etc. - 	External – Trust, Visitors etc, fed back to JLA	October 2017: - Behaviour management and rewards system in use and reporting system established December 2017: - Students at risk of escalation have been identified and are placed on intervention strategies to avoid FTEs July 2018 – see L&M sections.
2.3: Permanent, Fixed term and internal exclusions will fall	JLA TEAM: Inclusion Manager, HoDs, SLT, all staff	<ul style="list-style-type: none"> - Implementation of strategies above - Greater dialogue and communication with parents of students whose behaviour is low level to pre-empt escalation - Removal of withdrawal options from lessons communicated clearly to remove incentives for poor behaviour 	JLA	1 Permanent Exclusion only per year maximum FTEs reduced to single figures per term by summer 2018.
2.4: Students will state they feel safe and supported in the academy at all times	JLA TEAM: Inclusion Manager, HoDs, SLT, all staff	<ul style="list-style-type: none"> - Increase in student roles and responsibilities in the academy to provide framework for their involvement in the academy structures - Safeguarding provision monitored regularly, training updated (L3 practitioners increased) - Student voice exercises – questionnaires, student groups, meetings - involve more students year on year. 	JLA	Student voice exercises to be at 90% positive feedback by Summer 2013.
2.5: Attendance will rise above 95%, PA will reduce below 5% (KC8)	Assistant Principal Attendance – new role TEAM: Attendance	<ul style="list-style-type: none"> - New role recruited for and trained/inducted - Attendance impact on PP to be closely tracked - Diamond model implementation, or similar - Attendance Officer training – to fulfil EWO role more fully as LA involvement reduces to statutory provision 	JLA	PA tracking in line with average as measured by 2016-17 data Attendance overall in line with average as measured by 2016-17.

<p>Cohort analysis – secure actions but overall target carried for 2019-20.</p>	<p>Officer</p>	<p>(FPWNs)</p> <ul style="list-style-type: none"> - Micro-population analysis carried out and students targeted in Y7 if at risk of poor attendance - Attendance monitoring/reporting and daily log-in set up for existing/historic Pas - Home visits routines established (attendance officer) 	<p>PP attendance gap narrows and linked to outcomes.</p>
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<p>4: Achievement and Standards: NCA will achieve P8 of 0 summer 2018. Target carried; On Track for P8 +ve 2020 (3 year process)</p>				
REQUIRED	Who?	How, What will it look like, what actions will take place?	Monitored By:	Milestones/How will it be measured and by when?
<p>4.1 Set challenging targets and rigorously monitor student progress towards these</p>	<p>JLA CJ/RL HoDs</p>	<ul style="list-style-type: none"> - Establish secure baseline testing, using KS2 and CATs - Establish target setting system that is connective from KS2-4, uses 1-9 and has trackable flightpaths/route-maps - Create average progress and individual subject progress monitoring systems - Link reporting to parents to progress expectation from Y7 – Y11 - Embed progress chasing into academy calendar, meeting cycle and QA processes through data cycle meetings, 	<p>JLA/GAET</p>	<p>October 2017: - First report to parents to show progress against expectations of new targets</p> <p>December 2017: - Academy data, assessment and reporting schedule followed by all departments and interventions from data and towards target are taking place. - Planning backwards from assessment collections is taking place departmentally and by class teacher</p> <p>July 2018: - Academy tracks students in all years, can give average progress in all years, by group, year, class, intervention and subject and those plateauing/falling are receiving intervention</p>
<p>4.2: Increase the level of staff understanding and knowledge of data tracking, reliability of data entered and improve the quality of information conveyed to staff and parents</p>	<p>JLA CJ/RL HoDs, HoYs</p>	<ul style="list-style-type: none"> - Implement assessment cycle and training - Secure transparent and fair PM system so that use of data is confidently part of practice - Reporting to parents re-examined and re-planned - Data mtgs and info out to staff designed to reduce workload 	<p>JLA</p>	<p>September 2017: Training in place, calendar and assessment cycle of standardisation and moderation in place Half termly – evidence of planning, actions and interventions in place and impact on student progress can be evidenced</p>
<p>4.3: Achieve 100% fluid readers (at or above reading age of 12) in year one, rising to match actual age by year two</p>	<p>JLA SVPs SENCo HoDs and English team, all staff</p>	<ul style="list-style-type: none"> - Embed 3 Phase Literacy policy using curriculum time for reading and literacy catch up interventions in enrichment time and whole academy classroom provision to re-enforce and routinise literacy acquisition - Establish tracking system for reading age acquisition 	<p>JLA</p>	<p>October 2017: - Literacy policy launched, training and teams established - Testing programme established</p> <p>July 2018:</p>

<p>Carried and adapted for 2019-20 – literacy development in TL section.</p>		<p>(6mthly testing) - Establish adult literacy for families - Curriculum reviewed annually for need in relation to literacy and reading hours, relevant option choices and interventions required</p>	<p>- Intervention (1-1 reading catch up) established - Whole academy strategy evident in classrooms Reading age 11 in Y7 and 12 in Y8-11 achieved; review target for all to match actual age. <i>Defer- 18-19 planning re HoF role</i></p>
<p>4.4: Support leaders in planning interventions and monitoring the progress of pupil groups including disadvantaged pupils, boys, SENCo, Y7 catch up, SEN. Additional funding accounted for and evidence of impact secured. Carried and adapted for 2019-20 in SEN focus.</p>	<p>JLA TEAM: SVPs, CJ, RL HoYs</p>	<p>- A PP plan produced before October half term - Use and impact of PP clearly evidenced and reported on to GB. - New processes reviewed annually to ensure the impact of spend in the right areas and to determine strategic next steps. - Intervention plans produced for the identified groups - Attendance impact on groups evaluated and action plans in place - Programmes put in place and running with clear impacts identified and evaluation strategies put in place.</p>	<p>JLA/GAET October 2017: - PP plan in place, all students tracked for receipt of funding and progress These questions answered clearly - Does it work? Is it worth it – at each evaluation point. December 2017: - Evidence of gaps narrowing emerging (halting, not yet narrowing) - Attendance tracking in place, intervention in place July 2018: All vulnerable groups are making expected or better progress and gaps are narrowing.</p>

2018-19 – New L&M priorities arising from 2017-18 outcomes, evaluation and review; agreed with IEB autumn 2018:

Leadership and Management Priorities 2018-19				
REQUIRED	Who?	How, What will it look like, what actions will take place?	Monitored By:	Milestones/How will it be measured and by when?
<p>1.1: Accelerate attainment outcomes in the core</p>	<p>JLA, SLT, HoFs GIST</p>	<p>Recruite new HOFs English and Maths Recruit full dept Maths Use of incremental coaching in core – HP Maths, MRA English Invest in earlier years, avoid “packing” Y11 Re-focus on classroom teaching as opposed to intervention Review curriculum for short and long term changes, timely and planned implementation Ensure En/Ma engagement in review of curriculum</p>	<p>JLA/GAET</p>	<p>July 2019 - Core outcomes improve by attainment - Y10 data shows positive gap between their and previous years’ trajectory to reflect overcoming lag - Core depts. fully staffed - Curriculum review leads to evidence of higher expectations, more continuous learning and higher expectations in planning for all years.</p>
<p>1.2: Re-focus attention on the open bucket outcomes; course reviews, additional certification options etc</p>	<p>(JLA) SL line managers, HoFs</p>	<p>Full review of courses in Tech, PA etc. Use of restructure to supplement L&M where necessary Plan for 2019-20 impact (2 year courses) – target 2020 outcomes.</p>	<p>JLA</p>	<p>Open Bucket outcomes in line with national by July 2020. New courses sourced and in place or planned for 2019-2020.</p>
<p>1.3: Review Ebacc entries, ensure 3 filled for all</p>	<p>HPL</p>	<p>Options model for 2020 certification checked Options model for 2021 certification reviewed with curriculum</p>	<p>JLA</p>	<p>Full P8 model in place for 2020 certification.</p>
<p>1.4: Extend the high prior attainers strategy (top set delivery, interventions) –</p>	<p>JLA, SL line managers, HoFs GIST</p>	<p>Implement twin top set to maximise the “most able” teaching model Focus on classroom teaching to avoid weight on intervention</p>	<p>JLA/GAET</p>	<p>September 2018: • New TT model in place with PP favour and double top sets</p>

move the top to move the middle; PP most able a priority group (link to setting plans)		costing time in all subjects at end of Y11 Analyse PP for specific causes of under-performance – overlap with attendance and ITAS cohorts to better understand “typical” progress for “typical” students. Update and adapt PP strategy to focus on teaching, delivery, curriculum opportunities.		<ul style="list-style-type: none"> Positive discrimination for PP in excel academy July 2019 <ul style="list-style-type: none"> PP gap to narrow in y7-10 PP evaluation ensures focus on T&L and base provision is secure, with additionality targeted by need and by evaluation, eg PP/ITAS list.
1.5: Close study of grade 6/7 mark ranges – to move 5-6 and 6-7, and incorporate more in the “high potential” categories	HPL, SL line managers, HoFs	Assessment training – all HoFs and SLs CIEA training, with lead and materials for CEA qual, project roled out to focus on assessment, criteria, design etc. Data meeting cycle – to continue, and extend to 1-1 mtgs with HoFs and their staff.	JLA	July 2019 - Planning and QA records show improved T&L all levels. Data target?
1.6: Ensure appropriate curriculum for all, regardless of P8 impact; includes A/P – analyse by attendance, impact by all measures.	JHA, RGI	A/P decision reviewed autumn 1 for appropriacy/efficacy.	JLA	Continuous evidence of impact for A/P students by case study.
1.7: Carry out full curriculum and assessment review, use MTS pilot data model. Ensure links between T&L and above are developed and extended for better depth and precision in teaching.	TJA RGI HOFs	Curriculum “list” – topics>specs>gaps CIEA training – assessment driven model Backwards design from specs to curriculum model planning for 2019-2020 framework launch QA and T&L links to Curriculum and Assessment made explicit through detailed training – ensure time available. Review pilot in detail – normal distribution model and reporting; summer 2 for launch 2019-2020 Ensure form time and assembly model secure, quality of content in place	JLA	HoF QA and planning shows responsive approach to prep for 2019-2020 Assessment system completes in July 2019 and MTS model ready for implementation 2019-2020
NB: To “close gap” to Middleton as a partner school: 1: Increase progress in English to accelerate attainment – WBR PP boys in particular – HoF English actions for 2018-19 2: Attainment for middle ability group in Maths – key action is recruitment, likely 2 year process as new staff begin, embed and have impact. 3: Progress and attainment in History – key action is recruitment, see Maths.				

TL and A Priorities as carried or adapted from 2017-18:

2: The Quality of Teaching				
NCA will achieve evidence of consistently good teaching to support P8 outcomes of 0 by summer 2020.				
REQUIRED	Who?	How?	Monitored by:	Milestones
<p>2.1: The quality of teaching will continue to rise through evidenced records of consistently good teaching by staff cohorts following detailed obs and CPD planning.</p>	<p>JLA TEAM: GIST</p>	<ul style="list-style-type: none"> - Distribute QA through new HoFs (post restructure) - Dept mtgs and CPD will include collaborative planning to ensure best practice is shared and maximised - The assessment planning cycle is linked to teaching and learning and the curriculum review - Quality recruitment secured for all vacancies now arising - Internal NQT and trainee management secured, widen partners eg SCITTS to support recruitment in the long term. 	<p>JLA/GAET</p>	<p>July 2019: GIST records to show improvement by skill descriptor and by member of staff, when all QA records are triangulated.</p> <p>T&L improvements tracked by cohort as identified through obs and CPD, also by overall evidence of consistently good+ teaching.</p> <p>Whole school QA (eg learning walks) to evidence differentiation, literacy, development of the basic routines (eg strong start) and the beginnings of "inspiration" in the classroom as confidence grows</p>
<p>2.2: The use of formative assessment inc feedback will built into to back planning and the links between assessment, curriculum, progress and curriculum will be explored during curriculum review with all HoFs post restructure</p>	<p>JLA GIST and TJA TEAM: SLT, HoFs, all staff</p>	<ul style="list-style-type: none"> - CIEA training for assessment invested in and project roll out through HOFs and SLs all areas. - Full curriculum review to highlight gaps/missed opportunities and planning for 2019-2020 to begin early - Incremental coaching for staff to secure improvements in AfL alongside other key areas eg differentiation etc. 	<p>JLA</p>	<p>July 2019:</p> <ul style="list-style-type: none"> - Evidence available of feedback and response increases - Planning patterns and documents change to reflect better links between TL, C and A
<p>2.3: Literacy strategy will roll out using whole school mechanisms to fill "vocabulary" gap.</p>	<p>JLA GIST TEAM: SLT, Inclusion, SENCo, all staff</p>	<ul style="list-style-type: none"> - Literacy as a differentiation staple rolled out during INSET, meetings and line management, SENCo and inclusion remit - WOW strategy developed, with enrichment including spelling bees - Modelled form time activities to extend literacy including grammar implemented 	<p>JLA</p>	<p>July 2019:</p> <ul style="list-style-type: none"> - Impact of the Literacy lead (MRA) role in training staff in literacy methods for use in class is evident through WOW, form times. <p>July 2018: Student outcomes and progress show equitable improvement across ability spread</p>
<p>2.4 A collaborative continuous improvement strategy and ethos will be embedded in all departments; all staff will take part in training and collaborative strategies to</p>	<p>JLA GIST TEAM: SLT, HoDs, all staff</p>	<ul style="list-style-type: none"> - Enhance the responsibility and role of HoFs in this through QA distribution and CPD time within faculties as the compulsory disaggregated CPD time - Increase staff CPD budget for external courses and networking/collaboration - Freedom for HoFs to determine use of incremental coaching, lesson study, peer pairs etc. 	<p>JLA/GAET</p>	<p>December 2018:</p> <ul style="list-style-type: none"> - All faculties have QA plans, CPD activities and collaborative activities in place <p>July 2019/September 2019:</p> <ul style="list-style-type: none"> - Performance Management cycle records, including personal development plans show 100% staff completion

improve their teaching		<ul style="list-style-type: none"> - JLA to conduct 1-1 s with all HoFs to develop leadership of T&L skills mid year and to link to curriculum review for planning - TJA to work with HoFs to ensure TL,A and curriculum links are explicit, collaborative process secure - Models for assessment maps provided summer 2019 for 2019-2020 launch re T&L. 		<ul style="list-style-type: none"> - Triangulation between Faculty records, GIST records shows T&L trajectory of improvement -
2.5: SEND provision will be prioritised, GAET review and follow up conducted and impact will emerge of progress gap narrowing.	JLA, SENCo, NKE TEAM: SLT, HoFs, all staff	<ul style="list-style-type: none"> - SEND testing, policies and stat obligations reviewed and replaced - GAET review to diagnose and monitor - TA records and deployment/staffing secured - Bespoke student support and development of Inclusion area secured - Enrichment and leadership opportunities for SEND students are tracked and ensured 	JLA/GAET	July 2019: <ul style="list-style-type: none"> - SEN gap narrowed - SEND students in leadership roles tracked and show gap narrows - Fn learning shows impact on attendance, engagement, linked to curriculum review for 2019-2020 - GAET monitoring shows rapid acceleration of practice for SEND students.
2.6: Provision for students with EAL will continue to excel and show similar/better progress to all groups to address inequity	NKE, MWR TEAM SENCo, HoFss, all staff.	<ul style="list-style-type: none"> - Implementation of new of EAL induction group, roll on roll off mixed year group, based on establishing functional English language and cultural familiarity before students undertake a bespoke and phased introduction to mainstream - Recruitment for EAL secured - Data tracking and analysis cycle ensures all micro populations are measured and interventions planned for any group under achieving or with slower than average progress 	JLA	July 2019: <ul style="list-style-type: none"> - EAL students make progress from KS2-4 at least as well as national average, evidence shows narrowing of gap for all groups to the national average - Implementation of EAL group allows better language acquisition early – model for assessing this to be developed.

Carried from PDBW:

2.5: Attendance will rise above 95%, PA will reduce below 5% (KC8) Cohort analysis – secure actions but overall target carried for 2019-20.	Assistant Principal Attendance – new role TEAM: Attendance Officer	<ul style="list-style-type: none"> - New role recruited for and trained/inducted - Attendance impact on PP to be closely tracked - Diamond model implementation, or similar - Attendance Officer training – to fulfil EWO role more fully as LA involvement reduces to statutory provision (FPWNs) - Micro-population analysis carried out and students targeted in Y7 if at risk of poor attendance - Attendance monitoring/reporting and daily log-in set up for existing/historic Pas - Home visits routines established (attendance officer) 	JLA	PA tracking in line with average as measured by 2016-17 data Attendance overall in line with average as measured by 2016-17. PP attendance gap narrows and linked to outcomes.
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Behaviour analysis shows continuing, if uneven, downward trend in exclusions; GAA links this to year 2 of improved organisational culture and improved systems plus improving T&L. Actions achieved last year are continued with target to continue reduction against all exclusion measures in 2018-19.

Full review of systems, language for behaviours (to simplify) for 2019-2020 to take place summer 2, and post inspections.

Outcomes priorities and actions arising from 2017-18 and carried:

4: Achievement and Standards:				
Target carried; On Track for P8 +ve 2020 (3 year process)				
Attainment to rise year on year and subject improvements in (for example) History, Geog, core to be evident within overall figures.				
REQUIRED	Who?	How, What will it look like, what actions will take place?	Monitored By:	Milestones/How will it be measured and by when?
Attainment to rise year on year and P8 to clear 0 and achieve +ve in 2020	JLA, SLT, GIST, HoFs, HoYs	Curriculum model to impact in 2019-2020 Y10 management into Y11 to be mapped and led by HoY and YM See section 2 in entirety	JLA, GAET	July 2019: <ul style="list-style-type: none"> • Attainment rises • PP gap narrows • Core outcomes rise • P8 remains at least steady July 2020 <ul style="list-style-type: none"> • Attainment at, or close to national • PP gap better internally than national and narrower to national • Core outcomes at national • P8 +ve
PP gap to narrow consistently (all measures) by 2020	JLA, SLT, GIST, HoFs, all	See 1.4	JLA	See 1.4
Open Bucket outcomes to improve to national or better by 2020	JLA, SLT, HoFs	See 1.2	JLA	See 1.2
Outcomes in core to be nat av by 2020	JLA, SLT, LMs and HOFs	See 1.1	JLA	Se 1.1

Additional:

Planning for transition to full local governing body arrangements under way summer term.

Full review and design of 2019-2020 careers strategy (re Gatsby benchmarks and gaps) to be completed for summer 2, curriculum link maintained