



Post Inspection Action Plan

February 2018 - August 2019

(Updated 11.05.19)

Headteacher
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Chair of Governors
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Dysgu - Credu - Cyflawni

Learning - Believing - Achieving

Context of the Post Inspection Action Plan

Newport High School was inspected by Estyn in November 2017. The report, published in January 2018, in accordance with the Education Act 2005 judged the school in need of special measures. In the report, the school's current performance was judged by Estyn as requiring special measures because:

- Performance at key stage 4 is weak and is well below that in similar schools over the past three years.
- The curriculum does not incorporate a sufficiently co-ordinated approach to the development of pupils' skills.
- Teaching does not challenge all groups of pupils well enough.
- Line management is not secure enough to ensure that all areas of the school's work are carried out sufficiently well.
- The lack of frank evaluation, secure planning and robust monitoring mean that the pace of improvement is too slow.

The school was issued with five recommendations:

- R 1. Raise standards, particularly at key stage 4 and in the sixth form
- R 2. Improve the quality of teaching and assessment
- R 3. Improve the co-ordination and planning for progression in developing pupil' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils
- R 4. Strengthen the co-ordination of provision for pupils with additional learning needs
- R 5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

The Post Inspection Action Plan (PIAP) addresses those recommendations.

Overview of monitoring arrangements.

Senior Leadership Team - The Senior Leadership Team will monitor the actions in the PIAP and evaluate the impact of those actions in readiness for scheduled monthly monitoring visits from the Challenge Advisor, scrutiny by the governing body and monthly meetings with the local authority (Newport City Council)

Governing Body- A link governor will be assigned to each recommendation and will monitor the actions and impact reports for their recommendation. The findings will be reported to meetings of the relevant committee or the Governing Body on a half termly basis.

EAS- The school’s Challenge Advisor will monitor the progress of the school against each of the five recommendations on a monthly basis. The CA will take into account reviews and support work undertaken by EAS specialist advisors or colleagues from the Learning Schools Network. The CA will report findings to the Local Authority on a monthly basis with a formal assessment of progress being reported to the Local Authority on a termly basis.

Local Authority (Newport City Council) - Monthly Intervention Plan Meetings (IPM) will be held to monitor the actions that have been taken post-inspection and to appraise their impact and overall rates of progress against each recommendation. IPM meetings are attended by the Director of Education, EAS Principal Challenge Advisor, school Challenge Advisor, the Chair of the Governing Body and school senior leaders.

For ease of reference through this document:

LA monitoring - **IPM** EAS/CA monitoring - **CA** Governing Body monitoring - **GB** Senior Leadership Team monitoring - **SLT**
 Monthly Impact Review meetings with link governor and Challenge Advisor - **MIR** Local Authority Statement of Action - **LA SoA**

The PIAP will be rated on a monthly basis by the SLT as follows:

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and / or quality of provision	Work required on the next monitoring visit
Limited progress RAGGED AS RED	Does not meet the recommendation	All or many important aspects still awaiting attention	No impact on standards and/or quality of provision (e.g. standards have declined since core inspection in key indicators)	Much work still to do and many aspects still to consider
Satisfactory progress RAGGED AS AMBER	Addresses the recommendation in many respects	A few important aspects still require significant attention	Limited impact on standards and/or quality of provision	Many aspects addressed but still significant work to do in important areas
Strong progress RAGGED AS YELLOW	Addresses the recommendation in most respects	Only minor aspects still require attention	Positive impact on standards and / or quality of provision	Most aspects covered already with little significant work left to do
Very good progress RAGGED AS GREEN	Addresses the recommendation in all aspects	No aspects require further attention	Very good impact on quality of provision	School to maintain and build on improved practice

Recommendation	SLT Lead	Link Governor
R1. Raise standards, particularly at key stage 4 and in the sixth form	DHT (DPL)	Cllr James Clarke
R2. Improve the quality of teaching and assessment.	AHT (AMC)	Mr Andrew Mitchell
R3. Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils.	DHT (SCR)	Revd Rebecca Stevens
R4. Strengthen the co-ordination of provision for pupils with additional learning needs.	AHT (GN)	Mr Simon Harvey
R5. Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning.	HT (KK)	Ms Lucy Jackson Chair of Governors

Key

AM	Achievement Manager		HT	Headteacher
AHT	Assistant Headteacher		HoY / RSL	Head of Year / Raising Standards Leader
ALNCO	Additional Learning Needs Co-ordinator		IDP	Individual Development Plan
ASL	Associate Senior Leader		IPM	Intervention Plan Meeting
BAC	Bridge Achievement Centre		MAT	More Able and Talented (pupils)
BM	Business Manager		NCC	Newport City Council
CA	Challenge Advisor		PLP	Professional Learning Plan
DHT	Deputy Headteacher		RSL/HoY	Raising Standards Leader / Head of Year
EAS	Education Achievement Service		SLT	Senior Leadership Team
EM	English and maths		STC	Stop the Clock meetings
GB	Governing Body		STL	Subject Team Leader

2018 Targets

Post 16 (Y13)			
School Targets 2018	Boys	All	
3A*-A	0.00%	6.56%	
3A*-C	41.94%	59.02%	
3A*-E	96.77%	96.72%	
Key Stage 4			
Targets 2018	eFSM	ALN	All
Level 2+	30%	17.86%	50%
Level 2	63.64%	60.71%	80%
Level 1	87.88%	91.07%	96%
CPS9	298	336.52	347
5A*-A	12.12%	5.36%	15%
Key Stage 3 CSI			
Targets 2018	eFSM	ALN	All
Level 6+	23.33%	10.94%	50%
Level 5+	76.67%	71.88%	90%

Subject	2018 Target
English Language (GCSE)	59
Mathematics (GCSE)	57
Numeracy (GCSE)	57
PE (GCSE)	80
Science 1	48
Science 2	47

Overview of actions and success criteria

This recommendation will be addressed through 5 key actions and is closely linked to recommendation 2 and 4.

1. Improve the accuracy of target setting, predictions and the tracking of pupil progress
2. Improve the effectiveness of targeted support to accelerate pupil progress and raise standards
3. Improve the performance of e-FSM pupils
4. Improve the performance of boys in English and science, girls in mathematics and boys in the sixth form
5. Improve the performance of MAT pupils

Strategies to address this recommendation will be successful when:

- Performance at KS4 is in line with similar schools, particularly in
 - English and maths
 - Capped points score
 - 5A*-A
 - Boys and girls
 - eFSM pupils
- In the sixth form, the % pupils achieving 3 A*-C grades and the average wider points score is above the average for Wales.
- The proportion of sixth form pupils achieving 3 A*-A grades improves
- The performance of boys in the sixth form is similar to girls' performance in the average wider points score
- Systems for tracking and monitoring to provide suitable targeted support are supported by accurate assessment of pupils' progress
- Most pupils contribute to class discussion, speak confidently about their work and summarise discussion
- Nearly all pupils listen carefully in class and as a result, these pupils make good progress
- Most pupils have good reading skills; they can complete straight forward tasks as they have well developed vocabulary and skills to interpret text.
- Most pupils develop their written work sufficiently in response to teachers' comments. Their written work is detailed and they choose language that is suitable for the purpose of the task
- Most pupils demonstrate good spelling and grammar in their work
- Most pupils have well-developed numeracy skills and are confident when tackling problems
- Many pupils achieve a GCSE Welsh qualification

1.1 Improve the quality and accuracy of target setting, predictions and tracking of pupil progress

Success Criteria
<p>Performance at KS4 is in line with similar schools, particularly in</p> <ul style="list-style-type: none"> • Capped points score • 5A*-A • Boys and girls • eFSM pupils <p>In the sixth form, the % pupils achieving 3 A*-C grades and the average wider points score is above the average for Wales. The proportion of sixth form pupils achieving 3 A*-A grades improves The performance of boys in the sixth form is similar to girls' performance in the average wider points score Systems for tracking and monitoring to provide suitable targeted support are supported by accurate assessment of pupils' progress</p>

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
1.1.1 Professional learning									
Provide training to all staff to improve their ability to use school accountability measures and the use of targets and predictions to raise outcomes (Ref LA SoA R1)	DPL	Completion of training - Mar 18 Review of use of targets - Sep 2018 Review of outcomes - Sep 2019	Monitored in MIR report Apr 18 MIR report Oct 2018 - monitoring of completion of targets August 2019 - Evaluation of accuracy of outcomes v targets	Nearly all subjects use accurate targets to raise school performance Most subjects provide accurate predictions 2019 results are in line with targets	1 hr training time 1hr meeting with each STL 0.5 day				
Provide training for middle leaders on the use of KS5 ALPS and WGVA data for target setting and monitoring performance	DPL CA (EAS)	Completion of training -Mar 18 STC1 Nov 2018 STC2 Mar 2019 Outcomes Aug 2019	MIR report on training - Apr 18 MIR reports Dec 18, May 19 Aug 2019 - Evaluation of outcomes v targets	All KS5 KPIs are within 5% of target August 2019	1 hr training STC meetings 2 hr evaluation of KPIs				
1.1.2 Quality Assurance Systems									
Develop the accuracy of monitoring pupil progress through the use of SIMS tracking sheets for all subjects for all year groups (7 -13) to: <ul style="list-style-type: none"> • Highlight eFSM & ALN • Highlight NNT and NRT scores 	DPL	Audit completed Apr 2018 STC 1 - DHT audits the use and effectiveness Nov 2018	Audit reported in MIR May 2018 Dec 18 MIR report on STC 1 Sep 2019 - Outcomes review	STC 1 2018 - Nearly all MLs are reported to be effectively tracking progress of all pupils and groups of pupils All KPI outcomes are within 5% of target in 2019	0.5 day audit STC meeting 0.5 day evaluation				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
<ul style="list-style-type: none"> Accurately predict performance based on ongoing teacher assessment Measure current performance against target Identify underachieving pupils (Ref LA SoA R1)									
Improve mid-year analysis of standards data to include scrutiny of: <ul style="list-style-type: none"> ALN pupils in all subjects ALN progress overall MAT pupils KS4 interim data analysis to include CPS9 for Y10 & 11 RSLs to monitor attendance, behaviour and underperforming pupils and groups of pupils Progress towards NRT and NNT targets (Ref LA SoA R1)	DPL	ALN & Post 16 meetings - STC 2 Mar 2018 Evaluation of outcomes - Sep 2018 Accuracy of analysis and intervention - STC 1 Nov 2018/19 Progress of all pupils - STC 2F Mar 2019	MIR report - Mar 2018 MIR Oct 18 MIR report Dec 2018 MIR Apr 19	2018 results for 5A*-A, L2+ and CPS9 are within 5% of target 2019 results are in line with target	2 x 1 hour STC meeting with each STL and RSL 1 day for AM (AD) to develop tracking documents 3 days for AM (AD) to develop data for mid-year reviews				
Provide high quality monitoring and tracking against targets of all 6 th Form pupils including: <ul style="list-style-type: none"> 6th Form Review of provision and standards Effective data sharing including targets and progress data across the collaboration Monitoring of KPI data, progress of classes and individual pupils in particular SEREN group (Ref LA SoA R1)	Head of 6 th Form - LJ	Head of 6 th form report on the review Jul 18 STC1 Nov 2018 STC 2 Mar 2019	DHT MIR meeting Sep 18 MIR Dec 19 MIR Apr 19	Many pupils, including those attending collaboration schools achieve their target grades. Most SEREN pupils achieve most of their target grades	2 x STC meetings with Head of 6 th Form and DPL				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
1.1.3 Accountability									
Improve the systems for MLs holding subject teachers to account by introducing meetings for STLs and class teachers that focus on the progress and achievement of their classes and take place prior to STC meetings	DPL STLs	STC1 Nov 2018 to include specific feedback on discussions that STLs have arranged with teaching staff STC2 Mar 2019 with targeted subjects	DHT MIR Dec 2018 DHT MIR Apr 2019	L2 and L2+ outcomes in 2019 will be in line with targets	2 x 1 hour STC meeting with each STL				

1.2 Improve the effectiveness of targeted support to accelerate pupil progress and raise standards

Success Criteria
<p>Performance at KS4 is in line with similar schools, particularly in</p> <ul style="list-style-type: none"> Capped points score 5A*-A Boys and girls eFSM pupils <p>Most pupils have good reading skills; they can complete straight forward tasks as they have well developed vocabulary and skills to interpret text. Most pupils demonstrate good spelling and grammar in their work Most pupils have well-developed numeracy skills and are confident when tackling problems Most pupils develop their written work sufficiently in response to teachers' comments. Their written work is detailed and they choose language that is suitable for the purpose of the task Most pupils contribute to class discussion Most pupils listen carefully in class and as a result, these pupils make good progress Many pupils achieve a GCSE Welsh qualification</p>

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
1.2.1 Implement and embed a range of strategies to raise standards in Year 11									
Deliver specific interventions for Year 11 English and maths target groups as well as L2 and capped points score key marginals. (Ref LA SoA R1)	RSL Year 11 - OM	Mar - May 18 All specific interventions take place	OM report on progress of Y11 to DPL in line management MIR Jun 18	Many Y11 target learners in English and maths achieve their target grade L2+ outcomes in 2018 exceed 50% L2+ eFSM outcome in 2018 exceeds 30% Capped Points Score is in line with similar schools	4 x 1hr meetings RSL Y11 and DPL Attendance at PiXL conferences 3 x 1hr from				

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
Introduce close monitoring of GCSE Welsh	STL Welsh	Monitoring of curriculum Sep 18 Monitoring of predictions Nov 18	MIR Oct 18 MIR Dec 18	Many pupils achieve a GCSE qualification in Welsh language in 2019 improving from 25 entries in 2018	STC meeting with STL Welsh				
1.2.2 Implement and embed a range of strategies to raise standards in Key Stage 3									
Improve the rate of progress of pupils' literacy and numeracy skills through the introduction and monitoring of specific intervention programmes at KS3 (Ref 3.2.4)	Literacy and numeracy coordinators DPL	Interventions introduced Sep 18 Evaluation Nov 18 & Feb 19	Coordinators evaluations Dec 18 MIR Mar 19 Evaluation of NNRT outcomes for pupils accessing intervention Jul 19	Nearly all pupils following literacy and numeracy intervention programmes make the expected level of progress Books and lesson observations evidence that most pupils accessing intervention programmes have good reading skills Books and lessons observations evidence that most pupils accessing intervention programmes have good numeracy skills Many pupils accessing intervention improve standardised scores in relevant NNRT tests 2019	Intervention programme costs £10,000				
1.2.3 Implement a range of strategies to improve standards in English and maths									
Implement the EAS intervention plan and subject support plans (Ref LA SoA R3)	STL English and maths	Half termly learner experience reviews AHT AMC	Termly MIR Report	Level 2+ outcomes are over 50% in 2018 Level 2+ outcomes are within 5% of target in 2019 Most pupils develop their written work sufficiently in response to teachers' comments. Their written work is detailed and they choose language that is suitable for the purpose of the task	6 x 1hr meetings STLs and EAS advisers				

1.3 Improve the performance of eFSM pupils

Success Criteria
Performance at KS4 is in line with similar schools, particularly eFSM pupils

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
1.3.1 Implement strategies to improve the performance of eFSM pupils in Y11 Key Performance Indicators									
Improve the progress of eFSM KMs through SLT mentoring	DPL	Interim review Mar 18 Review Jun 18 Evaluation Sep 18	MIR report on progress Jul 2018 MIR Oct 2018 MIR	eFSM outcomes for L2+ in 2018 exceed 30% eFSM outcomes for L2+ in 2019 are within 5% of target	Meeting time with eFSM KMs as appropriate				
Improve the use of Personalised Learning Checklists (PLCs) to support key eFSM pupils in the final preparation for final exams	STL Maths and English	PLCs developed Apr 2018 Implementation Apr & May 2018 Evaluation Sep 2018	Fortnightly core meetings to monitor the progress with PLCs Jun 2018 MIR meeting - evaluation of the support Oct 2018 MIR meeting evaluation of outcomes	Nearly all of the (4) targeted eFSM pupils to achieve the L2+ threshold	5 x 1hr Core meeting time				
Produce and implement an eFSM strategy and action plan (Ref LA SoA R1)	eFSM lead	Planning Nov 2018 Implementation Jan 2019 Evaluation Jun 2019	MIR Dec 2019 MIR Mar 2019 MIR Jul 2019	Good progress is seen in learner experience reviews linked to eFSM learners	10 x 1 hr eFSM lead Staffing costs/curric time				
1.3.2 Quality Assurance									
Improve the scrutiny of eFSM pupils through the development of robust monitoring of in year performance and learner experience reviews (Ref R2.1.2; LA SoA R1)	eFSM lead AMC	STC 1 Nov 18 STC 2 Mar 18	MIR Dec 2018 and MIR Apr 2018	eFSM outcomes for L2+ in 2019 are within 5% of target	1 1hr STC meeting with all MLs				

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
1.3.3 Professional Learning									
Provide training for staff on effective strategies to support eFSM pupils in the classroom (Ref LA SoA R1)	AMC eFSM lead	PLP Plan developed in Jun 18	MIR following the session	Good progress is seen in learner experience reviews linked to MAT learners	2 hour PL session				

1.4 Improve the performance of boys in English and science, girls in mathematics and boys in the sixth form

Success Criteria
The performance at KS4 is in line with similar schools, particularly for boys and girls The performance of boys in the sixth form is similar to girls' performance in the average wider points score

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
1.4.1 Implement strategies to improve the performance of boys in key areas across the school									
Introduce specific strategies to support the performance of: Boys writing in English Girls in maths Boys in Science Boys in the 6 th Form Share these strategies across the whole school (Ref LA SoA R1)	Core STLs Head of 6 th Form - LJ	SOAPS analysed to include key strategies Oct 18 Mid-year review Feb 19 Eval Aug 19	MIR Nov 18 MIR Mar 19 Outcomes analysed Aug 19	All core subjects improve the performance of boys at KS3 and KS4 in 2019 and, as a result, are in line with similar schools The performance of boys in the sixth form is similar to girls' performance in the average wider points score	2 x 1hr planning time for core STLs 1 x 1hr meeting with all staff				
1.4.2 Quality Assurance									
Improve the monitoring of the performance of boys as part of the new learner experience reviews (Ref R2.1.2)	AMC DPL	Learner experience reviews STC 1 Nov 18 STC 2 Mar 18	DHT report on the progress of boys across the school - MIR Dec 18 MIR Apr 18	Boys performance in 5A*-A, L2+, L2 and CPS is in line with similar schools	0.5 day planning time 2 x 0.5 days monitoring				
1.4.3 Professional Learning									
Provide training for staff on effective strategies to support boys in the classroom (Ref LA SoA R1)	DPL	PLP Plan developed in Jun 18	MIR following the session	A majority of lesson observations highlight good use of boy specific strategies in writing - Jul 2018 Many lesson observations highlight good use of boy specific strategies in writing - Jul 2019	1 x 2hr professional learning opportunity				

1.5 Improve the performance of MAT pupils

Success Criteria									
Performance at KS4 is in line with similar schools, particularly for the capped points score and pupils achieving 5A*-A grades									
Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
1.5.1 Implement strategies to improve the performance of MAT pupils in Y11 Key Performance Indicators									
Year 10 & 11 pastoral team to provide mentoring for identified KM pupils for the 5A*-A KPI	RSL Year 10 & 11 - RPA & OM MAT lead	Planning Sep 18 Implementation review Jan 19 Analysis of outcomes Aug 19	MIR Feb 18 Evaluation Aug 19	5A*-A outcomes are in line with target and similar schools Aug 19 Capped points score for MAT pupils are in line with targets	10 x 20min mentoring sessions				
Produce a MAT strategy document and action plan	MAT lead	Planning Sep 18 Implementation review Feb 19 Analysis of T&L Apr 19	MIR Oct 18 MIR Mar 19 MIR May 19	A majority of lessons show good use of MAT specific strategies - Jul 2018 Many lessons show good use of MAT specific strategies - Jul 2019 5A*-A outcomes are in line with target and similar schools Aug 19	1 x 5 hours planning and development time				
Improve the performance of MAT pupils in Year 11 through specific interventions for pupils not predicted to achieve a targeted 5A*-A (Ref LA SoA R1)	RSL Year 11 - OM	Apr 18 intervention to support pupils targeted to achieve 5A*-A but not predicted	OM report to DPL in line management May 18 MIR Jun 18 DPL report on the outcomes of intervention	5A*-A outcomes are in line with the 2018 target of 15%	2 x days to deliver the IFS or alternative course as appropriate				
Update the MAT policy to ensure it is fit for purpose	MAT lead	MAT policy reviewed Dec18	MIR Jan 19	MAT strategies are evident in many lessons as appropriate	1 x 3hr to update the MAT policy				
1.5.2 Quality Assurance									
Introduce robust monitoring of targets and performance of MAT pupils as part of the new learner experience reviews and interim data analysis (Ref R2.1.2; Ref LA SoA R1)	MAT lead	STC 1 Nov 18 STC 2 Mar 18	MIR Dec 18 and MIR Apr 18 DHT report on the progress of MAT pupils across the school	MAT outcomes in 2019 are in line with target	1 x hr meeting with all STLs as part of STC meetings				

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
1.5.3 Professional Learning									
Provide training for staff on effective strategies to support MAT pupils in the classroom (Ref LA SoA R1)	AMC MAT lead	PLP Plan developed in Jun 18	MIR following the session	A majority of lesson observations highlight good use of MAT specific strategies as appropriate - Jul 2018 Many lesson observations highlight good use of MAT specific strategies as appropriate - Jul 2019	1 x 2hr professional learning session				

Recommendation 2: Improve the quality and consistency of teaching and assessment		SLT Lead: Anna-Marie Cox Governor Lead: Andrew Mitchell
2018 related targets	Overview of actions and success criteria	
<ul style="list-style-type: none"> A majority of lessons to be judged as good or better in 2018 Many lessons are judged as good or better in 2019 	<p>This recommendation will be addressed through 3 key actions and is closely linked to recommendation 1 and 3.</p> <p>2.1 Develop a shared understanding of what “Good’ and “Excellent’ learning looks like in the classroom</p> <p>2.2 Improve the quality and consistency of schemes of learning</p> <p>2.3 Develop a programme of professional learning that focuses on teaching and assessment practices</p> <p>Strategies to address this recommendation will be successful when:</p> <ul style="list-style-type: none"> The quality of teaching is good Many teachers monitor pupils’ progress clearly In many lessons teachers have high expectations of their pupils and challenge them successfully Many teachers plan sequences of well-constructed and increasingly challenging activities that build well on pupils’ prior learning In a many of cases: <ul style="list-style-type: none"> Teachers’ expectations of what pupils can achieve are high; they plan activities that are sufficiently well matched to pupils’ ability and pupils spend appropriate time on worthwhile tasks Teachers use questioning well to probe and deepen pupils’ understanding Teacher monitor pupils’ progress in lessons closely and therefore address any misconceptions promptly The pace of learning is effective and pupils make successful progress In many lessons, teachers manage pupils’ behaviour well Many learners write accurately, making few spelling and grammatical errors in their work Across the curriculum, many teachers’ written comments are focused and enable learners to improve subject skills as well as literacy skills 	

	<ul style="list-style-type: none"> • In many cases, teachers’ comments are useful and specific enough to help pupils improve their work • Tracking and monitoring systems are effective because targeted support is worthwhile and identified by accurate assessment of pupils’ progress • Many learners contribute to class discussion and listen well (Also Ref R1 success criteria)
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2.1 Develop a shared understanding of what “Good’ and “Excellent’ learning looks like in the classroom

Success Criteria
<ul style="list-style-type: none"> • The quality of teaching and learning is good across the school • In a majority of cases, teachers’ comments are useful and specific enough to help pupils improve their work • In many lessons teachers have high expectations of their pupils and challenge them successfully • Many teachers plan sequences of well-constructed and increasingly challenging activities that build well on pupils prior learning • In a many of cases: <ul style="list-style-type: none"> ○ Teachers’ expectations of what pupils can achieve are high; they plan activities that are sufficiently well matched to pupils’ ability and pupils spend appropriate time on worthwhile tasks ○ Teachers use questioning well to probe and deepen pupils’ understanding ○ Teachers monitor pupils’ progress in lessons closely and therefore address any misconceptions promptly ○ The pace of learning is effective and pupils make successful progress • In many lessons, teachers manage pupils behaviour well

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
2.1.1 Identify teaching and learning priorities									
Review the existing information about teaching and learning to produce a plan that will support every teacher to develop their practice (Ref LA SoA R2)	AMC	Planning - Baseline Mar 2018 Identify teaching and learning priorities - Mar 2018 T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019	Feedback to GB and CA using termly MIR report: <ul style="list-style-type: none"> • Baseline report on T&L with priorities identified - Jul 2018 • T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 • Learner experience reviews half termly Jul 2018, Nov 2018, Feb 2019, Apr 2019, Jul 2019 	A majority of lessons are judged as good or better in 2018. Many lessons are judged as good or better in 2019.	0.5 days per half term to review lesson observations Meetings with individual staff and coaching support as required				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		Learner experience reviews half termly Jun 2018, Oct 2018, Jan 2019, Mar 2019, Jun 2019							
Establish a Teaching and Learning steering group that identifies key teaching priorities, share best practice and provide professional learning on pedagogy across the school	AMC	<p>Planning - Identify teaching and learning priorities - Jul 2018</p> <p>Launch to staff - Sep 2018</p> <p>Review through T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019</p> <p>Plan for professional learning - Jun 2018</p>	<p>SLT & CA termly QA of T&L steering group meeting notes.</p> <p>Feedback to GB using MIR report:</p> <ul style="list-style-type: none"> • Baseline report on T&L with priorities identified - Jul 2018 • T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 • Plan for professional learning - Jun 2018 • Impact of professional learning Report - Nov 2018 	<p>Nearly all teachers have a shared understanding of what good and excellent teaching looks like</p> <p>A majority of lessons are judged as good or better in 2018.</p> <p>Many lessons are judged as good or better in 2019:</p> <ul style="list-style-type: none"> • In many lessons teachers' expectations of what pupils can achieve are high; they plan activities that are sufficiently well matched to pupils' ability and pupils spend appropriate time on worthwhile tasks. • In many lessons teachers use questioning well to probe and deepen pupils' understanding • In many lessons, teachers monitor pupils' progress in lessons closely and therefore address any misconceptions promptly • In many lessons the pace of learning is effective and pupils make successful progress • In many lessons, learners contribute to class discussion and listen well 	<p>1 x 1hr meeting per half term for T&L steering group</p> <p>1 x 1hr twilight workshop for staff</p> <p>1 x 1hr planning time for lesson obs feedback sheet</p>				
Revise the Teaching and Learning Policy (Ref LA SoA R2)	AMC and T&L group	<p>Planning - Identify teaching and learning</p>	<p>Feedback to GB and CA using MIR report:</p> <ul style="list-style-type: none"> • Baseline report on T&L with priorities identified - Jul 2018 	<p>A majority of lessons are judged as good or better in 2018.</p> <p>Many lessons are judged as good or better in 2019.</p>	<p>AHT (AMC) time</p> <p>Staff training Sep 2018</p>				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		<p>priorities - Jul 2018</p> <p>Launch to staff - Sep 2018</p> <p>Review through T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019</p>	<p>• T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019</p> <p>Mid-year review of policy implementation by AMC & CA - Dec 2018</p>	<p>The 2018-2019 PLP closely aligns to the developments identified in the review of teaching and learning</p>	<p>For review: 0.5 planning 1-day review 0.5 evaluate and feedback report</p>				
<p>Create opportunity for sharing best practice across the school on common teaching approaches including:</p> <ul style="list-style-type: none"> • Pace • Challenge • AfL • Differentiation • Feedback • Questioning 	<p>AMC, T&L Steering group,</p>	<p>Planning - Identify teaching and learning priorities - Jul 2018</p> <p>Launch to staff - Sep 2018</p> <p>Teachbites shared with staff - half termly</p> <p>Review through T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019</p> <p>Plan for professional learning - Jun 2018</p>	<p>Feedback to GB and CA using MIR report:</p> <ul style="list-style-type: none"> • Baseline report on T&L with priorities identified - Jul 2018 • T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 • Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 • Plan for professional learning - Jun 2018 • Impact of professional learning report - Nov 2018 	<p>A majority of lessons are judged as good or better in 2018.</p> <p>Many lessons are judged as good or better in 2019:</p> <ul style="list-style-type: none"> • In many lessons teachers' expectations of what pupils can achieve are high; they plan activities that are sufficiently well matched to pupils' ability and pupils spend appropriate time on worthwhile tasks. • In many lessons teachers use questioning well to probe and deepen pupils' understanding • In many lessons, teachers monitor pupils' progress in lessons closely and therefore address any misconceptions promptly • In many lessons the pace of learning is effective and pupils make successful progress • In many lessons, learners contribute to class discussion and listen well 	<p>0.5 days per half term to review all lesson obs (AMC)</p> <p>Termly meeting x 2hrs for SLT</p> <p>1hr x TTT per term per subject</p>				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		Learner experience reviews half termly Jun 2018, Oct 2018, Jan 2019, Mar 2019, Jun 2019							
2.1.2 Improve the range of evidence used to evaluate teaching and learning									
Introduce year group learner experience reviews (Ref LA SoA R2)	AMC, RSL, MLs	Launch to staff - Sep 2018 Review through T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019 Plan for professional learning - Jun 2018	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 	A majority of lessons are judged as good or better in 2018. Many lessons are judged as good or better in 2019.	2hrs planning time 1-day review time for staff 0.5-day report writing 1 hr feedback to MLs and SLT				
2.1.3 Professional Learning									
Provide PL opportunities to ensure there is high quality and consistency in approaches to observing and evaluating teaching and learning (Ref LA SoA R2)	AMC, SLT, ML and EAS CA	Provide training at all levels for lesson observations - Jun 2018 Review through T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 QA lesson observation forms termly by AMC and CA - Jul 2018, Jan 2019, Apr 2019, Jul 2019	A majority of lessons are judged as good or better in 2018. Many lessons are judged as good or better in 2019.	1 x 1hr lesson obs workshop for MLs 2hrs planning time for paired obs				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		Learner experience reviews half termly Jun 2018, Oct 2018, Jan 2019, Mar 2019, Jun 2019	Introduce programme of joint CA, SLT and ML observation - termly Jul 2018, Jan 2019, Apr 2019, Jul 2019						
Introduce a bespoke coaching programme for teachers whose practice needs support and development	AMC	Review through T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 	Nearly all teachers involved in the programme make progress in the specific areas of focus	1hr to agree programme + 6hrs x coaching support time for relevant staff Cover costs for meeting with EAS/LNS/CA approx. £1000 per year				
Provide training opportunities for staff to develop high quality feedback and strategies to improve the quality of DIRT time.	AMC	Plan for professional learning - Jun 2018 Launch to staff - Sep 2018 Impact of professional learning report - Nov 2018	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 	Across the curriculum, many teachers' written comments are focused and able learners to improve subject skills as well as literacy skills In many cases, teachers' comments are useful and specific enough to help pupils improve their work	1 x 1hr meeting per half term for T&L steering group 1 x 1hr twilight workshop for staff 1 x 1hr planning time for lesson obs feedback sheet				
Provide training opportunities for staff to develop the quality of learners' extended writing	SDV Lit Co-ord	Plan for professional learning - Jun 2018 Launch to staff - Sep 2018 Impact of professional	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 	Many learners write accurately, making few spelling and grammatical errors in their work	1 x 1hr meeting per half term for T&L steering group 1 x 1hr twilight workshop for staff 1 x 1hr planning time for lesson obs feedback sheet				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		learning report - Nov 2018	<ul style="list-style-type: none"> Plan for professional learning - Jun 2018 Impact of professional learning Report - Nov 2018 						
Provide training opportunities for staff to develop the positive behaviour for learning strategies to use in the classroom	SCR	Plan for professional learning - Jun 2018 Launch to staff - Sep 2018 Impact of professional learning report - Nov 2018	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 Plan for professional learning - Jun 2018 Impact of professional learning Report - Nov 2018 	In many lessons, teachers manage pupils' behaviour well	1 x 1hr meeting per half term for T&L steering group 1 x 1hr twilight workshop for staff 1 x 1hr planning time for lesson obs feedback sheet				

2.2 Improve the quality and consistency of schemes of learning

Success Criteria

- In many lessons teachers have high expectations of their pupils and challenge them successfully
- Many teachers plan sequences of well-constructed and increasingly challenging activities that build well on pupils prior learning
- Across the curriculum, many teachers' written comments are focused and enable learners to improve subject skills as well as literacy skills

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and	Success criteria	Resources and costs	R	A	Y	G
2.2.1 Identifying scheme of learning areas of development									
Establish an accurate picture of strength and areas of development of schemes of learning to improve the quality of planning and assessment across the school.	AMC, SCR	Planning - Baseline Mar 2018 Identify SoL priorities - Mar 2018	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 	Schemes of learning in nearly all subjects are planned to allow a clear focus on progression in subject specific knowledge, skills and understanding, and wider skills including literacy, numeracy and ICT Most schemes of learning include planned assessment points that inform future	0.5 days per half term to review lesson observations (AMC) Meetings with individual staff				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and	Success criteria	Resources and costs	R	A	Y	G
		T&L reports termly reports Jun 2018, Dec 2018, Mar 2019, Jun 2019 Learner experience reviews half termly Jun 2018, Oct 2018, Jan 2019, Mar 2019, Jun 2019	<ul style="list-style-type: none"> Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 Plan for professional learning - Jun 2018 Impact of professional learning Report - Nov 2018 NoVs from EAS and LNS 	teaching and support strong levels of student progress	and coaching support as required				
Work with EAS subject specialists, Learning Network Schools via peer review to ensure SoL are well-constructed and include increasingly challenging activities that build well on pupils prior learning (Ref LA SoA R2)	AMC & STLs	Plan for professional learning - Jun 2018 Launch to staff - Sep 2018 Impact of professional learning report - Nov 2018 NoVs	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 Plan for professional learning - Jun 2018 Impact of professional learning Report - Nov 2018 NoVs from EAS and LNS	In many lessons teachers have high expectations of their pupils and challenge them successfully Many teachers plan sequences of well-constructed and increasingly challenging activities that build well on pupils prior learning Tracking and monitoring systems are effective because targeted support is worthwhile and identified by accurate assessment of pupils' progress	Meeting time Review time Meetings with individual staff and coaching support as required				
2.2.2 Ensure assessments are planned for learner progress									
Ensure that assessments are signposted and planned throughout schemes of learning to support reviews of learners' progress: <ul style="list-style-type: none"> Pace Challenge for MAT learners AfL Differentiation Feedback Questioning 	STLs, AMC, SCR	Plan for professional learning - Jun 2018 Launch to staff - Sep 2018 Impact of professional learning report - Nov 2018	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 Plan for professional learning - Jun 2018 	In many lessons teachers have high expectations of their pupils and challenge them successfully Many teachers plan sequences of well-constructed and increasingly challenging activities that build well on pupils prior learning Tracking and monitoring systems are effective because targeted support is	1 x 1hr meeting per half term for T&L steering group 1 x 1hr twilight workshop for staff 1 x 1hr planning time for lesson obs feedback sheet				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and	Success criteria	Resources and costs	R	A	Y	G
<ul style="list-style-type: none"> Behaviour for learning 			<ul style="list-style-type: none"> Impact of professional learning Report - Nov 2018 	worthwhile and identified by accurate assessment of pupils' progress					

2.3 Develop a programme of professional learning offer that underpins teaching and assessment practices

Success Criteria
<ul style="list-style-type: none"> The quality of teaching is good Many teachers plan sequences of well-constructed and increasingly challenging activities that build well on pupils prior learning In a many of cases: <ul style="list-style-type: none"> Teachers' expectations of what pupils can achieve are high; they plan activities that are sufficiently well matched to pupils' ability and pupils spend appropriate time on worthwhile tasks Teachers use questioning well to probe and deepen pupils' understanding Teacher monitor pupils' progress in lessons closely and therefore address any misconceptions promptly The pace of learning is effective and pupils make successful progress Across the curriculum, teachers' written comments are focused and enable learners to improve subject skills as well as literacy skills In many cases, teacher's comments are useful and specific enough to help pupils improve their work Tracking and monitoring systems are effective because targeted support is worthwhile and identified by accurate assessment of pupil's progress

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
2.3.1 Develop a Professional Learning Programme (PLP) for all staff									
Create a Professional Learning Programme (PLP) for all staff and evaluate the impact of this on learner outcomes (Ref LA SoA R2)	AMC T&L Group	Plan for professional learning - Jun 2018 Launch to staff - Sep 2018 Impact of professional learning report - Nov 2018 Final review - Jul 2019	Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> T&L reports termly reports Jul 2018, Jan 2019, Apr 2019, Jul 2019 Learner experience reviews half termly Jul 2018, Nov 2018, Jan 2019, Apr 2019, Jul 2019 Plan for professional learning - Jun 2018 Impact of professional learning report - Nov 2018 	Many lessons to be judged good or better by Jul 2019: <ul style="list-style-type: none"> In many lessons teachers' expectations of what pupils can achieve are high; they plan activities that are sufficiently well matched to pupils' ability and pupils spend appropriate time on worthwhile tasks. In many lessons teachers use questioning well to probe and deepen pupils' understanding In many lessons, teachers monitor pupils' progress in lessons closely and therefore address any misconceptions promptly 	0.5 days per half term to review lesson observations (AMC) Meetings with individual staff and coaching support as required				

Actions	Lead	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
				<ul style="list-style-type: none"> In many lessons the pace of learning is effective and pupils make successful progress In many lessons, learners contribute to class discussion and listen well 					

Recommendation 3: Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills and ensure that curriculum arrangements meet the needs of all pupils						SLT Lead: Sarah Craven Governor Lead: Reverend Rebecca Stevens				
2018 related targets						Overview of actions and success criteria				
Level 5+						<p>This recommendation will be addressed through 5 key actions and is closely linked to recommendations 1, 2 and 5</p> <p>3.1 Improve the whole school approach to skills development</p> <p>3.2 Improve the co-ordination of skills so it provides valuable opportunities to help learners to progress to the next stage in their learning</p> <p>Strategies to address this recommendation will be successful when:</p> <ul style="list-style-type: none"> many pupils have strong reading skills. This enables them to complete complex tasks as they have the vocabulary and skills to interpret texts most pupils develop their written work sufficiently. They complete extended writing tasks, choosing language that is suitable for the purpose of the tasks in most subjects, many pupils refine the quality of their work well in response to teachers' comments many pupils write accurately, making few spelling and grammar errors in their work many pupils have well developed numeracy skills and can tackle problems successfully in most lessons many pupils concentrate well and, as a result, effectively develop their knowledge, understanding or skills. Most pupils show resilience and finish tasks over time, many pupils do not make the same spelling and grammar errors in their work the strategic leadership of the transition curriculum is strong and, as a result, the curriculum provides a cohesive experience for pupils to develop their skills, knowledge and understanding and enables most learners to attain their end of key stage targets in English and mathematics provision for the development of pupils' literacy, numeracy and ICT skills across the curriculum is effective and embedded in most SoL across the curriculum opportunities for pupils to develop their skills in authentic, meaningful contexts are comprehensive. As a result, targets are met at L5+ and L6+ in English and maths and NRT and NNT outcomes place the school above the benchmarking median in Year 7, 8 and 9 				
Year	Oracy English	Reading English	Writing English	English	Mathematics					Reading, Writing & Mathematics
Year 9	96%	93%	86%	93%	93%					86%
Year 8	98%	93%	87%	93%	88%					83%
Year 7	99%	92%	88%	92%	94%	87%				
Level 6+										
Year	Oracy English	Reading English	Writing English	English	Mathematics					Reading, Writing & Mathematics
Year 9	80%	62%	44%	62%	63%					41%
Year 8	85%	62%	40%	63%	61%					38%
Year 7	88%	49%	45%	49%	65%	41%				
Benchmark target 2018										
	>85	>115								
Y7 NRT	3	3								
Y7 NNTP	3	3								
Y7 NNTR	3	3								
Y8 NRT	3	3								
Y8 NNTP	2	2								
Y8 NNTR	3	3								
Y9 NRT	3	3								
Y9 NNTP	2	2								
Y9 NNTR	2	3								
2019 NNRT outcomes - many indicators benchmark higher than 2018										

	<ul style="list-style-type: none"> the co-ordination and quality assurance of the provision for skills are well developed (Ref R5) there is a comprehensive range of intervention programmes for pupils with difficulties in literacy and numeracy in Welsh, most pupils speak with confidence and many gain a full course qualification in this subject (Ref R1)
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3.1 Improve the whole school approach to skills development

Success Criteria
<ul style="list-style-type: none"> many pupils have strong reading skills. This enables them to complete complex tasks as they have the vocabulary and skills to interpret texts most pupils develop their written work sufficiently. They complete extended writing tasks, choosing language that is suitable for the purpose of the tasks in most subjects, many pupils refine the quality of their work well in response to teachers' comments many pupils write accurately, making few spelling and grammar errors in their work many pupils have well developed numeracy skills and can tackle problems successfully in most lessons many pupils concentrate well and, as a result, effectively develop their knowledge, understanding or skills. Most pupils show resilience and finish tasks over time, many pupils do not make the same spelling and grammar errors in their work provision for the development of pupils' literacy, numeracy and ICT skills across the curriculum is effective and embedded in most SoL across the curriculum the co-ordination and quality assurance of the provision for skills are well developed there is a comprehensive range of intervention programmes for pupils with difficulties in literacy and numeracy in Welsh, most pupils speak with confidence and many gain a full course qualification in this subject opportunities for pupils to develop their skills in authentic, meaningful contexts are comprehensive. As a result, targets are met at L5+ and L6+ in English and maths and NRT and NNT outcomes place the school above the benchmarking median in Year 7, 8 and 9

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
3.1.1 Co-ordination and leadership of skills									
Establish a Skills Steering Group (SSG), comprising of the SLT lead for skills and the Literacy, Numeracy and DCF Co-ordinators. The SSG will develop a cohesive approach to improving the quality of provision for skills and implement strategies to improve	SCR	SSG established - Mar 2018 Vision and objectives agreed Apr 2018 Action plan for skills developed - May 2018	Feedback remit and aims of SSG to GB and CA using MIR report - May 2018 Report to GB and CA using MIR report - Jun 2018, Nov 2018, Feb 2019 Termly review of l/m meeting notes by SCR and CA demonstrate actions	<ul style="list-style-type: none"> Provision for the development of pupils' literacy and numeracy skills across the curriculum is evidenced in many SoL by July 2018 Provision for the development of pupils' literacy and numeracy skills 	1 hour meeting time (SCR, SDV, NHE, LGR) x 8				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G	
the standards of pupils' skills across the curriculum		Half termly meetings	completed (e.g. focusing on planning for and tracking of pupils' progress in skills, quality of teacher feedback and its impact on pupil progress in skills)	across the curriculum is evidenced in most SoL by July 2019						
3.1.2 Working Parties										
Establish a Literacy Working Party to work on the key areas of improvement identified in the SSG action plan with a specific focus on: <ul style="list-style-type: none"> spelling grammar extended writing reading speaking with confidence (Ref R2.1.2; LA SoA R3)	SDV & Literacy Co-ordinator	LWP established - Mar 2018 Vision and objectives agreed Mar 2018 LWP half termly meetings Review 1 Jul 2018 Review 2 Dec 2018 Review 3 Mar 2019	Report to GB and CA using MIR report - Jun 2018, Nov 2018, Feb 2019 Termly review of l/m meeting notes by AHT demonstrate actions completed 3 x reviews conducted by LWP (one with CA) reported to SLT	<ul style="list-style-type: none"> Provision for the development of pupils' literacy skills across the curriculum is evidenced in many SoL by July 2018 Provision for the development of pupils' literacy skills across the curriculum is evidenced in most SoL by July 2019 	1x 1 hr meeting for LWP half termly					
Establish a Numeracy Working Party to work on the key areas of improvement identified in the SSG action plan with a specific focus on: <ul style="list-style-type: none"> differentiation of numeracy activities procedural skills pedagogical approaches (Ref R2.1.2; LA SoA R3)	NHE	NWP established Vision and objectives agreed Mar 2018 NWP half termly meetings Review 1 Jul 2018 Review 2 Dec 2018 Review 3 Mar 2019	Report to GB and CA using MIR report - Jun 2018, Nov 2018, Feb 2019 Termly review of l/m meeting notes by AHT demonstrate actions completed 3 x reviews conducted by NWP (one with CA) reported to SLT	<ul style="list-style-type: none"> Provision for the development of pupils' numeracy skills across the curriculum is evidenced in many SoL by July 2018 Provision for the development of pupils' numeracy skills across the curriculum is evidenced in most SoL by July 2019 	£2,000 training costs 1x 1 hr meeting for NWP half termly					
Establish a DCF Working Party to: <ul style="list-style-type: none"> Improve the digital skills of teaching staff to improve the opportunities for authentic teaching experiences 	LGR	DCFWP established - Mar 2018 Vision and objectives agreed Mar 2018	Report to GB and CA using MIR report - Jun 2018, Nov 2018, Feb 2019 Termly review of l/m by AHT meeting notes demonstrate actions completed	<ul style="list-style-type: none"> Provision for the development of pupils' digital skills across the curriculum is evidenced in many SoL by July 2018 Provision for the development of pupils' digital skills across the 	£2,000 training costs 1x 1 hr meeting for DCFWP half termly					

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
<ul style="list-style-type: none"> provide pupils with opportunities to develop their digital skills within a meaningful context (Ref R2.1.2; LA SoA R3)		DCFWP half termly meetings Review 1 Jul 2018 Review 2 Dec 2018 Review 3 Mar 2019	3 x reviews conducted by DCFWP (one with CA) reported to SLT	curriculum is evidenced in most SoL by July 2019					
3.1.3 Mapping skills across the curriculum									
Improve Schemes of Learning (SoL) across the curriculum to ensure that planned opportunities to develop literacy and numeracy skill progression and digital competence are in place in relevant subjects	SCR	Meetings with all STLs to review SoL and identify areas for development - Apr/May 2018 Twilight training time for all staff to work on SoL - May 2018 Revised SoL implemented - Sep 2018 Mid-year review of skills across the curriculum - Feb 2019	SLT report - SoL rag-rated for baseline - May 2018 Report impact of work to develop skills in SoL to GB and CA using MIR report - Jun 2018 Mid-year review reported to GB and CA using MIR report - Mar 2019	<ul style="list-style-type: none"> Provision for the development of pupils' literacy and numeracy skills across the curriculum is evidenced in many SoL by July 2018 Provision for the development of pupils' literacy and numeracy skills across the curriculum is evidenced in most SoL by July 2019 	1 hr meetings for SCR with STLs to review schemes of work 2x2.5hr twilight (Mar and May 2018)				
3.1.4 Professional Learning									
Provide training for staff to improve the delivery of skills across the curriculum to improve the quality of skills teaching (Ref R5.1.2, LA SoA R3)	SCR	Review of training needs Apr -May 2018 Twilight and TTT training time for all staff to work on SoL - May-Jun 2018	HT to review curriculum/transition curriculum/skills leadership development needs to produce training plan Apr 2018 Report to SLT impact of training Jul 2018	<ul style="list-style-type: none"> By Jul 2018, the majority of lessons observed highlight good quality teaching of skills By Jul 2019, many lessons observed highlight good quality teaching of skills 	6x1hr meetings HT and leaders 0.5 day with CA to draw up a training plan Training costs £2000				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		Revised SoL implemented - Sep 2018 Mid-year review of skills across the curriculum - Feb 2019	Mid-year review reported to GB and CA using MIR report - Mar 2019						

3.2 Improve the co-ordination of skills in the transition curriculum so it provides valuable opportunities to help learners to progress to the next stage in their learning

Success Criteria
<ul style="list-style-type: none"> the strategic leadership of the transition curriculum is strong and, as a result, the curriculum provides a cohesive experience for pupils to develop their skills, knowledge and understanding and enables most learners to attain their end of key stage targets in English and mathematics provision for the development of pupils' literacy, numeracy and ICT skills across the curriculum is effective and embedded in most SoL across the curriculum the co-ordination and quality assurance of the provision for skills are well developed opportunities for pupils to develop their skills in authentic, meaningful contexts are comprehensive. As a result, targets are met at L5+ and L6+ in English and maths and NRT and NNT outcomes place the school above the benchmarking median in Year 7, 8 and 9

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
3.2.1 KS3 English									
Ensure provision for the teaching of the English curriculum enables strong progress through KS3 (Ref LA SoA R3)	SCR	EAS review Jan 2018 Yr 7 English curriculum planned Mar-Apr 2018 Schemes of work reviewed and revised May-Jun 2018 Implementation Sep 2018 Review Feb 2019	Action plan following EAS review shared with SLT by SCR Feb 2018 Feedback to CA and governors - MIR Jul 2018 Feedback to GB and CA using MIR report - Jun 2018 Feedback to CA and governors - MIR Mar 2019	<ul style="list-style-type: none"> Most Y7 students make 2 sub levels of progress in English in 2019 	0.5 day curriculum planning time 2 days curriculum planning time for ATL English				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
3.2.2 Cross-phase working									
Ensure assessment practices in English across KS2-KS3 are accurate and agreed to ensure progress is consistent from Year 6 into Year	SDV	Internal moderation Feb 2018 Cluster mock moderation Mar 2018 Final cluster moderation May 2018	Internal moderation reported to line manager Feb 2018 Cluster moderation report shared with SLT - Apr 2018 Feedback to GB and CA using MIR report - Jun 2018	<ul style="list-style-type: none"> Most profiles are agreed at cluster moderation Level 5+ and Level 6+ are in line with English targets 	3 x 0.5 day moderation activities				
3.2.3 Professional Learning									
Provide training for transition curriculum teachers to enable them to successfully design, implement and teach skills-based AoLE projects (Ref R2. LA SoA R3)	SCR	Review current provision Mar/Apr 2018 Training on updated curriculum and development of AoLE projects Jun 2018 New curriculum in place Sep 2018 Review Feb 2019	Transition Curriculum research reported to SLT - May 2018 QA of l/m meeting notes for AoLEs STLs - Jul 2018 SoL review by DHT (May 2018) Outcome of mid-year review and action plan for moving forward reported to GB and CA via MIR -Mar 2019	<ul style="list-style-type: none"> Provision for the development of pupils' literacy and numeracy skills across the curriculum is evidenced in many SoL by July 2018 Provision for the development of pupils' literacy and numeracy skills across the curriculum is evidenced in most SoL by July 2019 Many lessons observations related to the Year 7 transition curriculum are judged to be good or better 	2 days research (DHT) 5 days AoLE project planning and training time				
3.2.4 Intervention									
Provide KS3 literacy intervention to improve reading skills for KS3 pupils with a NRT score of: <ul style="list-style-type: none"> below 85 (specialist intervention) 85-100 (targeted intervention) (Ref R1.1.2, LA SoA R3)	SDV & Lit-Co	Lexonik (Sound) Training researched and invested in Mar 2018 Lit Co training Jul 2018 Implementation Sep 2018	Feedback remit and aims of literacy intervention to GB and CA using MIR report - Jun 2018 Termly review of l/m meeting notes demonstrate actions completed GB and CA using MIR report Dec 2018 Mid-year review by SCR and CA - Mar 2019	<ul style="list-style-type: none"> 2018 national reading test outcomes perform in line with benchmark targets in many groups 2019 national reading test outcomes perform in line with benchmark targets in most groups 	£6000 literacy intervention programme (PDG funded) 2 days training for Lit Co for Literacy intervention programmes				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
		Lit -Co Evaluation Nov 2018 Review Feb 2019							
Provide KS3 numeracy intervention to improve reasoning/procedural skills for KS3 pupils with an NNT score of: <ul style="list-style-type: none"> below 85 (specialist intervention) 85-100 (targeted intervention) (Ref R1.1.2, LA SoA R3)	NHE	Intervention researched Mar 2018 Num Co training/planning resources Jun 2018 Implementation Sep 2018 Num-Co Evaluation 2018 Review Feb 2019	Feedback remit and aims of numeracy intervention to GB and CA using MIR report - Jun 2018 Termly review of l/m meeting notes demonstrate actions completed GB and CA using MIR report Dec 2018 Mid-year review by SCR and CA - Mar 2019	<ul style="list-style-type: none"> 2018 national numeracy test outcomes perform in line with benchmark targets in many indicators 2019 national test outcomes perform in line with benchmark targets in most indicators 	Numeracy intervention programme (PDG funded) 2 days training for Num Co for Numeracy intervention programmes Photocopying costs for Numeracy Ninjas				

Recommendation 4: Strengthen the co-ordination of provision for pupils with additional learning needs		SLT Lead: Gemma Nelson Governor Lead: Simon Harvey																
2018 related targets	Overview of actions and success criteria																	
<p>2018 ALN targets-</p> <table border="1"> <tr> <td colspan="2">KS3</td> </tr> <tr> <td>CSI L5+</td> <td>70%</td> </tr> <tr> <td colspan="2">KS4</td> </tr> <tr> <td>5 x A</td> <td>5.36%</td> </tr> <tr> <td>L2+</td> <td>17.86%</td> </tr> <tr> <td>L2</td> <td>60.71%</td> </tr> <tr> <td>L1</td> <td>91.07%</td> </tr> <tr> <td>CPS</td> <td>336.52</td> </tr> </table>	KS3		CSI L5+	70%	KS4		5 x A	5.36%	L2+	17.86%	L2	60.71%	L1	91.07%	CPS	336.52	<p>This recommendation will be addressed through 4 key actions and is closely linked to recommendations 1 and 3.</p> <ol style="list-style-type: none"> 1. Ensure that the systems and processes to support ALN provision are robust and transparent 2. Ensure the curriculum underpins learner standards 3. Provide training for all staff so that the needs of all pupils with ALN are met 4. Carefully monitor the progress of pupils at off-site provision and at the Progress Centre <p>Strategies to address this recommendation will be successful when:</p> <ul style="list-style-type: none"> • effective support is provided for all of the pupils with Additional Learning Needs (ALN) • most pupils with ALN who access the Progress Centre follow suitably challenging courses • IDPs identify appropriate strategies to help teachers support all pupils with ALN, particularly at KS4 • approaches to supporting pupils with ALN are consistently effective and many learners meet their end of key stage targets • all statutory annual reviews are undertaken in a timely manner and external audit, including parental voice, shows that nearly all reviews are of high quality and beneficial to pupils • the progress of pupils with ALN is monitored closely, particularly at KS4 within the off-site provision and the Progress Centre 	
KS3																		
CSI L5+	70%																	
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CPS	336.52																	

4.1 Ensure that the systems and processes to support ALN provision are robust and transparent

Success Criteria
<ul style="list-style-type: none"> • Effective support is provided for all of the pupils with Additional Learning Needs (ALN) • Approaches to supporting pupils with ALN are consistently effective and many learners meet their end of key stage targets • All statutory annual reviews are undertaken in a timely manner and external audit, including parental voice, shows that nearly all reviews are of high quality and beneficial to pupils

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
4.1.1 Systems and processes									
Review of ALN provision to be conducted by LA Inclusion Team to determine the quality of systems and provision and identify training needs	GN	Review - Apr/May 2018 Action plan - Jun 2018	ALN review planning - Apr 2018 ALN review reported to SLT May 2018	<ul style="list-style-type: none"> • All statutory reviews are undertaken and completed by the ALNCO within statutory timescales 	2hr planning meeting for LA ALN team and SLT /ALNCO				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
(Ref LA SoA R4)		Review of action plan - Oct 2018 Delivery of training plan with LA support Jun-Oct 2018	MIR including action plan reported to CA and governors Jun 2018 MIR review of action plan reported to CA and governors Nov 2018 PLP delivered with support of LA Jun - Oct 2018	<ul style="list-style-type: none"> Nearly all statutory reviews are of high quality Effective support is provided for nearly all pupils with Additional Learning Needs with many IDP targets being achieved by learners 	4 day review - ALNCO, AHT & ANO ML 0.5 day report writing and feedback. Meeting time ALNCO/AHT 1 hr x5				
Ensure the ALN register is up to date and complies with statutory requirements	ALNCO	Updated Apr 2018 Termly reviews of ALN register - May 2018; Oct 2018; Feb 2019; May 2019 Mid-year review - planned Jan 2019 - completed Feb 2019 -reported Mar 2019	Termly audit of ALN register completed by AHT during ALNCO line management meetings Mid-year learner experience review completed by AHT, CA and LA ALN rep - Feb 2019 and reported to SLT and governors through MIR - Mar 2019	<ul style="list-style-type: none"> All statutory reviews are undertaken and completed by the ALNCO within statutory timescales. Nearly all statutory reviews are of high quality by Effective support is provided for all pupils with Additional Learning Needs (ALN) 	Meeting time 1 hour x4 Review time 0.5 day planning; 2 days review; 0.5 day evaluation				
4.1.2 Monitoring and review									
Produce and implement a calendar of all statutory annual reviews of students' progress (Ref LA SoA R4)	ALNCO	May 2018- interim plan Jul 2018- 2018/19 calendar completed QA reviews - Jul 2018; Dec 2018; Mar 2019; Jul 2019	LA ALN review with feedback on process of statutory annual reviews of students reported to SLT by AHT - May 2018 ALNCO develops new approaches to feedback to AHT line manager - Jun 2018 AHT to quality assure frequency and quality of statutory annual reviews on a termly basis and feedback to HT	<ul style="list-style-type: none"> All statutory reviews are undertaken and completed within statutory timescales Nearly all statutory reviews are of high quality by Mar 2019 	Meeting time 1 hr termly x 4				

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
Produce an ALN progress check calendar to ensure robust arrangements are in place to review ALN learner progress and determine suitable interventions to support their progress	ALNCO	May 2018- interim plan Jul 2018- 2018/19 calendar completed STC meetings - Jul 2018; Nov 2018; Mar 2019; Jul 2019	ALNCO develops calendared review points of learner progress to feedback to AHT line manager - May 2018 Calendared review of learner progress implemented by ALNCO - Jul 2018 Details of process included in MIR to CA and governors - Jul 2018 Reports of ALN pupil progress reviewed as part of the termly STC process by DHT	<ul style="list-style-type: none"> Many ALN learners achieve target levels and grades at the end of KS3 and KS4 in Jul 2018 Most ALN learners achieve target levels and grades at the end of KS3 and KS4 in Jul 2019 	Meeting time 1 hr termly x 4 Half termly progress review meeting time 1 hour x 6				

4.2 Ensure the curriculum underpins learner standards

Success Criteria
<ul style="list-style-type: none"> All pupils with ALN who access the Progress Centre follow suitably challenging courses Effective support is provided for all of the pupils with Additional Learning Needs (ALN) and many learners meet their end of key stage targets

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
4.2.1 Curriculum									
Introduce a bespoke ALN pathway of suitably challenging courses for learners in KS3 and 4 who access the Progress Centre that ensures many learners achieve targets set at the end of each key stage	GN	Planning- ALNCO research May 2018 Implementation- New curriculum in place Sep 2018 Review- Dec 2018	Fortnightly line management meeting notes demonstrate progress on actions completed by the ALNCO - QAd by CA - Oct 2018 ALN review and subsequent action plan is presented to SLT and to governors as part of the MIR report. Mid-year review of curriculum completed by GN, EAS and LA ALN specialist	Many ALN learners achieve target levels and grades at the end of KS3 and KS4 in Jul 2018 Most ALN learners achieve target levels and grades at the end of KS3 and KS4 in Jul 2019	1 day planning time Curriculum arrangements report to SLT by DHT 2 days research into curriculum arrangements for DHT/ALNCO				

4.3 Provide training for all staff so that the needs of all pupils with ALN are met

Success Criteria
<ul style="list-style-type: none"> • Effective support is provided for all of the pupils with Additional Learning Needs (ALN) and many learners meet their end of key stage targets • IDPs identify appropriate strategies to help teachers support all pupils with ALN, particularly at KS4 • Approaches to supporting pupils with ALN are consistently effective

Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
4.3.1 Professional learning									
Provide training for staff on the use of IDPs to inform teaching and learning (Ref LA SoA R4)	ALNCO	May 2018 -1 hr whole staff training Review Jun 2018 Nov 2018 Mar 2019 Jun 2019 Parent survey Jun 2018 Jun 2019	ALNCO to feedback to line manager staff feedback following the training - May 2018 Half termly reviews of learner books and experience conducted by ALNCO (one with CA) and reported to line manager MIR including parent feedback reported to CA and governors Jul 2018 and again in Jul 2019	<ul style="list-style-type: none"> • Many learners' books evidence the effective use of IDPs by Jul 2018. • Most learners' books evidence the effective use of IDPs by Jul 2018. • By Jul 2018, many parents of statemented learners provide strongly positive feedback on the usefulness of the new IDP 	ALNCO - 1 hr planning time 1 hr whole staff training 4 x 0.5 days of ALN review 2 x 0.5 days parent surveys				
Using the information from the LA ALN review, work with the LA and EAS to develop a professional learning programme for all staff (Ref LA SoA R4)	GN	Planning time- May 2018 PLP Sep - Dec 2018 PLP impact - Apr 2019	AHT to feedback to GB and CA using MIR report: <ul style="list-style-type: none"> • plan for PLP - Jun 2018 • impact of PLP - Jan 2019 LA Inclusion team to complete a '2 terms on' review of the impact of PLP on ALN provision - AHT presents report to SLT	<ul style="list-style-type: none"> • Reviews of ALN learners' books, demonstrate that strategies planned by teachers ensure that good progress is being made by many ALN pupils by Jul 2018 and by most pupils by Jul 2019. 	0.5 day PLP planning time £1000 training costs 2 days review time				
Introduce a programme of enhanced training programmes for TA/NQT/RQT and teachers requiring extra support (Ref LA SoA R4)	GN	Planning- Jun 2018 Implementation- Sep 2018 Review- Feb 2019	AHT to feedback to GB and CA using MIR report the plan for enhanced PLP - Sep 2018	<ul style="list-style-type: none"> • Many ALN learners achieve target levels and grades at the end of KS3 and KS4 in Jul 2019 • Most ALN learners achieve target levels and grades at the end of KS3 and KS4 in Jul 2019 	2 x 1hr workshops for all staff 3 x twilight sessions for NQTs/RQTs				

4.4 Carefully monitor the progress of pupils at off-site provision and at the Progress centre

Success Criteria									
<ul style="list-style-type: none"> Effective support is provided for all of the pupils with Additional Learning Needs (ALN) Approaches to supporting pupils with ALN are consistently effective The progress of pupils with ALN is monitored closely, particularly at KS4 within the off-site provision and the Progress Centre All pupils who receive off-site provision achieve their academic targets and are able to follow an appropriate progression route from the start of the 2018/19 academic year. 									
Actions	Lead	Timescale inc milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
4.4.1 Progression routes									
Implement strategies to ensure that pupils receiving off-site provision are monitored closely to ensure they can access worthwhile qualifications leading to public examinations	CBL Coord	Planning- Jun 2018 Implementation- Sep 2018 Half termly progress review meetings - Jul 2018; Oct 2018; Dec 2018; Feb 2019; Apr 2019; Jun 2019	AHT to feedback agreed strategies to GB and CA using MIR report Jul 2018 DHT QA of line management meeting notes to review monitoring of pupils' progress AHT to report exam entry for pupils accessing off-site provision to GB and CA using MIR report Mar 2019	<ul style="list-style-type: none"> A majority of pupils who receive off-site provision achieve their academic targets by Jul 2018 Many pupils who receive off-site provision achieve their academic targets by Jul 2019 Nearly all pupils who receive off-site provision are able to follow an appropriate progression route from the start of the 2018/19 academic year. 	Planning time to confirm the strategy 0.5 days Costs of exam entry £2,000 Costs of exam arrangements £500				
Develop strategies to support learners who are accessing off-site provision and the Progress Centre to reintegrate into mainstream.	GN	Planning- Jun 2018 Implementation- Sep 2018	Reintegration flow chart based around the monitoring of all learners accessing Progress Centre or off-site provision drawn up and reported to SLT, CA and governors - MIR report Jul 2018 DHT to monitor the impact of reintegration programmes through AHT, ALNCO and CBL Coordinator line management meeting minutes	<ul style="list-style-type: none"> Many ALN learners accessing off site and Progress Centre provision who are ready to return to mainstream, successfully re-integrate and achieve target grades or levels by Jul 2019 	Meeting time 1 hr termly x3.				
4.4.2 Parent engagement									
Parents/carers of learners accessing off-site provision are closely informed of their child's progress	CBL Coord	Calendar of termly parent review meeting days planned - Jul 2018 Implemented - Sep 2018	Review of parent attendance completed during line management meetings and QA by DHT	<ul style="list-style-type: none"> Many parents provide positive feedback regarding the quality of offsite provision and the progress their child makes - Jul 2018 Most parents provide positive feedback regarding the quality of offsite provision and the progress their child makes - Jul 2019 	Parent review meetings - 1 day per term				

Recommendation 5: Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement

**SLT Lead: Karyn Keane
Governor Lead: Lucy Jackson**

2018 related targets

Whole school key performance indicators (Ref R1)
Teaching and learning targets (Ref R2)
Literacy and numeracy targets (Ref R3)
KPIs and subject targets from MLs SOAPs:

Subject	2016 Result	2017 Result	2018 Target
Art (GCSE)	75	43.6	77
Catering (GCSE)	-	44	71
Computer Science	-	-	80
Construction (BTEC)	86	60	90
English Language (GCSE)	59	51.3	59
English Literature (GCSE)	94	83.3	40*
French (GCSE)	54	52	84
Geography			81
Health & Soc Care (GCSE)	29	47.1	71
History (GCSE)	36	63.2	68
ICT (GCSE)	82	77.9	92
Mathematics (GCSE)	50	43.3	57
Media Studies	-	-	78
Numeracy (GCSE)	-	48.1	57
PE (GCSE)	17	61.8	80
Photography (GCSE)	67	75.3	95
Product Design (GCSE)			81
Psychology (GCSE)	32	35.5	53
RS (F/C GCSE)	20	56.6	100
RS (S/C GCSE)	35	24.6	34
Science 1	45	67	48
Science 2	-	21	47
Skills Challenge Cert	-	63	84.5
Sport (BTEC)	92	71	92
Welsh (NVQ)	92	91	100
Welsh (S/C GCSE)	30	50	60
Welsh (F/C GCSE)	-	-	80
Level 2+	44.8	40.1	50
eFSM Level 2+	18.2	22.5	28

Overview of actions and success criteria

This recommendation will be addressed through 4 key actions and is closely linked to recommendations 1, 2, 3 and 4.

- 5.1 Align roles and responsibilities with priority areas of school development
- 5.2 Further develop the annual self-evaluation cycle to develop a more accurate identification of strengths and areas for development
- 5.3 Develop strategies to enable Middle Leaders to more effectively monitor the work of their teams
- 5.4 Strengthen the whole school approach to Performance Management

Strategies to address this recommendation will be successful when:

- The roles and responsibilities allocated to all senior and middle leaders are effective in driving the key aspects of the school's work with nearly all outcomes in 2019 being within 5% pts of target
- The leadership of skills is effective in coordinating and quality assuring practice with national test outcomes performing above the benchmarking median in many indicators
- Nearly all line management meetings secure accountability for standards and outcomes and systematically use monitoring and evaluation activities to plan for improvement
- Most self-evaluation reports at all levels are accurate and consistent in their approach.
- Most development plans accurately reflect key priorities for improvement and lead to improvements in the standards learners achieve.
- Valuable priorities are established in the SDP and these priorities are strongly reflected in team development plans.
- Line managers, senior and middle leaders work with their linked teams to monitor and evaluate most projects and plans on a planned basis to maximise their impact on learner outcomes.
- Performance management targets are precise and enable the school to assess progress accurately
- The procedures in place for monitoring behaviour across the school are used by nearly all pastoral middle leaders consistently
- Governors challenge the school robustly regarding the impact of strategic decisions
- Many learners feel the school listens to their views

5.1 Align roles and responsibilities with priority areas of school development

Success Criteria
<ul style="list-style-type: none"> The roles and responsibilities allocated to all senior and middle leaders are effective in driving the key aspects of the school's work The leadership of skills is effective in coordinating and quality assuring practice with national test outcomes performing above the benchmarking median in many indicators Nearly all line management meetings secure accountability for standards and outcomes and systematically use monitoring and evaluation activities to plan for improvement Governors challenge the school robustly regarding the impact of strategic decisions

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
5.1.1 Roles and responsibilities									
Redefine SLT roles and responsibilities to align them with school priorities (including curriculum, transition curriculum, skills provision, line management) (Ref LA SoA R5)	KK	Planning stage Feb 2018 Implementation Apr-May 2018	HT to report SLT role changes to GB - Mar 2018 CA and HT to review the impact of SLT role changes as part of annual categorisation Sep-Oct 2018	<ul style="list-style-type: none"> Nearly all staff are able to define SLT roles and can describe the lines of accountability Nearly all minutes of SLT meetings demonstrate that senior leaders work is effective in supporting the school's key strategic priorities 	0.5 day planning & research 1 day CA support 1 hr SLT meeting 30 mins meeting with staff				
5.1.2 Professional learning									
Identify the training needs of curriculum, transition curriculum and skills leaders, including access to a bespoke EAS programme for MLs, to enable them to fulfil their roles (Ref R3.1.4) (Ref LA SoA R1, R5)	KK	Review of training needs - Apr 2018 Plan of training identified - May 2018 Phase 1 training May - Jul 2018 Phase 2 training Jan - Jun 2019	HT to review curriculum / transition curriculum/skills leadership development needs to produce a PLP - Apr 2018 HT and CA to review effectiveness of transition curriculum/skills leadership self-evaluation and development plans: Jul 2018; Jul 2019 HT to feedback to GB and CA using MIR report: <ul style="list-style-type: none"> Plan for PLP - Jun 2018 Impact of phase 1 PLP - Nov 2018 Impact of phase 2 PLP - Jul 2019 	<ul style="list-style-type: none"> By 2019, nearly all skills and curriculum leaders are able to produce self-evaluation and development plans that are effective, based on first hand evidence, accurately judge performance and correctly identify areas for action 	6 x 1hr meetings HT & leaders 0.5 day with CA to draw up a training plan CA delivery and cost of PLP £2,000				
Provide SLT with a series of workshops delivered by the EAS that focus on roles, responsibilities and accountabilities, monitoring the impact of projects and	KK	6 x 2hr workshops Mar - Jul 2018 delivered in twilight time	SLT to feedback to HT the impact of the workshops on their individual practice Apr - Jul 2018 HT to feedback to GB and CA using MIR report:	<ul style="list-style-type: none"> Nearly all senior leaders understand their roles, responsibilities and accountabilities Nearly all minutes of SLT meetings demonstrate that senior leaders work 	6 x 2hr SLT workshops delivered by CA 1 x 2hr SLT review meeting				

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
interventions and have a strong emphasis on line management (Ref LA SoA R5)			<ul style="list-style-type: none"> Plan for professional learning - Apr 2018 Impact of professional learning - Jul 2018 	<ul style="list-style-type: none"> is effective in supporting the school's key strategic priorities Many subjects perform within 5% of target in 2018; most subjects perform within 5% of target in 2019 	0.5 day per term CA support/ review				
Provide: <ul style="list-style-type: none"> individual coaching support for AHT in their area of responsibility the opportunity for DHTs to participate in leadership triad work with another senior leader from the region (Ref LA SoA R5)	KK CA	2 days CA coaching support May - Jul 2018 DHT leadership triad Sep - Dec 2018	SLT to feedback to HT the impact of the workshops on their individual practice Apr - Jul 2018 HT to feedback to GB and CA using MIR report: <ul style="list-style-type: none"> Plan for coaching and professional learning - May 2018 Impact of professional learning - Dec 2018 	<ul style="list-style-type: none"> All senior leaders understand their roles, responsibilities and accountabilities Many subjects perform within 5% of target in 2018; most subjects perform within 5% of target in 2019 	3 days CA time EAS funding for DHT leadership triad				
5.1.3 Line management of Middle Leaders									
Review the line management structure to better support strategic discussions, lines of accountability and agreed expectations of practice (Ref LA SoA R1, R5)	KK SLT	Planning stage Feb 2018 Implementation Apr 2018 Review Feb 2019	Termly peer QA of line management minutes completed by SLT and reviewed by CA - Apr 18; Jul 18; Dec 18; Mar 19 Mid-year review/observation of line management meetings and STC completed by HT and CA: Plan: Jan 2019 Review: Feb 2019 HT to feedback to GB and CA using MIR report: Mar 2019	<ul style="list-style-type: none"> Most line management meeting notes are judged to be good or better, reflecting agreed expectations Feedback from nearly all MLs confirms their experience in line management meetings is consistent and effective 	0.5 day planning & research 1 hr SLT meeting to share 0.5 day per term with CA to review 20 mins meeting with MLs to share				
5.1.4 Work of the governing body									
Provide training that will support all governors in their work to challenge the school robustly regarding the impact of strategic decisions (Ref LA SoA R5)	CoG	Skills audit - Mar 2018 Workshop 1: Apr 2018 Workshop 2: Jun 2018 Evaluation: Jul 2018	HT to circulate audit of governing body skills - Mar 2018 EAS to review governors training records and feedback to CoG / HT - Apr 2018 Programme of bespoke training to be agreed with EAS and CA based on the EAS self-evaluation toolkit - Apr 2018	<ul style="list-style-type: none"> Most governing body minutes reflect the governors provide an appropriate level of challenge to the school in relation to the impact of strategic decisions 	1hr meeting time with EAS to devise training programme 2 days EAS governor support time 1 day CA support				

Actions	Lead	Timescale inc. milestones	Monitoring and evaluation and responsibility	Success criteria	Resources and costs	R	A	Y	G
		Completion of online training activities Apr-Jul 2018	Governors to feedback to CoG and HT on the quality and impact of training provided - Jul 2018 CA to quality assure full governing body minutes on a termly basis and feedback to HT and CoG on the effectiveness of their work - Jul 2018; Dec 2018; Mar 2019; Jul 2019		2 x 2.5hr governor workshops				
Allocate link governors for each PIAP recommendation and invite these to attend monthly impact review meetings (MIR) with PIAP leads and the CA	CoG	Link gobs identified - Mar 2018 Monthly meetings calendared between link governors and PIAP leads Apr 2018 onwards	MIR meetings - Mar 2018, May 2018, Jun 2018, Jul 2018; 2018-2019 dates tbc HT to feedback to GB and CA using MIR report the meetings of PIAP leads with link governors - Jul 2018; Dec 2018; Mar 2019; Jul 2019 CA to quality assure full governing body minutes on a termly basis and feedback to HT and CoG on the effectiveness of their work - Jul 2018; Dec 2018; Mar 2019; Jul 2019	<ul style="list-style-type: none"> Most governing body minutes reflect the governors provide an appropriate level of challenge to the school in relation to the impact of strategic decisions GB links are confident that they are fully informed about the progress of their allocated recommendation 	1hr meeting for link governor, CA and rec lead each month				

5.2 Further develop the annual self-evaluation cycle to develop a more accurate identification of strengths and areas for development

Success Criteria
<ul style="list-style-type: none"> Most self-evaluation reports at all levels are accurate and consistent in their approach. Most development plans accurately reflect key priorities for improvement and lead to improvements in the standards learners achieve. Valuable priorities are established in the SDP and these priorities are strongly reflected in team development plans. Line managers, senior and middle leaders work with their linked teams to monitor and evaluate most projects and plans on a planned basis to maximise their impact on learner outcomes.

Actions	Lead responsibility	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
5.2.1 Self-evaluation									
Introduce a 'Subject on a Page' (SOAP) approach to MLs evaluating the work and	KK MLs	Format agreed -Jan 2018	HT, MLs and line managers review the SER and action planning section of SOAP - Mar/Apr 2018	<ul style="list-style-type: none"> In 2018 many ML self-evaluations are accurate in 	1hr meetings with all MLs and HT				

Actions	Lead responsibility	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
effectiveness of their teams with priorities for action in rank order of importance included in the action planning section of the SOAP		HT meets with MLs and line managers to review SOAPs - Mar 2018 Half termly review (ML/line man) May 2018; Oct 2018; Dec 2018; Feb 2018; Apr 2018, Jun 2018	MLs SOAPs to be RAG rated half termly in line management meetings - May 2018; Jul 2018; Oct 2018; Dec 2018; Feb 2019; Apr 2019; Jun 2019 Mid plan MLs peer review of impact/effectiveness with changes identified and implemented - Jun 2018	evaluating the work and effectiveness of their team <ul style="list-style-type: none"> Many subject outcomes are within 5% pts of target in 2018 In 2019, most ML self-evaluations are accurate in evaluating the work and effectiveness of their team Most subject outcomes are within 5% pts of target in 2019 	MLs meeting and TTT time for review with teams				
Review and re-issue the self-evaluation calendar with key dates identified for all whole school quality assurance activities including monitoring the impact of projects and interventions to ensure the quality of self-evaluation practice is consistent across the school (Ref LA SoA R5)	KK	Planning stage May 2018 Self-evaluation calendar published Jun 2018 Implementation Sep 2018	HT to share the self-evaluation calendar with GB and CA using MIR report - Jun 2018 SLT review the progress completing activities on a half termly basis - Oct 2018, Dec 2018, Feb 2019, Apr 2019, Jun 2019 CA to review on a termly basis	<ul style="list-style-type: none"> Nearly all SLT make good use of first hand evidence when monitoring their work The 2019 self-evaluation is accurate in evaluating the work and effectiveness of the school 	2 x 2hr meeting and planning for SLT/MLs to develop a revised SER calendar 0.5 day per term CA review time				
5.2.2 Professional learning									
Provide training to SLT and MLs to ensure that data is used more robustly across the school and to ensure there is an increased understanding of the range of first hand evidence that supports the monitoring and review cycle (Ref R1.1.1)	DPL	Planning stage Apr 2018 Workshop delivered Jun 2018 Self-evaluations completed Sep 2018 Review of self-evaluations Oct/Nov 2018	SLT and MLs to feedback to HT the impact of the training on their future practice - Jun 2018 HT to feedback to GB and CA using MIR report: Jul 2018 CA RAG rating of IA1 of whole school and MLs self-evaluations is used to monitor impact of this work and identify future training needs - Oct/Nov 2018	<ul style="list-style-type: none"> Most senior and middle leaders have accessed data training that ensures they are able to use data robustly Most 2018 self-evaluations at whole school and middle leader level have correctly identified the areas of strength and development in IA1 					

5.3 Develop strategies to enable Middle Leaders to more effectively monitor the work of their teams

Success Criteria
<ul style="list-style-type: none"> • Most development plans accurately reflect key priorities for improvement and lead to improvements in the standards learners achieve. • Line managers, senior and middle leaders work with their linked teams to monitor and evaluate most projects and plans on a planned basis to maximise their impact on learner outcomes. • The procedures in place for monitoring behaviour across the school are used by nearly all pastoral middle leaders consistently • Many learners feel the school listens to their views

Actions	Lead responsibility	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
5.3.1 Professional learning									
Provide training for MLs so that team meetings and Team Training Time (TTT) have a strong focus on delivering the school's priorities and monitoring the actions for improvement	KK MLs	Planning stage Jun 2018 MLs meeting time for professional learning workshop Jun 2018 Implementation Sep 2018	Review of current practice is completed by SLT to identify baseline and training needs - May 2018 Feedback to GB and CA using MIR report: <ul style="list-style-type: none"> • Feedback from professional learning - Jul 2018 • Mid-year review of team meeting and TTT notes reported to SLT via line managers Feb 2019 	<ul style="list-style-type: none"> • Many staff provide positive feedback about the impact of team meetings on their practice • Many subjects perform within 5% of target in 2018 • Most subjects perform within 5% of target in 2019 	1hr workshop for MLs 0.5 day mid-year review 1hr meeting with MLs to provide feedback				
Provide additional leadership training for MLs that will support in all aspects of middle leadership, specifically areas identified in the PIAP (Ref LA SoA R1, R5)	AMC MLs	Planning stage May 2018 Workshops - Jun, Jul, Sep 2018 Review Dec 2018	PLPs reported to GB using MIR report - Jun 2018 Feedback from MLs after each workshop day reported to HT - Jun, Jul, Sep Review of training reported to GB and CA using MIR report Jan 2019	<ul style="list-style-type: none"> • Many subjects perform within 5% of target in 2018 • Most subjects perform within 5% of target in 2019 	3 days CA time £2,000 cover and resource costs				
EAS core subject specialists provide support to STLs English, Maths, Science, Welsh, outlining details of support in individual plans (Ref LA SoA R1, R5)	STLs English, Maths, Science, Welsh	See specific support plans	MLs feedback to line manager, HT and CA and via EAS core subject specialist notes of visit - Jul 2018, Dec 2018, Mar 2019, Jul 2019	<ul style="list-style-type: none"> • 2018 GCSE outcomes in English, Maths, Science and Welsh perform within 5% of target • 2019 GCSE outcomes in English, Maths, Science and Welsh perform in line with target 	Up to 20 days support as detailed in individual plans				

Actions	Lead responsibility	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
Provide training for Raising Standards Leaders (RSL) and pastoral staff to ensure procedures are in place for monitoring behaviour and attendance across the school are used by middle leaders consistently	NH Y7-Y11 RSLs	Planning stage Jun 2018 RSL workshop Jun 2018 Training for staff Jul 2018 Implementation Sep 2018 Review - Jan 2019	Review of current practice is completed by AHT and RSLs to identify baseline and training needs - May 2018 RSL workshop to confirm procedures to be used and monitoring calendar drawn up - Jun 2018 RSL feedback to SLT meeting Jun 2018 Feedback to SLT, GB and CA using MIR report: <ul style="list-style-type: none"> Mid-year review of effectiveness and consistency of practice Feb 2019 	<ul style="list-style-type: none"> Most RSL implement a consistent range of procedures for monitoring behaviour and attendance 2019 attendance >93.7% <100 days of fixed term exclusion are issued in 2018-2019 	2hr workshop for RSLs 1hr staff training 1 day review 1hr meeting with SLT and RSLs to provide feedback				
5.3.2 Monitoring, review and evaluation									
Line managers and middle leaders co-construct bespoke calendars of monitoring activities that make use of first hand evidence, including learner consultation, in line with PIAP deadlines, the SER and assessment calendars (Ref LA SoA R5)	SLT line managers MLs	Planning stage Jul 2018 Implementation Sep 2018	MLs to share calendars with SLT - Sep 2018 MLs and line managers review the progress completing activities on a half termly basis - Oct 2018, Dec 2018, Feb 2019, Apr 2019, Jun 2019	<ul style="list-style-type: none"> In 2019, most ML self-evaluations are accurate in evaluating the work and effectiveness of their team Most MLs monitor and evaluate projects and plans on a systematic basis Many learners feel the school listens to their views 	2 x 1hr meetings to develop calendars 1 day CA support				

5.4 Strengthen the whole school approach to Performance Management

Success Criteria
<ul style="list-style-type: none"> Performance management targets are precise and enable the school to assess progress accurately The roles and responsibilities allocated to all senior and middle leaders are effective in driving the key aspects of the school's work. The leadership of skills is effective in coordinating and quality assuring practice with national test outcomes performing above the benchmarking median in many indicators

Actions	Lead responsibility	Timescale inc. milestones	Monitoring and Evaluation and Responsibility	Success criteria	Resources and costs	R	A	Y	G
5.4.1 Professional Learning									
Develop guidance for the setting of objectives 1 and 2 that is delivered to PM appraisers to ensure practice is more consistently and precisely applied	AMC PM appraisers	Guidance developed May 2018 Workshop for PM appraisers Jun 2018	Guidance reported to SLT, GB and CA using MIR report - Jun 2018 CA review of PM objectives - Oct 2018	<ul style="list-style-type: none"> Nearly all PM objectives are 'SMART' and link directly to school priorities 	0.5 day planning 1hr twilight training session				
Provide training for teachers on the setting of objectives which align themselves with school priorities	AMC	Workshop - Jun 2018 PM meetings arranged Sep-Oct 2018	Staff feedback from PM workshop reported to GB and CA using MIR report - Jul 2018 QA of PM objectives by HT and CA Oct 2018	<ul style="list-style-type: none"> Nearly all teachers have PM objectives which are closely aligned to their own specific CPD needs and to the whole-school priorities Many subjects perform within 5% of target in 2018 Most subjects perform within 5% of target in 2019 	0.5 day planning 1hr twilight training session				
5.4.2 Monitoring and review									
Introduce a checklist for Performance Management appraisers to ensure the guidance has been applied consistently	AMC	Guidance developed May 2018 Workshop -Jun 2018	Checklist reported to SLT, GB and CA using MIR report - Jun 2018 QA of PM objectives by HT and CA Oct 2018	<ul style="list-style-type: none"> Most PM appraisers are effective in supporting teachers to develop useful PM objectives 	0.5 day dev time 1hr twilight training session				
Re-launch the mid-year review (Ref LA SoA R5)	AMC & PM appraisers	Guidance developed Dec 2018 Workshop for PM appraisers - Jan 2019 Reviews held Feb 2019	PM appraisers provide feedback from reviews to AHT - Feb 2019 CA mid-year review of PM objectives - Feb 2019	<ul style="list-style-type: none"> Nearly all teachers have PM objectives which are closely aligned to their own specific CPD needs and to the whole-school priorities Many subjects perform within 5% of target in 2018 Most subjects perform within 5% of target in 2019 	PM review meetings scheduled for all teachers 1 day CA support				