

THE SCHOOL IMPROVEMENT PLAN

The improvement plan addresses the following actions that the Ofsted report identified must be taken in order to secure school improvement:

1. *Improve the quality of leadership and management by:*
 1. *ensuring that leaders provide staff with a clear direction so that they know what the school's priorities are and how they will be achieved*
 2. *ensuring recommendations made as a result of external support are acted upon decisively*
 3. *developing the skills of middle leaders so they can improve the quality of teaching in their subjects*
 4. *ensuring that pupil premium funding and catch up funding is targeted effectively to accelerate the progress of disadvantaged and low attaining pupils.*

2. *Rapidly improve the quality of teaching, learning and assessment so that the rate of pupils' progress accelerates and outcomes improve by:*
 1. *developing greater consistency in the quality of teaching and learning within and across subjects*
 2. *having high expectations of the quality of pupils' work particularly that of boys*
 3. *using performance information to sharply plan activities that challenge all groups of pupils, particularly the most able, boys and disadvantaged pupils*
 4. *providing well planned activities for all pupils to improve their speaking and writing skills*
 5. *using questions to make pupils think more deeply and strengthen their understanding*
 6. *ensuring teachers, including those teaching sixth form, continue to receive and follow advice to improve aspects of their practice.*

3. *Improve pupils' attendance and reduce persistent absence of disadvantaged pupils and those who have a special educational need and/or disability.*

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

The Details of the Improvement Plan

The detailed programme of the improvement plan is provided below which sets out the proposed actions against the main issues for improvement, with accompanying success criteria (as 'milestones') and strategies for monitoring and evaluating the effectiveness of actions to address the issues. The milestones are set for the duration of the time in Special Measures. The actions that follow are from the date of the Ofsted inspection to the end of 2017 (Phase 1 & 2). It is intended that this is a working document so that the actions will be revised and renewed at the beginning of 2018 (Phase 3 & 4).

It is intended that those aspects judged by the inspection as inadequate will be resolved by the end of 2018 so that the school is judged as 'good' on being removed from Special Measures. This improvement plan has been developed in consultation and collaboration with governors and the senior leaders of the school.

Priority 1: Improve the quality of leadership and management

Success Criteria Milestones:

By End of Phase One (July 2017):

The capacity of the Head Teacher and senior staff has been extended and enhanced through a review and confirmation of their roles and responsibilities, and through the addition of external system leaders. External reviews of governance and pupil premium are completed, priorities identified, shared with staff and everyone will understand how they are to be achieved in order to improve effectiveness. Governors and leaders at all levels know how to access and interpret sources of internal and external evidence about the performance of the school and their specific areas of responsibility. Governors understand what to expect from senior leaders to enable them to hold leaders to account effectively. First generic training to develop middle leaders will be complete and each department will have an accurate profile of the quality of teaching which has been developed by Middle Leaders supported by Line Managers. Staff report confidence in senior leadership, a clear understanding of school priorities and their contribution to addressing them.

By End of Phase Two (January 2018):

School priorities are embedded in dept development plans. Weak middle leaders have tailored coaching. Governance, working with external support, is involved in leadership of school through asking challenging questions (as minuted in meetings) of reports given to them about school performance including groups of pupils, particularly the most able, boys and disadvantaged pupils. Governors and leaders at all levels are effectively involved in their monitoring responsibilities (for governors as recorded and then reported to governing body) of progress being made by pupils or as against the school improvement plan

(Governors). Governors and leaders at all levels are involved effectively in the self-evaluation of the school. (see charts below) PP strategy and catch up funding plan have clear actions and impact measure. Middle leaders are making an impact on areas of weakness. (Interventions are in place as appropriate)

By End of Phase Three (July 2018):

Internal and external monitoring shows priorities are being addressed and that there is tangible impact on pupil progress. Governance and leadership at all levels is able to carry out their responsibilities without need of external support other than corroborating decisions and actions taken. Governors and leaders at all levels clearly understand and participate in cycle of school's self-evaluation. Clear evidence through minutes of meetings and external CASL reviews securely indicate that governors and leaders at all levels have an understanding of how different groups of pupils (especially all groups of pupils, particularly the most able, boys and disadvantaged pupils) are performing and governors are asking questions of senior leaders where there is any underperformance. PP strategy and catch up plan are securing improvement for relevant pupils. A more consistent approach to Teaching and Learning is evident across the school. No departments are underperforming.

By End of Phase Four (January 2019):

Self-evaluation shows and evidences that school is good in all areas. Governors are effective in their challenge to school leadership (evidenced by minutes). Disadvantaged students are performing in line with national expectations. (Phase Three) remains secure but also now embedded in practice of governing body (committees as well as main governing body secure and active in their responsibilities) and leaders at all levels within the school. Governors and leaders at all levels take initiatives in working with senior leaders, know how to improve further and have the capacity to do so. External support is reduced to a monitoring role (see charts below). Monitoring of all outcomes are positive.

Impact on GCSE Progress on disadvantaged, most able and boys.

Progress 8 Data

	2016 (Actual)	Summer 17 projection	Jan 2018 (end of phase 2)	Jan 2019 (End of Phase 4)
All	-0.38	-0.35 to -0.25	-0.25 to 0	-0.1 to 0.1
Disadvantaged	-0.79	-0.7 to -0.5	-0.5 to -0.25	-0.25 to 0
Boys	-0.56	-0.5 to -0.3	-0.3 to -0.15	-0.15 to 0.05
Most able	-0.47	-0.4 to -0.2	-0.2 to -0.05	-0.05 to 0.1

English Progress 8 Data

	2016 (Actual)	Summer 17 projection	Jan 2018 (end of phase 2)	Jan 2019 (End of Phase 4)
All	-0.50	-0.4 to -0.3	-0.3 to -0.1	-0.1 to 0.1
Disadvantaged	-0.72	-0.7 to -0.5	-0.5 to -0.25	-0.25 to 0
Boys	-0.84	-0.6 to -0.4	-0.4 to -0.2	-0.2 to 0
Most able	-0.66	-0.5 to -0.25	-0.25 to -0.05	-0.05 to 0.1

Maths Progress 8 Data

	2016 (Actual)	Summer 17 projection	Jan 2018 (end of phase 2)	Jan 2019 (End of Phase 4)
All	-0.66	-0.5 to -0.25	-0.25 to -0.05	-0.05 to 0.1
Disadvantaged	-1.09	-0.7 to -0.5	-0.5 to -0.25	-0.25 to 0
Boys	-0.53	-0.5 to -0.3	-0.3 to -0.15	-0.15 to 0.05
Most able	-0.44	-0.4 to -0.2	-0.2 to -0.05	-0.05 to 0.1

EBacc Progress 8 Data

	2016 (Actual)	Summer 17 projection	Jan 2018 (end of phase 2)	Jan 2019 (End of Phase 4)
All	-0.20	-0.2 to -0.1	-0.1 to 0	0 to 0.1
Disadvantaged	-0.62	-0.5 to -0.25	-0.25 to -0.05	-0.05 to 0.1
Boys	-0.37	-0.35 to -0.25	-0.25 to 0	-0.1 to 0.1
Most able	-0.48	-0.4 to -0.2	-0.2 to -0.05	-0.05 to 0.1

Open Element Progress 8 Data

	2016 (Actual)	Summer 17 projection	Jan 2018 (end of phase 2)	Jan 2019 (End of Phase 4)
All	-0.30	-0.25 to -0.15	-0.15 to -0.05	-0.05 to 0.1
Disadvantaged	-0.81	-0.7 to -0.5	-0.5 to -0.25	-0.25 to 0
Boys	-0.58	-0.5 to -0.25	-0.25 to -0.05	-0.05 to 0.1
Most able	-0.35	-0.3 to -0.2	-0.2 to 0	-0.1 to 0.1

Area for improvement	Actions	Start date (Implemented with impact by end of Phase 2)	Persons responsible, resources	External Support	Monitoring and evaluation (who, when, how)
1. Ensure that leaders provide staff with a clear direction so that they know what the school's priorities are and how they will be achieved	1. Development opportunities arranged for HT and senior leaders, focusing on creating and communicating a vision and strategic direction with stakeholders.	April 2017	Chair, GB, HT	LA / Diocese / System leaders to be identified	GB and LA at SIM (3.5.17)
	2. Review of HT and senior leaders' job descriptions and appraisals to ensure roles and responsibilities are appropriately distributed and capacity is maximised to deliver school plan.	By 3.5.17	Chair, GB, HT		3.5.17 SIM
	3. Revise SDP so that there is a clear strategic direction for the school that it is understood by all	24 March 2017	Head/Govs	GA (LA advice)	SDP presented by LA statement of action to DFE and RSC by 17 March 2017 and is passed fit for purpose.
	4. Ensure that actions have good impact on priorities by identifying measurable success criteria and clear accountability	March/April 2017	Head	GA	Impact of actions reviewed fortnightly by DIG and half-termly by SIM GA to join DIG

	5. Self -evaluation including for sixth form is based on realistic judgement of evidence – supported initially by external bodies. A judgement on the quality of teaching is based on “teaching over-time” ie. data, books, group progress and observations	March/April /May 2017	Head	NTS (teaching school) to provide external support for judging the quality of teaching based on full evidence	Evidence for quality of teaching judgement is presented to DIG and SIM at least half-termly
	6. Establish a monitoring plan that focuses on key priorities and is communicated in advance with staff.	24 April 2017	Head		Presented to SIM May2017
	7. Inset for staff on school priorities - clear direction for staff provided by – sharing key messages from revised SDP in whole school meeting on 21 March and reinforce at weekly briefing with priority focus for that week -All inset/CPD couched in terms of priorities	21 March 2017	Head		Staff understanding of priorities tested in staff voice survey carried out by governors June 2017 with follow in September 2017
	8. Departmental action plans updated to reflect school priorities	September 2017	JMB	Teaching school to provide examples of robust	Updated action plans presented to SIM September 2017

				departmental action plans	
9. Ensure that the leadership team, including the Head of Sixth form, has clear roles and responsibilities to drive improvement that is understood by all staff.	May 2017	Head	Challenge system leader		Presented to staff at Inset in May 2017. DIG to review 9 May
10. Review Self-evaluation summary to ensure a sharp assessment of the school's strengths and weaknesses	March 2017	Head	Challenge system leader		LA representatives by attending GB meeting
11. Governors to attend regular meetings with key staff including Head of Sixth form. Agenda for Governing Body meetings to include a standing item to review these meetings.	April 2017	Chair	Developing communication and impact of leadership at all levels Our Lady's		Line Managers (SLT)/CTA
12. Ensure that the school's website contains required information.	May 2017	ME	External Health and Safety consultant		SIM/DIG to receive formal notification of compliance in June 2017 and every six months
13. Training for Governors in understanding the data tracking system	September 2017	Assistant head (data)			Governor reps to present to September SIM how the data works
14. Training for governors in understanding the new RAISE online replacement service document and other performance data	June 2017	Assistant head (data)	GA		DIG/SIM – evidence of robust challenge from governors to leaders on progress of groups of pupils – Governors to confirm their level of understanding at Autumn SIM

	15. Support for GB in asking challenging questions	April 2017	Chair	LA governing support services	Challenging questions on data and on improvements in the quality of teaching in minutes – seen in SIM. Also checked by LA presence at meetings.
	16. Create a DIG Governing Body sub-committee to monitor assessment data and progress of Action Plan (every fortnight)	14 March first meeting then fortnightly thereafter	AA	GA fortnightly external monitoring role	Half termly SIM meetings to feedback on impact of this group, including challenge presented.
2. Ensure recommendations made as a result of external support are acted upon decisively	1. Quickly respond to outstanding actions on PP review/GB review and Ofsted	May 2017 GB March 17 Ofsted June 17 PP	LEL/Chair/Head	NLG/NLE	SLT/DIG/SIM – to review poap, governor action plan, and pp follow up plan each half term.
	2. Ensure clear actions are agreed and recorded at every support/challenge meeting with external providers. Ensure these have a time-line and a person responsible identified	March 2017	Head		Half termly SIM meetings to check on actions against external recommendations with LA Senior Advisor, General Advisor and Governing Body
	3. Use the SIM to evaluate the quality of external support so that actions are the most impactful	March 2017	Head	Input from all external system leaders to SIM	DIG

	4. Review actions at every SLT meeting to ensure that deadlines are met.	March 2017 then weekly	Head	Leadership support/challenge system leader to model robust review	DIG/SIM
	5. SLT to report to governors and SIM on progress against external recommendations	March 2017	External provider reports communicated by HT, AHTs		SIM
3. Develop the skills of middle leaders so they can improve the quality of teaching in their subjects	1. Inset for subject leaders on how to rigorously and consistently hold staff in their departments to account for the quality of teaching and progress.	May 2017 September 2017 January 2018	JMB, JBR	Teaching school	SLT/DIG - Prioritise weakest depts. for concentrated training and coaching by April 2017
	2. Initial audit of the quality of teaching in each dept by subject leaders with evidence identified in order to make middle leaders more accountable	April 2017	Assistant HT (teaching and learning), JBR	Teaching School: Audit provided and modelled	Head/Governors to analyse report and see next steps and actions in May 2017
	3. Support plans for teaching staff to be led by SLs in the first instance and training provided on how to follow this through.	April 2017	SLT for Teaching and learning	Support plans include some individual coaching professional development provided by the	Head/Governors to receive update at governor meetings on teachers on support plans

				Teaching School	
	4. Appraisals to be led by SL wherever possible. Appraisal cycle to include robust evidence base against teacher standards & objectives. One target to follow a key priority (progress of disadvantaged pupils)	Training in June 2017 for September start	HT, AHTs, SLT	System leader external view on quality of targets on appraisal	Head/Governors to review targets and receive appraisal progress updates
	5. A bespoke Middle Leadership programme according to individual need. Continue training for middle leader until their middle leadership is of consistently good or better quality	June/ July 2017	JMB/LEL, JBR	Teaching school to provide support for middle leader programme	DIG to scrutinise the CPD programme September 2017 Follow up checks on impact every half term – looking at direct evidence.
	6. Resample book monitoring programme to ensure leaders are accurate in their judgements. Provide external/internal coaching for middle leaders who make weak judgements on the quality of any aspect of work including literacy a. Arrange for weaker middle leaders to see work that has much higher expectations from other schools	March 2017 October 2017 January 2018 February 2018	JMB/LEL/JDM/ACM	External moderation of book monitoring in March/April/May 2017 GA and teaching school	Impact on quality of pupil work seen by end of September 2017 and further evidenced November 2017 January 2018 and April 2018.
	7. Lesson observations by middle leaders paired with an experienced observer (some of whom provide coaching on a focus on pupil progress for groups of pupils) to ensure accurate judgements are recorded.	March 2017 June 2017	Assistant Head (t and L)	Teaching school –paired observations with middle leaders	Middle leader judgements on the quality of teaching shared with DIG and SIM

	8. Training for Middle Leaders to be arranged to develop analysis of data to provide information on performance of sub groups with interventions provided to raise their achievement. Middle leaders to present sub-group data to student-progress meetings each half term and to be held to account for any inconsistencies	May 2017 October 2017 February 2018 April 2018 Oct 2018 February 2019	AssHT (data)	Teaching school –training Challenge system leader attend pupil progress meetings	DIG to review data and select random middle leaders for further scrutiny June 2017 DIG and SIM look at sub-group data for each department.
	9. Subjects and Sixth form leader to attend local subject network meetings in order to learn from other schools.	Half termly	HT	local cluster of secondary schools	SLT to monitor attendance and to monitor subsequent developments and their link line management meetings
4. Ensuring that pupil premium funding and catch up funding is targeted effectively to accelerate the progress of disadvantaged and low attaining pupils.	1. Quality first wave teaching – expectation on all staff but particularly to support groups that contain more PP children – focus on collaborative learning/peer tutoring/engagement as strategies shown to be effective by the Education Endowment Foundation.	May 2017	SLT member with responsibility for PP T and L group, Working part for PP	Teaching school System leaders	Teaching and learning briefings for spring half term (Feb-April) are all pupil engagement. Departments to produce a report to show how many pp students there are in each class by end of inset on 21 st March and highlight classes/pupils they are concerned about.
	2. Review the Pupil Premium Strategy to ensure that it is clear how leaders measure the impact of their strategies to raise attainment of these pupils	Finalised by 9 May to deliver to governors	SLT PP Working Party	GA meetings 6 th and 27 th March.	Final version to be taken to slt on 24 th April 2017 for agreement. Delivered to full governors meeting 11 th May
	3. Effective use of data to track progress and intervene (warm/board in each dept – ownership and accountability of all HODS)	7 th April 2017	SLT PP AHT (data) Working Party	Support from GA on PP generally with further support as required	Taken to CT 14 th March, all departments to send SLT PP data tracking information by 28 th March to show improvements in data from Oct – March with next steps.

				from NLE St Wilfrids.	Each Curriculum team a different year group is to be discussed in terms of disadvantaged achievement: Y11 28 th March, Y10 9 th May, Y9 23 rd May, Y8 13 th June, Y7 11 th July Following data entry pp tracking information is to be sent to SLT PP within one week. This will be taken to slt and governors meetings.
	4. Set up working party for disadvantaged pupils to extend responsibility and influence	20 th March 2017	SLT PP		LEL Agreed in SLT meeting how to set up and who should be involved 13 th March. Meeting to be arranged for WP week commencing 20 th March 2017, then monthly after that.
	5. Review current practice esp. HLTA/extra sets to identify impact	30 th June 2017	SLT PP, Working Party		SLT PP to attend the next Eng and Maths LM meetings – to be arranged, emailed to HT and AHT 13 th March. Maths 23 rd March. Report the minutes of the meeting to slt on 3 rd April 2017.
	6. Make outcomes for disadvantaged students the responsibility of all SLT and middle leaders (this year and then all teachers next year)	May 2017 September 2017	SLT PP and working party		Set up WP (will include some SLT) by 20 th March. Report to SLT following each data review - 28 th March, 5 th June, 10 th July Agenda item on all CT meetings Appraisal target for all staff 2017-2018

	7. Ensure Strategy identifies actions that are regularly evaluated against evidence and dropped if they don't work	9 May finalised	SLT PP/WP		Monthly meeting in April, May, June, July with PP WP, to include governor. Feedback to SLs re strategies used in Curriculum team and LM meetings.
	8. Use expertise from other schools/research SLT PP to make contact with OLHS and NTS/others to see if they do anything in particular different with PP students.	June 2017	SLT PP & WP	Teaching school, St Wilfrid's	Report to DIG on new strategies by July 2017
	9. PP governor and GB committee use data to track closely and hold all leaders to account	May 2017 Then each half term.	SLT PP & WP		Data to be presented in DIG meeting 25 th April, 6 th July and following each data entry in 2017-2018, dates to be arranged.
	10. Profile of barriers in every year group and how to reduce these	September 2017	SLT PP & WP, AHT (data), HoYs		Agenda item on slt for 20 th March 2017 for initial ideas. Transition during the summer term to be used for Y6-7 profiles. Taken to student progress meeting for HOY ideas on how to complete 29 th March.
	11. Commission PP review in June once amended strategy begins – follow up actions from pp review findings (September 2017)	28 th May 2017	Head, SLT PP	GA – St Wilfrid Catholic School/NLE/PP award winner	Review will judge pp strategy as fit for purpose and initial signs of impact will be evident e.g. barriers to learning identified for every year group and evaluations measures in place (pupil profiles in place by Sept 2017)
	12. Provision map of use of catch up funding with impact measures for every strategy	September 2017	SLT PP	GA/teaching school/system leader in challenge role	Measures in place to judge impact by December 2017 – signs of impact on disadvantage pupils outcomes

	13. Collect evidence of impact of catch-up funding each half term and adjust provision if it is not working	May 2017	SLT PP, ME	System leader in challenge role	SLT 13 th March SLT PP to confirm details of catch up funding DIG review each half term against data for Year 7 pupils
	14. Liaise with Primary schools on low attaining pupils and what worked	June 2017	SLT PP, CBO, JBR		CBO, J Braniff, SFO, SLT PP gained time to be used to go to primary schools to make student profiles for the new Y7, dates to be confirmed once disadvantaged students are identified, admin support needed. Sept, Oct time primary staff to be invited in to review progress of these students – even to do book monitoring of student work.

Review of Impact including RAG rating (to be undertaken at each SIM Meeting every half-term):

Priority 2: Rapidly improve the quality of teaching, learning and assessment so that the rate of pupils' progress accelerates and outcomes improve by:

Success Criteria Milestones:

By End of Phase One (July 2017):

Generic actions to improve the quality of teaching and learning have all been implemented so that improvements are seen in lessons: teaching is appropriate to meet needs and challenges of all pupils using prior learning and attainment; Formative assessment takes place in all lessons. The following are evident in each key stage including Sixth Form,; skilful questioning to check and deepen thinking, understanding and knowledge, opportunities for extended writing and oral contributions are offered. New Data tracking system has been planned and is ready to be implemented in September.

By End of Phase Two (21 Jan 2018):

Indicators of the quality of teaching i.e. work scrutiny, lesson observations, progress data including groups shows that the quality of teaching has improved from 50% to 75% so that outcome data for current year 9, 10, 11 shows increasing proportion of children on track to meet challenging expectations in KS4. Records show that all pupils make progress resulting in higher expectations especially for the most able, boys and disadvantaged. Deeper questioning to check understanding and opportunities for extended writing are consistently evident. All staff understand data tracking system.

By End of Phase Three (5 July 2018):

Progress 8 to be close to 0 and disadvantaged group to be catching up rapidly. 100% of teaching is judged to be securely* good with some outstanding features (lessons observed including work scrutinies). In all lessons, pupils make progress from their prior learning so that higher expectations are embedded across the school especially for the most able, boys and disadvantaged. All lessons include deeper questioning to check understanding, deepen knowledge and address misconceptions. Lessons have opportunities for extended writing where appropriate. All pupils are able to explain what specifically they need to do to improve.

By End of Phase Four (17 Jan 2019):

Progress 8 on track to be positive by July 2019. 100% of teaching is judged to be securely* good with 20% outstanding. In addition to above (Phase 3), evidence shows there is evidence of pupils initiating their own investigations to address problems and questions they themselves have raised. A love of learning has been developed across the school. Learning is taking place between pupils as well as from staff and pupils show and develop their natural curiosity. In each year group, most are capable of independent learning as appropriate to their age.

**for teaching to be securely good – judgement of good needs to have been made at least twice following observations of teaching, work scrutiny and evidence of impact*

Area for improvement	Actions	Start date (Implemented with impact by end of Phase 2)	Persons responsible, resources	External support	Monitoring and evaluation (who, when, how)
1. Developing greater consistency in the quality of teaching and learning within and across subjects	1. Create a Teaching for Learning programme to create a Gold Standard to improve teaching and consolidate and embed through CPD and coaching	May 2017 September 17 – July 2018	AHT (teaching)	CTA/Teaching School	Presenting evidence of improved consistency on the quality of teaching half termly to DIG and SIM/Governors/Head
	2. Ensure rigid structure for support plans to be in place to focus support and training to tackle areas of weakness and remove	March 2017	AHT and SLT (teaching)	CTA	Governors/Head/SIM to review monitoring documents half termly

	inconsistency in teaching and learning - More frequent monitoring by middle leaders of books and lessons and middle leaders and teachers held to account more rigorously through their action plans				
	3. Improvement plans to raise standards in English and mathematics and Sixth Form	April 2017	AHTs	Support for maths and Sixth Form from CTA	Governors/Head/SIM to be presented with plans and to revisit at agreed point in time
	4. Bespoke programme of CPD to meet the individual needs of teachers (see priority for further actions concerning teaching)	March 2017	AHT and SLT (teaching)	Teaching School	Governors/Head/SIM
2. Having high expectations of the quality of pupils' work particularly that of boys	1. Ensure that all pupils have positive progress targets and this is reinforced in class work by all teachers	September 2017	AHT (data)	Challenge system leader – look at targets and direct evidence	DIG/SIM to verify September 2017
	2. Ensure the marking policy is being consistently applied by rigorous monitoring by SLT and that middle leaders take swift follow up action where staff are not improving their practice in marking and feedback	May 2017	AHT (teaching)	Challenge system leader	DIG/SIM to receive monitoring reports from middle leaders and SLT
	3. INSET on expectations of presentation - Tackle individual teachers where presentation is consistently poor in all their classes	May 2017	SFO/AHT Teaching, JBR		DIG/SIM

	4. From September 2017 minimum presentation standard that all adhere to is non- negotiable (rewards to support and sanctions for non-compliance)	September 2017	SFOAHT teaching	Challenge System leader	DIG/SIM to check it happened and to sample books
	5. Spot checks by middle leaders from September to check presentation in books	From September 2017	SLs	Supported by Teaching school where needed	DIG/SIM to see records
	6. Staff to use Literacy slide at the start of every lesson to ensure high standards of presentation	September 2017	AHT (teaching)		DIG/SIM to see observation records to confirm
3. Using performance information to sharply plan activities that challenge all groups of pupils, particularly the most able, boys and disadvantaged pupils	1. Set up a working party to create new data tracking system and schedule to encompass new national assessment data and to provide accurate tracking of pupils and sub groups.	March 2017	AHT (data)	Support from CSLC – Trinity/Caldew who have been using SISRA for longer	DIG/SIM to review evidence of the working group
	2. All stakeholders to be given training on key information on how to access and understand the new system	June 2017	AHT (data)		Governors/Head to attend training and check through staff voice
	3. Ensure Departmental development planning has a focus on progress from starting points for all sub groups -	May 2017	AHTs		Governors/Head –check planning Sept 2017

	4. Moderation of KS3 and KS4 assessments with colleagues from OLCHS in the core subjects of English, maths and science.	September 2017	AHT (teaching)	CTA	Head/Governors/SIM to receive update fro OLCHS
	5. Lessons observations including in Sixth Form make explicit reference to the most able and includes a significant level of challenge and teachers use planning to accelerate the progress of groups of pupils	March 2017	AHT (teaching) HOD sixth form	Teaching school	Head/Governors/SIM to verify from observation records
	6. HLTA/Teaching Assistants to work with students to raise attainment through structured interventions	March 2017	SMB/KLC/CLT		Via appraisal for TA and departmental data monitoring of intervention groups each half term
	7. Teaching and learning strategies shared in departmental and Sixth Form meetings including activities to stretch and challenge all groups of pupils, particularly the most able, boys and disadvantaged pupils.	March 2017	AHT (teaching)		Head/DIG to scrutinise departmental minutes
	8. Update monitoring schedule of teaching and learning to focus on subgroups.	March 2017	AHT (teaching)		SLT/DIG in Sept 2017
4. Providing well planned activities for all pupils to improve their speaking and writing skills	1. Review of whole school literacy policy in consultation with staff and governors in order to ensure common understanding and implementation of policy across school to include the development of pupils' speaking and writing skills. Training	April 2017	SFO	CTA	Head/Governors –look at Policy April 2017 Check evidence in books across subjects June 2017, Oct 2017, Feb 2018, April 2018

	provided for staff to encompass literacy across all subjects.				And then spot checks
	2. Bespoke INSET on extended writing by members of the English department, followed by each subject identifying opportunities to write at length	June 2017	SFO		Record of inset to governors – then checks on opportunities to write at length on the dates above
	3. Primary schools may have a bank of writing success criteria that could be transferrable esp. in Year 7 – Look at the expectations there and continue them.	May 2017	SFO	head teacher s– primary schools in nearby cluster	DIG to receive report on the success criteria and how this can be used at Newman in June 2017
	4. SFO to meet with Pennine way regarding literacy success strategies and Talk to Caldew about SALAD days	May 2017	SFO		DIG to receive report of visit and actions as a follow up in June 2017
	5. Medium term planning (across all subjects) to identify opportunities for extended writing	September 2017	SLs		JMB/Head/ Governors
5. Using questions to make pupils think more deeply and strengthen their understanding	1. A whole school questioning policy to be developed (as part of the Teaching for Learning Programme) and then implemented across all subjects and in Sixth Form.	September 2017	SRA	Teaching School	JMB/Head/ Governors
	2. Regular monitoring of this aspect of teaching through lesson observations, 'drop-ins' and planned scrutinies to ensure policy is being used effectively	March 2017	AHT		Head/Governors

6. Ensuring teachers, including those teaching sixth form, continue to receive and follow advice to improve aspects of their practice.	1. Relaunch Appraisal process to ensure that discussions focuses on the performance and progress of pupils in classes including in Sixth Form.	June 2017	AHT		Head/Governors/DIG to receive report and schoolip log on to verify
	2. Bespoke CPD programme created following appraisal and identified areas of classroom practice	March 2017	AHT teaching		Head/Governors/DIG to check CPD schedule in September 2017
	3. Provide professional development to address weaknesses they identify.	March 2017	AHT SLT teaching		Head/Governors/DIG -fortnightly
	4. Teachers and Line Managers to follow up any areas of weakness.	April 2017	AHT/SLT teaching		Head/Governors/DIG fortnightly
	5. Teachers to inform Teaching Assistants of lesson content and materials in advance to enable teaching assistants to support the learning of individuals or groups of pupils.	April 2017	SMB		Head/Governors/DIG to do a TA voice questionnaire to ascertain if happening June 2017

Review of Impact including RAG rating (to be undertaken at each SIM Meeting every half-term):

Priority 3: Improve pupils' attendance and reduce persistent absence of disadvantaged pupils and those who have a special educational need and/or disability.

Success Criteria Milestones:

By End of Phase One (July 2017):

New attendance system has been explained as appropriate to staff, governors, parents and pupils. Policy and practice has been established. Reports are being analysed and specific groups are meeting to discuss and measure impact. The attendance and persistent absence data gives accurate information to all and is starting to show improvement especially for disadvantaged pupils and those who have a special educational need and/or disability. External support used to evaluate and moderate attendance system.

By End of Phase Two (January 2018):

The attendance system is used effectively and confidently by all staff to monitor students, including groups of pupils and above all disadvantaged pupils and those who have a special educational need and/or disability, and so to inform where additional support or intervention is needed. Governors are also confident and are able to analyse the attendance data, as evidenced in governor minutes, to raise pertinent and challenging questions about pupil attendance and persistent absence, especially for disadvantaged pupils and those who have a special educational need and/or disability. Pupils across the school understand the importance of good attendance and the link to improved attainment and progress.

By End of Phase Three (July 2018):

The attendance policy and systems are fully embedded and, as a direct result of rigorous inter-school and national comparison, the attendance and persistent absence data is at least at National Average for all sub groups.

By End of Phase Four (January 2019):

Understanding and use of the attendance policy is so secure so that leadership at all levels, including governance, are able to contribute to its continued refinement and development with the intention of being ahead of National averages with all sub groups.

Attendance / Persistent Absence data - Raiseonline Grid with 2016/National/current

Attendance By Cohorts to 28.2.17 against ROL 2016

	% of sessions missed due to Overall Absence			% Persistent absentees - absent for 10% or more sessions		
	School ROL 2016	School Sept 2016 - 28.2.17	National average for secondary schools	School ROL 2016	School Sept 2016- 28.3.17	National average for secondary schools
All Pupils	6.0	6.2	5.0	12.0	12.9	12.4
Gender						
Male	6.2	6.6	4.9	12.3	14.1	12.2
Female	5.8	5.9	5.0	11.7	11.8	12.7
Free School Meals*						
FSM	8.9	8.7	7.2	21.9	20.0	21.6
Non FSM	4.6	5.1	4.1	7.1	9.6	8.3
English as a First Language						
English or believed to be English	6.1	6.4	5.1	12.1	13.7	12.9
Other than English or believed to be other than English	5.0	4.6	4.3	11.1	6.7	9.8
Unclassified	-		5.2	-		15.0
Special Educational Needs						
No SEN	4.6	5.3	4.6	8.5	11.5	10.8
SEN support	12.3	11.3	7.3	28.3	21.5	21.2

SEN with statement or EHC plan	8.6	18.2	7.1	12.5	27.2	20.5	3 students <90% - 1 reintegration from HHTS, 1 not fit for school since 22.10.14 or HHTS, 1 issues with medication All 3 students been travelling at some point. 1 student now left
Ethnic Group							
White							
British	6.1	6.3	5.2	12.0	13.3	13.1	
Irish	-		5.6	-		14.3	
Traveller of Irish Heritage	-		17.3	-		55.5	
Gypsy/Roma	21.8	36.0	13.7	66.7	100.0	47.6	
Any Other White Background	5.5	5.4	5.0	12.5	9.0	12.8	
Disadvantaged Students	8.5	8.5		20.9	20		
Area for improvement	Actions			Start date (Implemented with impact by end of Phase 2)	Persons responsible, resources.	External support	Monitoring and evaluation (who, when how)
1. Improve pupils' attendance and reduce persistent absence of disadvantaged pupils and those	1. Create intervention strategy/policy/actions for all pupils whose attendance is below national average (include student voice)			March 2017	AO	CSLC – Central Academy – successful practice on attendance	Fortnightly meeting of DIG group to receive attendance updates and scrutinise the policy

who have a special educational need and/or disability.	2. Attendance strategy group to meet monthly to discuss the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities and ensure procedures in place to ensure these pupils attend school.	March 2017	ACM		Half termly SIM meetings with LA Senior Adviser, General Adviser and Governing Body.
	3. Create attendance reports for SLT and governor standards meetings to analyse patterns of disadvantaged pupils and those who have special educational needs and/or disabilities and to provide support where it is most needed.	March 2017	AO		Half termly SIM meetings with LA Senior Adviser, General Adviser and Governing Body
	4. Attendance officer to monitor and intervene with the attendance of PP students.	March 2017	AO		ACM line management of AO
	5. Student support worker provides support for vulnerable students.	March 2017	SSO		ACM line management of SSO

Review of Impact including RAG rating (to be undertaken at each SIM Meeting every half-term):