



SCHOOL IMPROVEMENT PLAN

2015 / 2016

Ofsted Areas for Improvement:

AFI 1: Urgently raise students' achievement further across all subjects, particularly in English and mathematics and for disadvantaged students, disabled students and those who have special educational needs, through ensuring teaching is at least good by:

AFI 1.1: Making sure all staff expect students to take more responsibility for their own learning in lessons and through homework activities

AFI 1.2: Ensuring teachers adjust activities planned in lessons in order to best meet the learning needs of individual students

AFI 1.3: Giving students the opportunity to respond to teachers' feedback in a meaningful way to help them gain a deeper understanding of key concepts and skills

AFI 1.4: Providing students with the opportunity to apply their literacy and mathematics skills in a wider context across the curriculum and through other opportunities provided by the school

AFI 1.5: Sharing more effectively the good practice in teaching that exists across the school.

AFI 2: Further improve the effectiveness of leaders and managers, including governors, by:

AFI 2.1: Ensuring that, at all levels and in every area of the school's work, a strong focus on students' learning and progress is maintained, particularly for students with lower starting points

AFI 2.2: Providing appropriate developmental support and training for the small number of middle leaders to help them better undertake their roles

AFI 2.3: Helping middle leaders to swiftly identify emerging weaknesses and inconsistencies in their area of responsibility and take effective action to address these

AFI 2.4: Ensuring assessment processes are robust and accurately reflect the knowledge, skills and understanding gained by students

AFI 2.5: Continuing the work to secure further improvements in attendance

AFI 2.6: Reviewing the way in which sixth-form achievement can be improved, especially for those students who are repeating courses.

Achievement Targets:

Yr 11 Terminal Exam	NA target	Nov - 10 Wks	Feb -21 wks	May 32Wks
3 + levels Eng	70	43	54	70
4 + levels Eng	32	8	15	32
A* - C Eng	63	34	45	63
3+ levels Maths	65	24	40	65
4 + levels Maths	29	5	14	29
A*-C Maths	60	29	41	60
3 + levels ave across all subjects	70	43	54	70
4 + levels ave across all subjects	32	8	15	32
<u>Disadvantaged</u>				
3 + levels Eng	69	42	53	69
4 + levels Eng	31	7	14	31
3+ levels Maths	64	37	39	64
4 + levels Maths	28	23	13	28
3 + levels ave across all subjects	69	42	53	69
4 + levels ave across all subjects	31	7	14	31
<u>Non Disadvantaged</u>				
3 + levels Eng	71	44	55	71
4 + levels Eng	33	9	16	33
3+ levels Maths	66	38	41	66
4 + levels Maths	30	24	15	30
3 + levels ave across all subjects	71	44	55	71
4 + levels ave across all subjects	33	9	16	33
<u>Lower Ability</u>	112			
3 + levels Eng	57	18	33	57
4 + levels Eng	28	8	16	28
3+ levels Maths	42	13	25	42
4 + levels Maths	25	7	15	25
3 + levels ave across all subjects	57	18	33	57
4 + levels ave across all subjects	28	8	16	28

Yr 10 EO KS4	NA +2 Target	Nov-15	Feb-16	May-16	Jul-16	Nov-16	Feb-17	May-17
3 + levels Eng	72	18	25	31	38	43	54	72
4 + levels Eng	34	3	5	7	10	15	24	34
A* - C Eng	73	16	23	28	33	38	54	73
3+ levels Maths	66	11	13	16	19	24	41	66
4 + levels Maths	31	3	4	5	7	10	16	31
A*-C Maths	71	12	14	17	21	26	44	71
3 + levels ave across all subjects	72	18	25	31	38	43	54	72
4 + levels ave across all subjects	34	3	5	7	10	15	24	34
<u>Disadvantaged</u>								
3 + levels Eng	71	17	24	30	37	42	53	71
4 + levels Eng	33	2	4	6	9	14	23	33
3+ levels Maths	65	10	12	15	18	23	40	65
4 + levels Maths	30	2	3	4	6	9	15	30
3 + levels ave across all subjects	71	17	24	30	37	42	53	71
4 + levels ave across all subjects	33	2	4	6	9	14	23	33
<u>Non Disadvantaged</u>								
3 + levels Eng	73	19	26	32	39	44	55	73
4 + levels Eng	35	4	6	8	11	16	25	35
3+ levels Maths	67	12	14	17	20	25	42	67
4 + levels Maths	32	4	5	6	8	11	17	32
3 + levels ave across all subjects	73	19	26	32	39	44	55	73
4 + levels ave across all subjects	35	4	6	8	11	16	25	35
<u>Lower Ability</u>								
3 + levels Eng	56	9	12	15	20	28	36	56
4 + levels Eng	44	5	8	11	14	18	24	44
3+ levels Maths	43	4	7	10	13	17	22	43
4 + levels Maths	32	2	4	7	10	14	19	32
3 + levels ave across all subjects	56	9	12	15	20	28	36	56
4 + levels ave across all subjects	44	5	8	11	14	18	24	44

Yr 9 EO KS4	NA +3 Target	Nov-15	Feb-16	May-16	Jul-16	Nov-16	Feb-17	May-17	Jul-17	Nov-17	Feb-18	May-18
3 + levels Eng	73	3	6	11	16	19	26	32	35	44	55	73
4 + levels Eng	35	0	1	2	3	4	6	8	11	16	25	35
A* - C Eng	74	3	7	10	15	20	24	29	35	39	54	74
3+ levels Maths	68	1	3	8	9	12	14	17	20	25	42	68
4 + levels Maths	32	0	1	2	3	4	5	7	8	11	17	32
A*-C Maths	72	2	4	9	10	13	15	18	22	28	45	72
3 + levels ave across all subjects	32	0	1	2	3	4	5	7	8	11	17	32
4 + levels ave across all subjects	72	2	4	9	10	13	15	18	22	28	45	72
Disadvantaged												
3 + levels Eng	72	2	5	10	15	18	25	31	34	43	54	72
4 + levels Eng	34	0	0	1	2	3	5	7	10	15	24	34
3+ levels Maths	67	0	2	7	8	11	13	16	19	24	41	67
4 + levels Maths	31	0	0	1	2	3	4	6	7	10	16	31
3 + levels ave across all subjects	72	2	5	10	15	18	25	31	34	43	54	72
4 + levels ave across all subjects	34	0	0	1	2	3	5	7	10	15	24	34
Non Disadvantaged												
3 + levels Eng	74	4	7	12	17	20	27	33	36	45	56	74
4 + levels Eng	36	1	2	3	4	5	7	9	12	17	26	36
3+ levels Maths	69	2	4	9	10	13	15	18	21	26	43	69
4 + levels Maths	33	1	2	3	4	5	6	8	9	12	18	33
3 + levels ave across all subjects	74	4	7	12	17	20	27	33	36	45	56	74
4 + levels ave across all subjects	36	1	2	3	4	5	7	9	12	17	26	36
Lower ability												
3 + levels Eng	56	6	7	9	11	14	16	20	25	30	38	56
4 + levels Eng	46	5	6	7	9	11	14	16	20	25	30	46
3+ levels Maths	44	3	4	5	7	9	12	14	18	23	28	44
4 + levels Maths	36	1	2	3	4	5	7	9	12	17	26	36
3 + levels ave across all subjects												
4 + levels ave across all subjects												

Y8	NA +4 Target	Nov	Feb	May	Y7	Weighted Expectations	NA +5 Target	Nov	Feb	May
4 sub levels of progress Eng	74	18	48	62			75	19	49	63
6 sub levels of progress Eng	36	5	15	30			37	6	16	31
4 sub levels of progress Maths	69	15	45	60			70	16	46	61
6 sub levels of progress of Maths	34	4	14	28			35	5	15	29
Disadvantaged										
4 sub levels of progress Eng	73	17	47	61			74	18	48	62
6 sub levels of progress Eng	35	4	14	29			36	5	15	30
4 sub levels of progress Maths	68	14	44	59			69	15	45	60
6 sub levels of progress of Maths	33	3	13	27			34	4	14	28
Non Disadvantaged										
4 sub levels of progress Eng	75	19	49	63			76	20	50	64
6 sub levels of progress Eng	37	6	16	31			38	7	17	32
4 sub levels of progress Maths	70	16	46	61			71	17	47	62
6 sub levels of progress of Maths	35	5	15	29			36	6	16	30
Lower ability										
3 + levels Eng	55	15	22	38			57	17	24	39
4 + levels Eng	47	9	16	28			48	10	17	28
3+ levels Maths	42	8	14	25			42	9	15	25
4 + levels Maths	36	6	12	18			37	7	13	19
3 + levels ave across all subjects										
4 + levels ave across all subjects										

Post 16

Key stage 5 attainment and progress targets for 2015-16	2014 Actual	2015 Prediction	2016 Target
A Level APS per student?	627.1	620	
Vocational APS per student	693.4	689.74	
A Level APS per entry?	188.5	192.26	
Vocational APS per entry	233.8	230	
A level Value Added	-0.07		
Vocational Value Added	0.09		

Attendance

Year	2014/15	2015/16	2016/17
Whole Cohort	93.4%	94.0%	94.6%
Disadvantaged	92.5%	93.4%	94.1%
Non-Disadvantaged	94.7%	95.3%	95.9%

Monitoring, Achievement, QA & CPD Timeline

Key:

Partnership Support	Data Collections
Parents Evenings	Governor/SSMG Meetings

September 2015

	Date
Staff Voice	2 nd September 2015
CPD: Tong Responsible Learner, Data Driven Planning, Effective & Early intervention from Data, Literacy Focus	2 nd September 2015
SPT Meeting 3-4.30pm	2 nd September 2015
Achievement discussion with RSL Externally validated outcomes and current Yr 11 and Yr 13	7 th September 2015
HGr, DH/CL achievement discussion DC4 Current Yr 11	7 th September 2015
CL T&L QA (SISRA) Yr 11	7 th September 2015
SLT T&L QA (Google) Yr 7 - Literacy	7 th September 2015
CT Meeting 3-4.30pm	7 th September 2015
Headteacher's Team Partnership Meeting	8 th September 2015
Update of CA SEF by CL and signed off by DH	14 th September 2015
CL T&L QA (SISRA) Yr 13	14 th September 2015
SLT T&L QA (Google) Yr 12 - TRL	14 th September 2015
CT Meeting 3-4.30pm	14 th September 2015
Governor Learning Walks	14 th September 2015
Resource Committee Meeting	17 th September 2015
SSMG	18 th September 2015
Interim Key assessment Yr 12 (for census)	21 st September 2015
QA of key assessment tools Y11 and Y13	21 st September 2015
CL T&L QA (SISRA) Yr 9	21 st September 2015
SLT T&L QA (Google) Yr 11 - Extended verbal & written responses	21 st September 2015
Twilight: Achievement Data to Inform Planning/Higher Level Questioning	21 st September 2015
Lead Practitioner Development Programme	21 st September 2015
QA of key assessment tools Y11 and Y13	22 nd September 2015
Achievement Summary report (JBs)	23 rd September 2015
Full Governing Body	24 th September 2015
Interim Data Collection Y12	28 th September 2015
CL T&L QA (SISRA) Yr 10	28 th September 2015
SLT T&L QA (Google) Yr 8 - Data driven planning	28 th September 2015
CT Meeting 3-4.30pm	28 th September 2015
QA of key assessment tools Y8-10	29 th September 2015
BP Review	29 th September 2015

October 2015

	Date
Yr 12 Welcome Evening	1st October 2015
Parent View Yr 12	1st October 2015
1st Key Assessment Y11 and 13	5th October 2015
CL T&L QA (SISRA) Yr 7	5th October 2015
SLT T&L QA (Google) Yr 10 - Homework	5th October 2015
Parent View Yr 7	5th October 2015
CT Meeting 3-4.30pm	5 th October 2015
QA of key assessment tools Y7 and Y12	6th October 2015
Yr 7 Settling In Evening	8th October 2015
Key Assessment 1 Y8 – Y10	12th October 2015
Data Collection 1 Y11 and 13	12th October 2015
CL T&L QA (SISRA) Yr 8	12th October 2015
SLT T&L QA (Google) Yr 9 - TRL	12th October 2015
CPD: Twilight Whole School Numeracy	12th October 2015
Data Collection 1 Y8 -10	19 th October 2015
CL T&L QA (SISRA) Yr 12	19th October 2015
SLT T&L QA (Google) Yr 13	19th October 2015
CT Meeting 3-4.30pm	19th October 2015
Headteacher's Team Partnership Meeting	20 th October 2015
Teach Meet / Wider Middle Leadership Meeting	21 st October 2015

November 2015

	Date
Data Collection 1 Y7 & Y12	2nd November 2015
CPD Achievement discussion using DC1 Year 11 and Y13 CL/HGr/DH)	3rd November 2015
CL T&L QA (SISRA) Yr 11	2nd November 2015
SLT T&L QA (Google) Yr 7 – Extended verbal & written responses	2nd November 2015
CT Meeting 3-4.30pm	2 nd November 2015
SPT Meeting 3-4.30pm	4 th November 2015
Student Development & Wellbeing Committee	5 th November 2015
Achievement meeting with RSL Y11 and Y13	6 th November 2015
SSMG Meeting	6 th November 2015
CPD Achievement discussion using DC1 Year 8 - Y10 CL/HGr/DH	10th November 2015
CL T&L QA (SISRA) Yr 13	9th November 2015
SLT T&L QA (Google) Yr 12 – Data driven planning	9th November 2015
Lead Practitioner Development Programme	9 th November 2015
CT Meeting 3-4.30pm	9 th November 2015
Resource Committee Meeting	12 th November 2015

	Date
Achievement meeting with RSL Y8 and Y10	13 th November 2015
CPD Achievement discussion using DC1 Year 7 and Y12 CL/HGr/DH)	17 th November 2015
Y12 and 13 Interim reports using DC1	16 th November 2015
CL T&L QA (SISRA) Yr 9	16 th November 2015
SLT T&L QA (Google) Yr 11 - TRL	16 th November 2015
CT Meeting 3-4.30pm	16 th November 2015
QA of Y11 -13 Mock exams and Key Assessment tools for DC2	17 th November 2015
Achievement meeting with RSL BLe Y7 and Y12	20 th November 2015
Update of CA SEF by CL and signed off by DH	23 rd November 2015
CL T&L QA (SISRA) Yr 10	23 rd November 2015
SLT T&L QA (Google) Yr 8 - Literacy	23 rd November 2015
CPD: Achievement Data to Inform Planning / Higher Level Questioning	23 rd November 2015
Achievement Summary report (JBs)	30 th November 2015
Y7 Interim Reports using DC1	30 th November 2015
CL T&L QA (SISRA) Yr 7	30 th November 2015
SLT T&L QA (Google) Yr 10 - Literacy	30 th November 2015
CT Meeting 3-4.30pm	30 th November 2015

December 2015

	Date
Y9 Parents Evening and reports issued	3 rd December 2015
CL T&L QA (SISRA) Yr 8	7 th December 2015
SLT T&L QA (Google) Yr 9 - Homework	7 th December 2015
CT Meeting 3-4.30pm	7 th December 2015
HT team update SEF/SIP using Achievement summary report	14 th December 2015
Data Collection 2 Year 11 using mock exams	14 th December 2015
CL T&L QA (SISRA) Yr 12	14 th December 2015
SLT T&L QA (Google) Yr 13 – Data driven planning	14 th December 2015
Student Voice	14 th December 2015
CT Meeting 3-4.30pm	14 th December 2015
Headteachers Team Partnership Meeting	15 th December 2015
Teach Meet / Wider Leadership Team Meeting 3-4.30pm	16 th December 2015

January 2016

	Date
Key Assessment 2 Mock Exams Yr 12 & 13	4 th January 2016
CL T&L QA (SISRA) Yr 11	4 th January 2016
SLT T&L QA (Google) Yr 7 - TRL	4 th January 2016
Staff Voice: Ofsted Questionnaire	4 th January 2016

	Date
CT Meeting 3-4.30pm	4 th January 2016
Post 16 Mock Exams	5 th January 2016
SPT Meeting 3-4.30pm	6 th January 2016
Full Governing Body	7 th January 2016
SSMG Meeting	8 th January 2016
Updated SEF/SIP shared with stakeholders (SSMG/Governors/BP/HMI)	11 th January 2016
CPD Achievement discussion using DC2 Year Y11 CL/HGr/DH	11 th & 12 th January 2016
CL T&L QA (SISRA) Yr 13	11 th January 2016
SLT T&L QA (Google) Yr 12 - TRL	11 th January 2016
Lead Practitioner Development Programme	11 th January 2016
CT Meeting 3-4.30pm	11 th January 2016
OA of Assessment tools for DC2 Y7-10	12 th January 2016
Achievement meeting with RSL Y11	15 th January 2016
Data collection 2 Year 12 and 13 using mock exam results	18 th January 2016
CL T&L QA (SISRA) Yr 9	18 th January 2016
SLT T&L QA (Google) Yr 11 - TRL	18 th January 2016
CT Meeting 3-4.30pm	18 th January 2016
Lead Practitioner Development Programme	20 th January 2016
Achievement discussion with RSL and CL Y11-13	25 th January 2016
Key Assessment 2 Yr 9 & 10	25 th January 2016
CL T&L QA (SISRA) Yr 10	25 th January 2016
SLT T&L QA (Google) Yr 8 – Data Driven Planning	25 th January 2016
CT Meeting 3-4.30pm	25 th January 2016

February 2016

	Date
Key Assessment 2 Yr 7 & 8	1 st February 2016
CT Meeting 3-4.30pm	1 st February 2016
Data Collection 2 Y9 & 10	1 st February 2016
CL T&L QA (SISRA) Yr 7	1 st February 2016
SLT T&L QA (Google) Yr 10 - Homework	1 st February 2016
CPD Achievement discussion using DC2 Year Y12 & 13 CL/HGr/DH	1 st & 2 nd February 2016
Achievement meeting with RSL Y12 & 13	5 th February 2016
Data Collection 2 Y7 & 8	8 th February 2016
CL T&L QA (SISRA) Yr 8	8 th February 2016
SLT T&L QA (Google) Yr 9	8 th February 2016
CT Meeting 3-4.30pm	8 th February 2016
Headteacher's Team Partnership Meeting	9 th February 2016
Teach Meet/ Wider Leadership Meeting 3-4.30pm	10 th February 2016
Resource Committee Meeting	11 th February 2016

	Date
CPD Achievement discussion using DC2 Year Y9&10 CL/HGr/DH	22 nd & 23 rd February 2016
Key Assessment 3 Yr 11	22 nd February 2016
Y8 Interim report	22 nd February 2016
CL T&L QA (SISRA) Yr 12	22 nd February 2016
SLT T&L QA (Google) Yr 13 - TRL	22 nd February 2016
CT Meeting 3-4.30pm	22 nd February 2016
Governor Learning Walks	22 nd February 2016
SPT Meeting 3-4.30pm	24 th February 2016
Year 8 Options Evening	25 th February 2016
Achievement Meeting with RSL Y10	26 th February 2016
SSMG Meeting	26 th February 2016
CL update SEF using DC2 data and signed off by DH	29 th February 2016
CPD Achievement discussion using DC2 Year Y7&8 CL/HGr/DH	29 th February 2016 & 1 st March 2016
Data Collection 3 Yr 11	29 th February 2016
Key Assessment 3 Yr 12 & 13	29 th February 2016
CL T&L QA (SISRA) Yr 11	29 th February 2016
SLT T&L QA (Google) Yr 7 - TRL	29 th February 2016
Lead Practitioner Development Programme	29 th February 2016
CT Meeting 3-4.30pm	29 th February 2016

March 2016

	Date
Student Development & Wellbeing Committee – Interim Progress Review	3 rd March 2016
Year 10 Parents Evening and reports issued using DC2	3 rd March 2016
Achievement meeting with RSL Y7 &8	4 th March 2016
Achievement Summary report updated using DC2 (JBs)	7 th March 2016
Data Collection 3 Yr 12 & 13	7 th March 2016
CL T&L QA (SISRA) Yr 13	7 th March 2016
SLT T&L QA (Google) Yr 12 – Extended verbal & written responses	7 th March 2016
CT Meeting 3-4.30pm	7 th March 2016
Y11 Parents Evening and reports issued using DC3	10 th March 2016
CPD Achievement discussion using DC3 Year Y11 CL/HGr/DH	14 th & 15 th March 2016
CL T&L QA (SISRA) Yr 9	14 th March 2016
SLT T&L QA (Google) Yr 11 - Literacy	14 th March 2016
CT Meeting 3-4.30pm	14 th March 2016
HT team update SEF/SIP using Achievement summary report and Y11 – 13 mock exam analysis	15 th March 2016
Post 16 Parents Evening and reports issued using DC3	17 th March 2016
Achievement meeting with RSL Y11	18 th March 2016
CPD Achievement discussion using DC3 Year Y12 & 13 CL/HGr/DH	21 st & 22 nd March 2016

	Date
CL T&L QA (SISRA) Yr 10	21 st March 2016
SLT T&L QA (Google) Yr 8 – Data driven planning	21 st March 2016
Student Voice	21 st March 2016
CT Meeting 3-4.30pm	21 st March 2016
Headteacher's Team Partnership Meeting	22 nd March 2016
Teach Meet / Wider Leadership Team Meeting 3-4.30pm	23 rd March 2016
Achievement meeting with RSL Y12 & 13	24 th March 2016

April 2016

	Date
Staff Voice	11 th April 2016
Key Assessment 3 Yr 9 & Yr 10	11 th April 2016
CL T&L QA (SISRA) Yr 7	11 th April 2016
SLT T&L QA (Google) Yr 10 - TRL	11 th April 2016
Lead Practitioner Development Programme	11 th April 2016
CT Meeting 3-4.30pm	11 th April 2016
Updated SEF/SIP shared with stakeholders (SSMG/Governors/BP/HMI)	12 th April 2016
SPT Meeting 3-4.30pm	13 th April 2016
Full Governing Body Meeting	14 th April 2016
SSMG Meeting	15 th April 2016
Data Collection 3 Yr 9 & 10	18 th April 2016
CL T&L QA (SISRA) Yr 8	18 th April 2016
SLT T&L QA (Google) Yr 9 - TRL	18 th April 2016
CT Meeting 3-4.30pm	18 th April 2016
Transition Evening	19th April 2016
Key Assessment 3 Yr 7 & 8	25 th April 2016
CL T&L QA (SISRA) Yr 12	25 th April 2016
SLT T&L QA (Google) Yr 13 - TRL	25 th April 2016
CT Meeting 3-4.30pm	25 th April 2016

May 2016

	Date
Data Collection 3 Yr 7 & 8	3 rd May 2016
CPD Achievement discussion using DC3 Year Y9 & 10 CL/HGr/DH	3 rd & 4 th May 2016
CL T&L QA (SISRA) Yr 11	3 rd May 2016
SLT T&L QA (Google) Yr 7 – Extended verbal & written responses	3 rd May 2016
Primary Presentation Evening	5th May 2016
Achievement meeting with RSL Y9 & 10	6 th May 2016

	Date
Key Assessment Yr 12	9 th May 2016
CL T&L QA (SISRA) Yr 13	9 th May 2016
SLT T&L QA (Google) Yr 12	9 th May 2016
CT Meeting 3-4.30pm	9 th May 2016
Resources Committee Meeting	12 th May 2016
CPD Achievement discussion using DC3 Year Y7 & 8 CL/HGr/DH	16 th & 17 th May 2016
Data Collection 4 Yr 12	16 th May 2016
CL T&L QA (SISRA) Yr 9	16 th May 2016
SLT T&L QA (Google) Yr 11	16 th May 2016
CT Meeting 3-4.30pm	16 th May 2016
Governor Learning Walks	16 th May 2016
Y7 Parents Meeting and reports issued using DC3	19 th May 2016
Achievement meeting with RSL Y7 & 8	20 th May 2016
CL T&L QA (SISRA) Yr 10	23 rd May 2016
SLT T&L QA (Google) Yr 8	23 rd May 2016
CT Meeting 3-4.30pm	23 rd May 2016
Headteacher's Team Partnership Meeting	24 th May 2016
Teach Meet / Wider Leadership Team Meeting	25 th May 2016

June 2016

	Date
CL update SEF using DC3 data and signed off by DH	6 th June 2016
CL T&L QA (SISRA) 7	6 th June 2016
SLT T&L QA (Google) Yr 10 - TRL	6 th June 2016
CT Meeting 3-4.30pm	6 th June 2016
SPT Meeting 3-4.30pm	8 th June 2016
Y8 Parents Evening and reports issued	9 th June 2016
SSMG Meeting	10 th June 2016
Achievement Summary report updated using DC3 (JBs)	13 th June 2016
CPD Achievement discussion using DC4 Year Y12 CL/HGr/DH	13 th & 14 th June 2016
CL T&L QA (SISRA) Yr 8	13 th June 2016
SLT T&L QA (Google) Yr 9 - TRL	13 th June 2016
Lead Practitioner Development Programme	13 th June 2016
CT Meeting 3-4.30pm	13 th June 2016
Student Development & Wellbeing Committee	16 th June 2016
Achievement meeting with RSL Y12	17 th June 2016
Key Assessment 4 Yr 9 & 10	20 th June 2016
CL T&L QA (SISRA) Yr 12	20 th June 2016
SLT T&L QA (Google) Yr 13 - TRL	20 th June 2016
CT Meeting 3-4.30pm	20 th June 2016

	Date
Key Assessment 4 Yr 7 & 8	27 th June 2016
Data Collection 4 Yr 9 & 10	27 th June 2016
CL T&L QA (SISRA) Yr 11	27 th June 2016
SLT T&L QA (Google) Yr 7 – Extended verbal & written responses	27 th June 2016
HT team update SEF/SIP using Achievement summary report	27 th June 2016
CT Meeting 3-4.30pm	27 th June 2016

July 2016

Key Actions	Date
Data Collection 4 Yr 7 & 8	4 th July 2016
CL T&L QA (SISRA) Yr 13	4 th July 2016
SLT T&L QA (Google) Yr 12	4 th July 2016
CT Meeting 3-4.30pm	4 th July 2016
Headteacher's Team Partnership Meeting	5 th July 2016
CPD Achievement discussion using DC4 Year Y9+10 CL/HGr/DH	11 th & 12 th July 2016
CL T&L QA (SISRA) Yr 9	11 th July 2016
SLT T&L QA (Google) Yr 11	11 th July 2016
CT Meeting 3-4.30pm	11 th July 2016
Updated SEF/SIP shared with stakeholders (SSMG/Governors/BP/HMI)	12 th July 2016
Full Governing Body	14 th July 2016
Achievement meeting with RSL Y9+10	15 th July 2016
CL T&L QA (SISRA) Yr 10	18 th July 2016
SLT T&L QA (Google) Yr 8	18 th July 2016
Year 9 and Year 10 interim reports using DC4	18 th July 2016
Student Voice	18 th July 2016
CPD Achievement discussion using DC4 Year Y7 & 8 CL/HGr/DH	18 th & 19 th July 2016
Teach Meet / Wider Middle Leadership Meeting	20 th July 2016
Achievement meeting with RSL Y7 & 8	21 st July 2016

Impact Milestones by Half Term

2014 – 2015

June		July		Local Authority Action plan - Milestone 1 July 2015
QA : LW and C&E data demonstrating a reduction of NN4 logs, red-line logs and increased rewards	15 th June 2015	QA: LWs and stakeholder voice show the climate for learning is improving quickly in the vast majority of classrooms.	3 rd July 2015	M1 1.1 NLE and AO agree with the school summative targets that have been set by the school for the all year groups and identified groups and shared with SSMG and Governors
QA: Learning walks show that staff are reminding students of presentation policy particularly for those students with low starting points	22 nd June 2015	QA: LW and C&E data for current Y7 and 8 indicates students are responding positively to the 3 strand model	6 th July 2015	M1 1.2 The quality of teaching is recalibrated to ensure there is an accurate baseline and reported to the SSMG
Targets agreed at Headteacher's Team and externally checked	25 th June 2015	QA: Work scrutiny shows that the students' books particularly those with low starting points show some improved presentation.	7 th July 2015	M1 1.3 The Pride Values are re-launched by SLT with all staff and students and reminded termly. Initial QA indicators show compliance by staff that PRIDE is being emphasised in student work.
QA : CPD through teams shows that all staff demonstrate an understanding of PLCs for KS3 & 4	29 th June 2015	QA: Work scrutiny of English books demonstrates consistency in the presentation of student work linked to the pilot across all teachers and across key groups.	7 th July 2015	M1 1.4 The attributes of Tong responsible learner is agreed and shared with all staff and students
Targets shared with all subject leaders through the SIP	30 th June 2015	QA : LW and C&E data for current Y7 and 8 indicates students are responding positively to the 3 strand model	13 th July 2015	M1 1.5 SLT action plan developed to improve T&L utilising the good practice that is within the school. Staff are identified that need bespoke development and plans are drawn up and are in place
		Student PLCs show the vast majority of the 50 targeted students have secured the skills covered in the first SOL	14 th July 2015	M1 1.6 Clarify to staff that there is no set lesson delivery model but stress that their planning must take into account the student starting points. JB to Introduce TMS at classroom level
		QA : LPs to QA Curriculum	16 th July	M1 2.1 NLE contract drawn up which identifies the areas of support required and the agreed actions and subsequent impact to raise achievement, the quality of teaching and leadership and the quality. Contract agreed with governors
				M1 2.2 Middle Leadership audit conducted by support school in conjunction with the headship team and initial development plans in place
				M1 2.3 External Moderation activities are planned into the assessment calendar M1 2.4 Implement SISRA to enable tracking of students' and groups' progress from their starting points
				M1 2.5 Recalibrated targets for all yr 10 and 11 subjects to build in added stretch are in place and shared with Governors Targets for groups are also regenerated and tracked at regular intervals according to the assessment schedule
				M1 2.6 Raise the profile of 'currently working at grades' to establish reliable tracking of progress data with particular reference in KS4 to English, Maths and Science and groups

June		July		Local Authority Action plan - Milestone 1 July 2015
		team plans to ensure Homework integrates with SOL and impacts on progress	2015	M1 2.7 The assessment schedule is amended in order to provide more time for moderation of assessment tasks in all year groups
		Whole school work scrutiny provides evidence of high standards of presentation across all teams	16th July 2015	M1 2.8 Attendance targets are set for all students and those at risk of falling below 94% are identified and strategies are put in place. Shared with Governors school attendance – targets are set for groups and shared with Governors to enable them to track half-termly M1 2.9 Ofsted action plan monitoring schedule is drawn up. Reports schedule is drawn up to the relevant governor committees

2015 - 2016

September 2015		October 2015		Local Authority Action plan - Milestone 2 Half Term October 2015
All CLs and LPs agree the set of consistent high expectations of a responsible learner and prepare team CPD on planning implications for their teams to be delivered	2nd Sept 2015	Whole School Work Scrutiny (non-core) provides evidence of high standards of presentation across all teams	5th Oct 2015	M2 1.1 Governors receive reports which outline the progress towards targets and the evidence base so that they are in a position to question the actions being taken. A key focus to be on the core subjects
QA of team meetings on the first day back demonstrate that all teams have established clear routines and identified team strengths and weaknesses in terms of professional expectations and inconsistencies	2nd Sept 2015	QA: LW and work scrutiny provides evidence that homework is being set regularly and students are completing it across all year groups and curriculum areas	5th Oct 2015	M2 1.2 In light of the examination results teachers are re-graded if required and the overall picture is shared with Governors so that they can track the improvements over the year. Numbers in all categories to be provided to the Governors so that they can track the improvements and hold senior leaders to account
QA: LW and C&E data demonstrating a reduction of NN4 logs, red-line logs and increased rewards	3rd Sept 2015	QA demonstrates impact of first CPD for RI staff in all key AFI areas and repeated throughout the cycle	5th Oct 2015	
QA: DHTs QA examples of data driven planning for each team	3rd Sept 2015	QA : LW, work scrutiny, planning, data informs secure teaching and learning judgment for new teachers appropriate for career stage	12th Oct 2015	M2 1.3 QA processes show that the vast majority of student work has improved presentation.
QA and LWs show that targeted teams have made progress have established basic routines and practices that are likely to result in improvements	3rd Sept 2015	Data shows evidence that effective data driven planning is accelerating progress in the majority of lessons and particularly for LAP students	12th Oct 2015	M2 1.4 LM and MLs work with staff who are not complying to bring about rapid improvement
Data checks, LWs and stakeholder voice show students learning is more secure in lessons	3rd Sept 2015	Stakeholder voice indicates that the vast majority of RI staff and students in their lessons believe learning to be improving	12th Oct 2015	M2 1.5 There is clarity amongst staff as to how they can promote opportunities to demonstrate students' responsible learning. Staff are identified for further development work to ensure they give enough opportunities for students to exhibit the characteristics
Stakeholder voice with key students show they understand the nature of their support	3rd Sept 2015	Student voice indicates the vast majority of students understand how and why DIRT will help them to learn.	12th Oct 2015	

September 2015		October 2015		Local Authority Action plan - Milestone 2 Half Term October 2015
Governors clear which key groups they are tracking throughout the year	3 rd Sept 2015	Stakeholder voice demonstrates that students understand how extended verbal responses will help them to learn better and teachers understand better how they help them adapt their planning throughout a lesson	12 th Oct 2015	<p>M2 1.6 The Tong non-negotiables are introduced in September and learning walk findings alongside sanction data shows more consistent application</p> <p>M2 1.7 Action plan around sharing good practice to improve teaching quality is shared with governors and early QA processes show that the good practice is impacting on others practice. Reports to SSMG and Governors</p> <p>M2 1.8 Planning scrutinies show that students' differing needs are being planned for. QA processes show that more teachers are responding throughout the lesson to meet the needs of the students as individuals and groups. Those teachers who are not are identified and actions in place. Support from NLE and others is commissioned if required</p> <p>M2 2.1 Contract reviewed and amended in light of examination results</p> <p>M2 2.2 All students and groups progress is analysed by middle leaders and weaknesses are identified and actions are in place. Processes are validated by mentors from the support school</p> <p>M2 2.3 Half termly rolling programme of moderation activities and reports shared with the Governors</p> <p>M2 2.4 Pupil Premium programme in place for all relevant students in every year group with measurable impact and tracked according to the assessment schedule</p> <p>M2 2.5 All TMs are analysed in relation to CWA and students are identified for catch up activities. Plans are in place and monitored by line managers according to the schedule</p>
QA : tutorial homework launch and assembly	7 th Sept 2015	QA: Whole school work scrutiny shows that the vast majority of books are being marked for literacy	12 th Oct 2015	
QA : LW and C&E data demonstrating a reduction of NN4 logs, red-line logs and increased rewards	7 th Sept 2015	QA : LW and data analysis for reading families scheme working with Reading Matters	12 th Oct 2015	
QA : LW and SOL scrutiny shows that all staff have consistent expectations of learning behaviour in line with the TRL model	14 th Sept 2015	QA: LW show Peer leadership of literacy evident	12 th Oct 2015	
QA : LW and Student Voice shows that all students can articulate and demonstrate the learning behaviours of a TRL	14 th Sept 2015	DC1 2015 shows improvement in overall grades by students in accordance with Success Criteria milestones in this plan	12 th Oct 2015	
QA : Initial LW, work scrutiny, planning, data provides baseline judgment of teaching and learning for new staff	14 th Sept 2015	The impact of intervention across all subjects tracked by AHT SWS through PLCs and evaluated	12 th Oct 2015	
QA : LWs Learning walks demonstrate evidence of a consistent approach to data driven planning, meeting the needs of learners particularly for those with lower starting points, creating high levels of engagement to ensure students make good progress	14 th Sept 2015	QA : of attendance data shows that Friday attendance is in line with whole school	12 th Oct 2015	
QA process of LM meetings at all levels to ensure impact of data driven planning	14 th Sept 2015	Many students are able to identify their next steps in lessons as evidenced in LWs	14 th Oct 2015	
QA: DHTs SOL provides evidence of DIRT for all students to allow regular opportunities for responding to feedback and extending their understanding.	14 th Sept 2015	QA : weekly LW and work scrutiny in Y7 and 8 demonstrating and embedding the 5 strands	15 th Oct 2015	
QA : SOL by DHT for whole school literacy focus	14 th Sept 2015	QA : LW in Y7 and 8 tutorial, work scrutiny on PixLEDGE profiles and student voice provides evidence of students independently gathering a quality portfolio based on the 5 strands	23 rd Oct 2015	
QA : LW and student voice demonstrates that all student are aware of the whole school focus and can articulate the literacy expectations	14 th Sept 2015	QA: Through LW and data, Progress of staff attending Teach Meet will be tracked	23 rd Oct 2015	
		Student voice provides evidence of Tong Responsible Learner behaviours	23 rd Oct 2015	

September 2015		October 2015		Local Authority Action plan - Milestone 2 Half Term October 2015
QA: First formal observations for new to profession colleagues will be recorded by and repeated throughout the cycle	14th Sept 2015	QA: Level 2 Student voice indicates that leaders are confident and ready to deliver and they having an impact	23 rd Oct 2015	<p>M2 2.6 Reliable baseline established from which to track progress in all key stages</p> <p>M2 2.7 Mentors and plans in place for identified middle leaders.</p> <p>M2 2.8 Line managers' report more effective leadership in the identified middle leaders as a result of the plans that are operating</p> <p>M2 2.9 School support works alongside middle leaders to advise on the schemes of learning are reviewed to ensure they identify the skills, knowledge and understanding so that assessments identify the gains and gaps by students.</p> <p>M2 2.10a Governors receive half termly reports which clearly identify progress towards the whole school targets</p> <p>M2 2.10b The Governing Body has a realistic view of the progress students are making and clarity as to the actions the school leaders are taking.</p> <p>M2 2.12 A review of Post 16 is commissioned which identifies key areas for action. Report is shared which Governors and the SSMG.</p> <p>M2 2.13 Post 16 re-sit rational is discussed and agreed at Governors. Rationale for resit policy drawn up</p>
LW demonstrate that targets are visible and accessible to all students in all lessons	14th Sept 2015	QA : Stakeholder voice indicates that families are prepared to deliver the programme and are having impact	23 rd Oct 2015	
QA of SOLs and show all SOLs have been adapted to take account of achievement	14th Sept 2015			
LW that track key students in key groups show support is in place and understood by staff	14th Sept 2015			
QA demonstrates that meetings are focussed on achievement	14th Sept 2015			
QA : Attendance rewards allocated by tutors for good and improved attendance	14th Sept 2015			
QA : CPD through teams shows that all staff demonstrate an understanding of interpreting transition matrices	14th Sept 2015			
September QA of Year 11 shows planning, intervention and CPD all linked to Year 10 data scrutiny CPD	15 th Sept 2015			
QA : LW in tutorial identifies all Y7 and Y8 have an active PixLEDGE profile by AHTs	21 st Sept 2015			
QA : parent and student voice on homework on to accessibility and clarity of homework policy	21 st Sept 2015			
QA : LW show data driven planning is implemented to meet the needs of learners particularly those who have lower starting points resulting in high levels of engagement and good progress	21 st Sept 2015			
QA : LW, work scrutiny provides evidence teachers are using DIRT to encourage extended verbal and written responses from students in all subject areas that help the student to progress	21 st Sept 2015			

September 2015		October 2015		Local Authority Action plan - Milestone 2 Half Term October 2015
their learning and the teacher to tailor their planning throughout the lesson				
QA : LW, work scrutiny provides evidence of extended verbal and written responses from students in all subject areas	21st Sept 2015			
QA : LW provides evidence of students extending their verbal answers in full sentences when asked questions by the teacher and using full sentences in all discussions in the classroom. Extended answers evidenced in student books. QA repeated as part of the cycle	21st Sept 2015			
Whole School Work Scrutiny (core) provides evidence of high standards of presentation across all teams	28th Sept 2015			
QA of professional expectations show the vast majority of staff are using professional expectations effectively and consistency in order to improve the learning environment	30th Sept 2015			
QA : AHTs show the impact of this intervention on attendance data on the attendance patterns of these student	30th Sept 2015			

November 2015		December 2015		Local Authority Action plan - Milestone 3 Half Term December 2015
Analysis of rewards and behaviour data shows a reduction in NNs and Redlines and an increase in rewards	14th Nov 2015	A review of the Year 7 + 8 pilot shows the vast majority of students or positively engaged in using PiXL edge and find it a valuable experience. Information from the review is used to inform the roll out for Yr9, 10 and 11.	1st Dec 2015	M3 1.1 BP review externally validates the targets to ensure they are stretching but achievable
Stakeholder Voice shows the learning environment is improving due to the swift identification and resolution of weaknesses and inconsistencies in the vast majority of lessons	14th Nov 2015	Whole School Work Scrutiny (non-core) provides evidence of high standards of presentation across all teams	7th Dec 2015	M3 1.2 In light of the mock results intervention plans are drawn up for YR11 and Post 16 by HT/NLE and shared with Governors and SSMG in order to enable them to hold SLs to account. M3 1.3 Progress data is triangulated with teaching evidence and a report shared with SSMG and Governors . Externally verified by the BP
		Staff and student voice indicates that the vast majority believe homework supports	7th Dec 2015	M3 1.4 Through QA processes it is evident that student work clearly shows that they are responding to the feedback given by teachers resulting in better progress

November 2015		December 2015		Local Authority Action plan - Milestone 3 Half Term December 2015
Data shows evidence that effective data driven planning is accelerating progress in the majority of lessons and particularly for LAP students	16th Nov 2015	learning. Stakeholder voice indicates that the vast majority of students and staff believe data driven planning improves learning	7th Dec 2015	M3 1.4b Triangulation with data analysis
Mock exam Nov show intervention is successful as the targeted students have moved up to the requisite grade	16th Nov 2015	QA: LW and student voice, Data analysis of reading ages at DC1 demonstrate marking for literacy has improved learning	14th Dec 2015	M3 1.5 Lesson Observation data shows that teachers are talking less and that students are working more.
Whole School Work Scrutiny (core) provides evidence of high standards of presentation across all teams	30th Nov 2015	QA: analysis of reading and participation data shows an increase in reading ages, particularly for those with lower starting points and high levels of engagement	14th Dec 2015	M3 1.6 Homework tasks are planned into the schemes of learning and are designed to encourage more research. Homework completion is raised as shown by a reduction in the sanctions
		QA: Through LW and data, Progress of staff attending Teach Meet will be tracked	14th Dec 2015	M3 1.7 Governors, senior & middle leaders have an accurate view of the quality of teaching and of the actions that are in place to improve the areas of weakness
		QA of lesson plans and SOLs demonstrate that targets have been used effectively across the vast majority of subjects to inform planning	14th Dec 2015	M3 1.8 As identified in July and October those teachers that are typically RI are moving towards good as shown by their practice and better progress data. This is validated by the BP autumn review and the NLE
		Students, particularly the low attaining students, understand and talk about targets with confidence	14th Dec 2015	M3 1.9 Progress data shows that more students are improving and on track to meet their targets and that actions are in place for those who are falling behind. BP review evidences the improved quality of teaching and progress of students
		Students Voice and QA demonstrates that students are able to identify the steps they need to take towards achieving their targets in the vast majority of lessons	14th Dec 2015	M3 2.1 Review of the impact of the support carried out against the contract. BP in partnership with the NLE
		Student achievement in the data check triangulates with QA evidence of improvements in T+L to demonstrate targeted teams are making rapid progress	14th Dec 2015	M3 2.2 Data conversations at middle leader/senior leader level are focused on the impact of intervention outlined on student and group progress and accelerated progress is evident. These are quality assured by the NLE
		LWs, QA and stakeholder voice reflect an improving team in terms of independence	14th Dec 2015	M3 2.3 Data shows more students of all abilities to be working at 4LP or more in controlled assessments /course work
SLT QA demonstrates the vast majority of teachers are using data effectively to inform lesson planning			14th Dec 2015	M3 2.4 An analysis report of Mocks and assessments is provided to governors and the SSMG which identifies the progress made by students taking into account their starting points and is measured against 4LP National benchmarks. Agreed actions are tracked and monitored by the NLE and status reports received by Governors and SSMG half termly
			14th Dec 2015	M3 2.5 Those middle leaders that are not making improvements are placed on formal plans and shared with Governors BP review supports that middle leadership is effective

November 2015		December 2015		Local Authority Action plan - Milestone 3 Half Term December 2015
		Student voice, particularly of those with low starting points, demonstrates they understand how lesson planning can help accelerate achievement	14th Dec 2015	<p>M3 2.6 Data captures and QA processes clearly demonstrate student gains SKU</p> <p>M3 2.7 Actions taken show that the school attendance is closing the gap on national figure of 94.9</p> <p>M3 2.8 The review of progress against the action plan shows the school is on track to meet the good criteria at the next inspection. Areas of risk are clearly identified and plan amended</p> <p>M3 2.9 Report to the Governors outlining the position as to re-sits.</p>
		QA of meetings and demonstrate records (Position statements) of trails to improve T+L or leadership that have emerged from achievement discussions in meetings have resulted in improvements in student achievement	14th Dec 2015	
		Whole school work scrutiny provides evidence of high standards of presentation across all teams	14th Dec 2015	
		Student voice provides evidence of Tong Responsible Learner behaviours	14th Dec 2015	
		QA : Whole school work scrutiny (every term) will demonstrate that homework is meeting the needs of all students and contributing to good progress in the vast majority of curriculum areas.	14th Dec 2015	

January 2016		February 2016		Local Authority Action plan - Milestone 4 Half Term February 2016
Whole School Work Scrutiny (core) provides evidence of high standards of presentation across all teams	11th Jan 2016	QA: Through LW and data, Progress of staff attending Teach Meet will be tracked	8th Feb 2016	<p>M4 1.1 Yr 11 are on track to achieve if not exceed the targets set in July 2015. This will be externally verified by the BP</p> <p>M4 1.2 At least half of the identified teachers as RI have moved to good and those who are not must be demonstrating aspects of good teaching. Capability processes have been initiated for those who are not improving</p> <p>M4 1.3 Rewards data for positive attitudes to learning are increased and similarly for sanctions for poor attitudes including none completion are reduced</p> <p>M4 1.4 Spot checks show that students and staff are applying the non-negotiables consistently across all classes</p> <p>M4 1.5 QA processes show that there is an increasing proportion of good teaching as</p>
Whole School Work Scrutiny (non-core) provides evidence of high standards of presentation across all teams	18th Jan 2016	Student voice provides evidence of Tong Responsible Learner behaviours	8th Feb 2016	

January 2016		February 2016		Local Authority Action plan - Milestone 4 Half Term February 2016
				<p>evidenced by typicality checks</p> <p>M4 1.6 Students at all levels are making accelerated progress</p> <p>M4 2.1 Contract reviewed and amended in light of NLE and LA findings</p> <p>M4 2.2 Subject leaders are holding class teachers to account for the progress of their classes. Line management activities to substantiate this</p> <p>M4 2.3 Departments' assessment data in yr 10 and 11 show an improved picture as to the same time this year for all groups</p> <p>M4 2.4 External review supports that middle leaders have clarity as to the requirements of a highly effective leader and can demonstrate evidence to support their capacity and impact on outcomes</p> <p>M4 2.5 External moderation of a cross section of student work shows accuracy of assessment</p> <p>M4 2.6 Line managers' report more effective leadership in the identified middle leaders as a result of the plans that are operating</p>

March 2016		April 2016		Local Authority Action plan - Milestone 5 Half Term April 2016
QA : stakeholder voice and C&E data track NN3 and NN5 demonstrate a consistent approach to application and a reduction over the cycle NN3 and 5 logs	2 nd March 2015			<p>M5 1.1 Governors receive reports which outline the progress towards targets for all years and groups alongside the evidence base so that they are in a position to question the actions being taken A key focus to be on the core subjects</p> <p>M5 1.2 At least 70% of the staff are judged to be typically good or better and there is no consistently inadequate teaching.</p> <p>M5 1.3 Student Voice surveys show that they are positive about their learning experience</p> <p>M5 1.4 Spot checks by middle leaders show that students and staff are applying the non- negotiables consistently across all classes</p> <p>M5 1.5 QA processes show that students of all abilities are taking the opportunities offered by staff to clearly demonstrate the attributes of the Tong learner. This will be</p>
Whole School Work Scrutiny (non-core) provides evidence of high standards of presentation across all teams	7 th March 2015			
QA: LW and work scrutiny demonstrate that the vast majority of students are using DIRT to progress their own learning and the vast majority of teachers are using it to tailor planning throughout the lesson	14 th March 2015			
QA; Demonstrates effective extended verbal responses are common place in the vast majority of lessons and are particularly effective with LAP and SEN students	14 th March 2015			

March 2016		April 2016		Local Authority Action plan - Milestone 5 Half Term April 2016
QA & LW and Student Voice demonstrate that the vast majority of students are taking responsibility for their own learning by actively using next steps in the vast majority of lessons	14th March 2015			verified by leaning walks carried out by NLE and members of the BP
Analysis of rewards and behaviour data shows a reduction in NNs and Redlines and an increase in rewards	14th March 2015			M5 2.1 School on track to achieve a good judgement at the next full inspection
QA of meetings and demonstrate records (Position statements) of trails to improve T+L or leadership that have emerged from achievement discussions in meetings have resulted in improvements in student achievement	14th March 2015			M5 2.2 QA processes show that the use of class transition matrices is embedded at classroom level and there is clear evidence that the data is being used to inform planning resulting in improved progress
QA: Through LW and data, Progress of staff attending Teach Meet will be tracked	21 st March 2015			M5 2.3 Student data show improvements in progress as compared to the same time as last year for all groups and years.
Stakeholder voice show the vast majority of students behave in a calm and safe manner when moving around the building.	24 th March 2015			M5 2.4 Spring BP visit reviews the quality of middle leadership and its impact on the quality of provision
Whole school work scrutiny provides evidence of high standards of presentation across all teams	24 th March 2015			M5 2.5 Line managers' report more effective leadership in the identified middle leaders as a result of the plans that are operating
Student voice provides evidence of Tong Responsible Learner behaviours	24 th March 2016			M5 2.6 Governors review the progress of the school since the inspection
QA : Whole school work scrutiny (every term) will demonstrate that homework is meeting the needs of all students and contributing to good progress in the vast majority of curriculum areas.	24 th March			

May 2016		June 2016		July 2016		Local Authority Action plan - Milestone 6 Half Term Summer 2016
Whole School Work Scrutiny (core) provides evidence of high standards of presentation across all	9 th May 2016	The data analysis shows where students are guided on learning to use next steps has been achieved effectively student	13 th June 2016	Analysis of rewards and behaviour data shows a reduction in NNs and Redlines and an increase in rewards	11 th July 2016	M6 1.1 A position statement re Year 10 progress towards targets is shared with Governors M6 1.2 Based on sound assessment data there is clear

May 2016		June 2016	July 2016	Local Authority Action plan - Milestone 6 Half Term Summer 2016
teams		progress has accelerated		evidence that other year groups' progress is accelerating and ahead of the previous year group
Whole School Work Scrutiny (non-core) provides evidence of high standards of presentation across all teams	16 th May 2016		QA: Through LW and data, Progress of staff attending Teach Meet will be tracked	18 th July 2016
QA of meetings and demonstrate records (Position statements) of trails to improve T+L or leadership that have emerged from achievement discussions in meetings have resulted in improvements in student achievement	16 th May 2016		Whole school work scrutiny provides evidence of high standards of presentation across all teams	18 th July 2016
QA: Through LW and data, Progress of staff attending Teach Meet will be tracked	23 rd May 2016		Student voice provides evidence of Tong Responsible Learner behaviours	18 th July 2016
Student voice provides evidence of Tong Responsible Learner behaviours	23 rd May 2016		QA : Whole school work scrutiny (every term) will demonstrate that homework is meeting the needs of all students and contributing to good progress in the vast majority of curriculum areas.	18 th July 2016
				<p>M6 1.3 Data analysis , shared with Governors, shows that gaps are closing and matched to the school flight paths(see school document)</p> <p>M6 1.4 The proportion of outstanding teaching has risen to 34%</p> <p>M6 1.5 Typicality checks evidence that the vast majority of students are exhibiting the characteristics of the Tong responsible learner</p> <p>M6 1.6 Spot checks by Senior Leaders show that students and staff are applying the non-negotiables consistently across all classes</p> <p>M6 1.7 Evidence gathered from work scrutinies supports good progress across groups and where it is not occurring action plans are in place</p> <p>M6 2.1 Predictions are based on robust evidence and show a closing of the in school gap for PP, LA and SEN students as well as all groups closing the gap on national figures and exceeding in some case</p> <p>M6 2.2 Line managers' report more effective leadership and meeting the good leadership criteria in the identified middle leaders as a result of the plans and actions that are operating. Governors receive a formal quality of leadership report which has been externally verified</p> <p>M6 2.3 All new staff are inducted in the use of SISRA and its impact on using data to plan and intervene planning</p> <p>M6 2.4 Any new middle leaders are inducted ready for September</p> <p>M6 2.5 New School Improvement Plan in place and agreed by Governors.</p>

Actions

AFI 1
Urgently raise achievement across all subjects, particularly in English and mathematics and for disadvantaged students, disabled students and those who have special educational needs, through ensuring teaching is at least good by:
Success Criteria:

AFI 1. 1 Making sure all staff expect students to take more responsibility for their own learning in lessons and through homework activities					
Priority	Lead	Action Milestones	Impact Milestones	Monitoring	Resources
AFI 1.1.1 Students take PRIDE in their work by improving presentation in books	ARe	Remind / refocus staff presentation policy/ PRIDE by 15th June 2015	QA: Learning walks w/b 22nd June 2015 show that staff are reminding students of presentation policy particularly for those students with low starting points		
		Tutorial presentation prepared and delivered by all tutors by 19th June 2015	QA: Work scrutiny on 7th July 2015 shows that the students' books particularly those with low starting points show some improved presentation.		
		English team to pilot and review the 'best presentation/ handwriting' in books. July 2015	QA : Work scrutiny of English books on 7th July 2015 demonstrates consistency in the presentation of student work linked to the pilot across all teachers and across key groups.		
			QA : Termly whole school work scrutiny provides evidence of high standards of presentation across all teams	CLs	
AFI 1.1.2 Students understand and demonstrate the learning behaviours expected in all lessons	ARe	Lead Practitioners and AHTs to outline the behaviours we are looking for in a responsible learner at Tong High School in SLT on 26th June 2015 .			
		LPs take the exemplars and the expectations to the CI forum on 8th July 2015 .	All CLs and LPs agree the set of consistent high expectations of a responsible tong learner and prepare team CPD on planning implications for their teams to be delivered 2nd September 2015		
		Student voice forum to identify the behaviours of a responsible Tong learner w/b 22nd June 2015 .			
		Students version of a tong responsible learner created to use in agreement of learning behaviours by 26th June 2015 .			
		Lead Practitioners publish final version of a responsible Tong learner to all leaders on 13th July 2015 .	QA : LW and SOL scrutiny w/b 14th September 2015 shows that all staff have consistent expectations of learning behaviour in line with the TRL model		

AFI 1. 1 Making sure all staff expect students to take more responsibility for their own learning in lessons and through homework activities					
Priority	Lead	Action Milestones	Impact Milestones	Monitoring	Resources
		Whole School CPD on 3rd September 2015 .			
		Tutorial presentation prepared and delivered on Tong Responsible Learner and delivered to students on 3rd September 2015 to include Homework and Literacy focus	QA : LW and Student Voice shows that all students can articulate and demonstrate the learning behaviours of a TRL w/b 14th September 2015		
			QA : Weekly LW and half termly student voice provides evidence of Tong Responsible Learner behaviours	AHTs/CLs	
AFI 1.1.3 Students are provided with wider opportunities to develop resilience, leadership, organisation, communication and initiative	TFe	AHTs planned SOL for extended tutorial to incorporate PixLEdge programme for Pilot in Y7 and Y8 16th July 2015			
		Share the PiXLEdge programme with through CPD with tutors for Pilot Groups 2nd September 2015	QA : LW in tutorial identifies all Y7 and Y8 have an active PiXLEDGE profile by 21st September 2015 by AHTs	SCu	
		Student Induction Programme (Y7 at Bradford University) Y8 3rd September 2015	QA : LW in Y7 and 8 tutorial, work scrutiny on PiXLEDGE profiles and student voice provides evidence of students independently gathering a quality portfolio based on the 5 strands by 23rd October 2015		
		PiXLEDGE profiles set up and students have the opportunity to begin collecting evidence towards the strands 3rd September 2015	QA : weekly LW and work scrutiny in Y7 and 8 demonstrating and embedding the 5 strands 15th October 2015		
		Plan produced for Y9, Y10, Y11 from January 2016: 1st December 2015	A review of the Year 7 + 8 pilot shows the vast majority of students or positively engaged in using PiXL edge and find it a valuable experience. Information from the review is used to inform the roll out for Yr9, 10 and 11. 1st December 2015	DHs	
		Review the Yr 9 NN4 three strand introduction. Review to focus on three strands: 1. Use of PRIDE rewards 2. Teacher consistency and effectiveness in terms of professional expectations 3. Student breaches of NN4 and "Red Line" 30th June 2015	QA: LWs and stakeholder voice show the climate for learning is improving quickly in the vast majority of classrooms. 3rd July 2015		
		Produce roll out plan for the NN4	QA : LW and C&E data demonstrating a		

AFI 1. 1 Making sure all staff expect students to take more responsibility for their own learning in lessons and through homework activities					
Priority	Lead	Action Milestones	Impact Milestones	Monitoring	Resources
		three strand strategy for the remaining year groups 30th June 2015	reduction of NN4 logs, red-line logs and increased rewards w/b 15 June 2015		
AFI 1.1.4 Students demonstrate PRIDE values in all lessons and across the school	TFe	Communicate with remaining year groups through assembly and Form: Current Yr7: WB 6 July 2015 Current Yr8: WB 6 July 2015	QA : LW and C&E data for current Y7 and 8 w/b 6th July 2015, w/b 13th July 2015 indicates students are responding positively to the 3 strand model		
		Communicate with remaining year groups through assembly and Form: Current Yr7: WB 6 July 2015 Current Yr8: WB 6 July 2015 Introduce NNs to New Yr7: Bradford University 2nd September 2015	QA : LW and C&E data demonstrating a reduction of NN4 logs, red-line logs and increased rewards w/b 7th September 2015		
		Communicate with remaining year groups through assembly and Form: Current Yr7: WB 6 July 2015 Current Yr8: WB 6 July 2015 Introduce NNs to New Yr7: Bradford University 2nd September 2015 Roll out and Implement the remaining Culture and Ethos Strategy (3 strand approach) across the remaining year teams			
		<ul style="list-style-type: none"> • Year 9 - 16th June 2015 • Current Year 7 – 2nd September 2015 • Current Year 8 – 2nd September 2015 • Incoming Y7 – 2nd September 2015 			
		Consultation with key stakeholders regarding NN3 (Mobile phones) January 2016			
		Roll out the remaining Culture and Ethos Strategy NN3 and NN5 to Year 8, 9, 10, 11 From February 2016	QA : stakeholder voice and C&E data track NN3 and NN5 demonstrate a consistent approach to application and a reduction over the cycle NN3 and 5 logs 2nd March 2016		
		Roll out the remaining Culture and Ethos Strategy NN3 and NN5 to Year 8, 9, 10, 11 From February 2016 Lead Practitioners to finalise	Stakeholder voice show the vast majority of students behave in a calm and safe manner when moving around the building. 24th March 2016		

AFI 1. 1 Making sure all staff expect students to take more responsibility for their own learning in lessons and through homework activities					
Priority	Lead	Action Milestones	Impact Milestones	Monitoring	Resources
		homework policy 29th June 2015 Roll out the remaining Culture and Ethos Strategy NN3 and NN5 to Year 8, 9, 10, 11 From February 2016 Lead Practitioners to finalise homework policy 29th June 2015 AHTs and LPs to devise a workable homework schedule at SLT meeting 9th July 2015		SCu	
AFI 1.1.5 Homework is used regularly by all staff and students to support learning in the classroom	ARe	Promote homework opportunities with new intake Y7 through induction day 2nd July 2015 Revisited 2nd September 2015			
		CLs to create a CT plan for the issuing, collecting and marking of homework by 13th July 2015	QA : LPs to QA Curriculum team plans to ensure Homework integrates with SOL and impacts on progress 16th July 2015		
		AHTs and CLs to promote schedule using website by 7th September 2015			
		AHTs to engage with families and launch homework schedule via Family letter 7th September 2015	QA : parent and student voice on homework on to accessibility and clarity of homework policy by 21st September 2015		
		AHTs to plan educating students of the value of homework as part of the TRL induction in assembly and tutorial w/b 16th July 2015	QA : tutorial homework launch and assembly w/b 7th September 2015		
		AHTs create a homework QA tool to triangulate CL homework plan.	QA : LW and work scrutiny w/b 5th October 2015 provides evidence that homework is being set regularly and students are completing it across all year groups and curriculum areas		
		AHTs create a homework QA tool to triangulate CL homework plan. Induction programme focuses on : <ul style="list-style-type: none"> • BfL • Data Driven Planning • Literacy/Numeracy • Marking and Feedback • Tong Responsible Learner^{2nd} September and through weekly induction programme	Staff and student voice indicates that the vast majority believe homework supports learning. 7th December 2015		
		AHTs create a homework QA tool to	QA : Whole school work scrutiny (every term) will	CLs	

AFI 1. 1 Making sure all staff expect students to take more responsibility for their own learning in lessons and through homework activities					
Priority	Lead	Action Milestones	Impact Milestones	Monitoring	Resources
		triangulate CL homework plan. Induction programme focuses on : <ul style="list-style-type: none"> • BfL • Data Driven Planning • Literacy/Numeracy • Marking and Feedback • Tong Responsible Learner^{2nd} September and through weekly induction programme	demonstrate that homework is meeting the needs of all students and contributing to good progress in the vast majority of curriculum areas. QA : Initial LW, work scrutiny, planning, data provides baseline judgment of teaching and learning for new staff w/b 14th September 2015		
		Induction programme focuses on : <ul style="list-style-type: none"> • BfL • Data Driven Planning • Literacy/Numeracy • Marking and Feedback • Tong Responsible Learner^{2nd} September and through weekly induction programme	QA : at DC1 LW, work scrutiny, planning, data informs secure teaching and learning judgment for new teachers appropriate for career stage		
AFI 1.1.6 Induction of new staff ensures that students are empowered to become responsible independent learners	ARe JBi TFe	Induction programme focuses on : <ul style="list-style-type: none"> • BfL • Data Driven Planning • Literacy/Numeracy • Marking and Feedback • Tong Responsible Learner 2nd September and through weekly induction programme			

1.2 Ensuring teachers adjust activities planned in lessons in order to best meet the learning needs of individual students					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 1.2.1 To improve data driven planning, using a transition matrix to ensure that all staff understand how to meet the needs of the students.	ARe	ARe, JBs to plan CPD on data driven planning by 29th June 2015	QA : CPD through teams shows that all staff demonstrate an understanding of PLCs for KS3 & 4 29th June 2015	SCu/CSk	
			QA : DHTs QA examples of data driven planning for each team on 3rd September 2015		
		CPD on data driven planning on 2nd September 2015	QA : LWs Learning walks demonstrate evidence of a consistent approach to data driven planning, meeting the needs of learners particularly for those with lower starting points,		

1.2 Ensuring teachers adjust activities planned in lessons in order to best meet the learning needs of individual students					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
			creating high levels of engagement to ensure students make good progress w/b 14th September 2015 and repeated as part of the LW cycle schedule		
		Each Curriculum area has exemplar data driven short term plans highlighted by DHT	QA process of LM meetings at all levels to ensure impact of data driven planning 14th September 2015		
		Achievement matrices interrogated with HG, DH and CL 12th October 2015 Matrices leading to accurate interventions to ensure good progress for all students	Data shows evidence that effective data driven planning is accelerating progress in the majority of lessons and particularly for LAP students. 12th October 2015 and 16th November 2015		
			Stakeholder voice indicates that the vast majority of students and staff believe data driven planning improves learning. 7th December 2015		
AFI 1.2.2 Target CPD provided to support teachers who require improvement with planning effective lessons.	ARe	Lead Practitioners to create a CPD programme focused on data driven planning using the transition matrix as a starting point. 14th September 2015	QA : LW show data driven planning is implemented to meet the needs of learners particularly those who have lower starting points resulting in high levels of engagement and good progress 21st September 2015 and repeated as part of the LW cycle schedule		
		T+L coaches for all RI staff agree tailored support through PLP with teachers which include clear timeline to good. 3rd September 2015	Stakeholder voice indicates that the vast majority of RI staff and students in their lessons believe learning to be improving. 12th October 2015		

1.3 Giving students the opportunity to respond to teachers' feedback in a meaningful way to help them gain a deeper understanding of key concepts and skills					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 1.3.1 Planning time in lessons for students to respond to written or verbal feedback to allow time deeper thinking and understanding.	ARe	Promote the use of DIRT through CL forum on 23rd June 2015 and ask CLs to introduce into all SOL and lesson planning	QA : DHTs SOL on 14th September 2015 provides evidence of DIRT for all students to allow regular opportunities for responding to feedback and extending their understanding.	SCu	
		Revisit marking and feedback CPD on 6th July and 3rd September 2015 . Follow up CPD will be required to fully embed DIRT. TBA	QA : LW, work scrutiny on 21st September 2015 provides evidence teachers are using DIRT to encourage extended verbal and written responses from students in all subject areas that help the student to progress their learning and the teacher to tailor their planning throughout the lesson.		
			Student voice indicates the vast majority of students understand how and why DIRT will help them to learn. 12th October 2015		

1.3 Giving students the opportunity to respond to teachers' feedback in a meaningful way to help them gain a deeper understanding of key concepts and skills					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
			QA: LW and work scrutiny demonstrate that the vast majority of students are using DIRT to progress their own learning and the vast majority of teachers are using it to tailor planning throughout the lesson. 14th March 2016		
AFI 1.3.2 Developing the use of higher level questioning to promote extended verbal responses from students.	ARe	CPD produced by Lead Practitioners for use at CT CPD on 7th September 2015.	QA : LW, work scrutiny on 21st September 2015 provides evidence of extended verbal and written responses from students in all subject areas and repeated as part of the LW/Scrutiny cycle schedule		
			Stakeholder voice demonstrates that students understand how extended verbal responses will help them to learn better and teachers understand better how they help them adapt their planning throughout a lesson. 12th October 2015		
			QA; Demonstrates effective extended verbal responses are common place in the vast majority of lessons and are particularly effective with LAP and SEN students. 14th March 2016		

1.4 Providing students with the opportunity to apply their literacy and mathematics skills in a wider context across the curriculum and through other opportunities provided by the school					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 1.4.1 Developing a consistent approach to literacy across the school	ARe	Launch whole school literacy focus with staff on 2nd September 2015	QA : SOL by DHT 14th September 2015		
		All staff aware of the three key strands (answer in full sentences, talk model write, always check your work) to include in planning. 2nd September 2015	QA : LW w/b 21st September 2015 provides evidence of students extending their verbal answers in full sentences when asked questions by the teacher and using full sentences in all discussions in the classroom. Extended answers evidenced in student books. QA repeated as part of the cycle.		
		Launch whole school literacy focus with students through Tong Responsible Learner on 2nd September 2015	QA : LW and student voice demonstrates that all student are aware of the whole school focus and can articulate the literacy expectations. 14th September 2015		
		CPD produced by Lead Practitioners – whole school focus and marking for literacy 14th September 2015	QA: Whole school work scrutiny shows that the vast majority of books are being marked for literacy. 12th October 2015		
		Develop a student SLA for literacy	QA : LW show Peer leadership of literacy evident		

1.4 Providing students with the opportunity to apply their literacy and mathematics skills in a wider context across the curriculum and through other opportunities provided by the school					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		19th October 2015 Design and introduce new approach to AR as reading intervention. Delivery model drafted by 16th July 2015	12th October 2015 QA : LW and student voice, Data analysis of reading ages at DC1 demonstrate marking for literacy has improved learning 14th December 2015		
		Visit other schools to identify the best model for the delivery of AR 13th July 2015			
		Base line testing identifies key intervention cohorts including new intake w/b 7th September 2015			
		Intervention groups begin their programme 21st September 2015			
		Launch a new peer reading scheme with Reading matters.			
		Peer leaders trained w/b 5th October 2015	QA: Level 2 Student voice indicates that leaders are confident and ready to deliver and they having an impact 23rd October 2015		
		Schedule for Peer Reading with target cohorts in place w/b 12th October 2015			
		Launch reading families scheme working with Reading Matters	QA : LW and data analysis at DC1		
		Promote a love for reading through the Love to Learn Centre through : Choice of texts Visiting speakers Reading clubs Competitions National Events: DEAR project weeks	QA : Stakeholder voice indicates that families are prepared to deliver the programme and are having impact 23rd October 2015 QA : analysis of reading and participation data shows an increase in reading ages, particularly for those with lower starting points and high levels of engagement. 14th December 2015		
		Incorporate reading testing in line with DCs	QA : reading data shows improvement in closing the gap between chronological and reading age particularly for students with low starting points tracked At each DC		
AFI 1.4.2 Developing a consistent approach to numeracy across the school	JBs	Establish partnership working with Northern Lights 18th May 2015			
		Initial meeting with Northern Lights to develop numeracy strategy 18th May 2015			
		Raise profile of numeracy around school, to engage interest and 'buy-			

1.4 Providing students with the opportunity to apply their literacy and mathematics skills in a wider context across the curriculum and through other opportunities provided by the school					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		in' from pupils and teachers 30th June 2015			
		Explicit links to numeracy skills in lessons, to embed the teaching of numeracy across the curriculum 14th July 2015			
		Numeracy twilight CPD for all staff. 16th October 2015			
		Establish numeracy link teacher from each curriculum area 20th November 2015			
		Establish numeracy strategy group to drive numeracy across the curriculum. 20th December 2015			
		Identify a Numeracy SLA			

1.5 Sharing more effectively the good practice in teaching which exists across the school					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 1.5.1 To provide staff with opportunities to work with colleagues outside their curriculum area and share good practice		Outstanding colleagues to deliver CPD to new to profession and staff who require improvement focusing on specialist areas of: <ul style="list-style-type: none"> • BfL • Data Driven Planning • Literacy/Numeracy • Marking and Feedback • Tong Responsible Learner 14th September 2015	QA w/b 5th October 2015 demonstrates impact of first CPD for RI staff in all key AFI areas and repeated throughout the cycle		
			QA : First formal observations for new to profession colleagues will be recorded by 14th September 2015 and repeated throughout the cycle		
		Teach Meet scheduled every half term	QA : Through LW and data, Progress of staff attending Teach Meet will be tracked every half term.		
		Leaders working in triads to coach and support. Weekly CPD as part of the CL forum	QA : Every SEF cycle demonstrates improvements in the quality of provision if Curriculum Areas.		
		Lead Practitioners trained as Teaching Coaches to develop underperforming staff and add capacity to core subjects.	QA : LW work scrutiny and individual PLPs will track the progress of key staff weekly.		
		LPs delivering specialist CPD sessions responding to QA which has	QA : LW, work scrutiny and data shows that Progress of key staff has improved in response to		

1.5 Sharing more effectively the good practice in teaching which exists across the school					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		informed the PLPs of individual staff. Schedule produced the week following QA	the specialist CPD		

AFI 2
Further improve the effectiveness of leaders and managers, including governors.
Success Criteria:

AFI 2.1 Ensuring that, at all levels and in every area of the school's work, a strong focus on students' learning and progress is maintained, particularly for students with lower starting points.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.1.1 To enable students to know and understand their targets and know how to make progress in lessons and over time.	JBS	Complete target setting process by 26th June 2015	Targets agreed at Headteacher's Team and externally checked by 25th June 2015 .	CSK	
		Share targets with curriculum teams by 30th June 2015	Targets shared with all subject leaders through the SIP by 30th June 2015	SCu	
		Whole school CPD for teachers and teaching leaders using targets to inform planning.	QA of lesson plans and SOLs demonstrate that targets have been used effectively across the vast majority of subjects to inform planning by 14th December 2015 .	SCu Planning QA early September SCu Planning QA	
		Students informed about targets and have them recorded clearly for easy reference in all subjects by 5th September 2015	LW demonstrate that targets are visible and accessible to all students in all lessons. 14th September 2015	SCu	
			Students, particularly the low attaining students, understand and talk about targets with confidence. 14th December 2015	LWs and Student Voice	
		Students are guided on learning to use next steps to help achieve targets in Form Period and assembly 15th September 2015	Many students are able to identify their next steps in lessons as evidenced in LWs 14th October 2015	SCu	
			Students Voice and QA demonstrates that students are able to identify the steps they need to take towards achieving their targets in the vast majority of lessons 14th December 2015	CL learning walks and SLT consistency QA Stakeholder Voice	
	QA & LW and Student Voice demonstrate that the vast majority of students are taking responsibility for their own learning by actively using next steps in the vast majority of lessons. 14th March 2016				

AFI 2.1 Ensuring that, at all levels and in every area of the school's work, a strong focus on students' learning and progress is maintained, particularly for students with lower starting points.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
			The data analysis shows where this has been achieved effectively student progress has accelerated. 13th June 2016	DC3 data analysis	

AFI 2.2 Providing appropriate developmental support and training for the small number of middle leaders to help them better undertake their roles.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.2.1 Provide CPD for a small number of middle leaders in order to accelerate students achievement	JBs	Middle Leader quality baseline 13th June 2015	QA and LWs show that targeted teams have made progress have established basic routines and practices that are likely to result in improvements. 3rd September 2015		HGr time with DHs and CLs
		Tailored plan in place for targeted leaders 14th July 2015 This will involve external capacity where required.	Student achievement in the data check triangulates with QA evidence of improvements in T+L to demonstrate targeted teams are making rapid progress 14th December 2015	SCu	SKe to arrange with SCu
		Plan adapted to enable teams to become more independent 4th January 2016	LWs, QA and stakeholder voice reflect an improving team. 14th December 2015	CLs	
		Teams become completely independent 16th May 2016			

AFI 2.3 Helping middle leaders to swiftly identify emerging weaknesses and inconsistencies in their area of responsibility and take effective action to address these					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.3.1 Ensure quality achievement data is used to inform SOLs and lesson planning		Initial SISRA CPD 15 th June 2015	QA of SOLs and show all SOLs have been adapted to take account of achievement. 14 th September 2015	SCu/SKe	HGr and DHs interrogate Yr 10 DC4 with CLs
		HGr to provide CPD for CLs and DHs By performing a rigorous analysis of Year 10 DC4 July 2015 All planning and SOLs updated by 1st September 2015	SLT QA demonstrates the vast majority of teachers are using data effectively to inform lesson planning 14th December 2015	Use LWs/QA and data analysis to assess the impact of external and internal capacity used to deliver CPD	
		CPD for teachers on how to use achievement data to inform lesson planning 12th October 2015	Student voice, particularly of those with low starting points, demonstrates they understand how lesson planning can help accelerate	SCu/CSk	Hums Review SMO and CBI ? July 2015

AFI 2.3 Helping middle leaders to swiftly identify emerging weaknesses and inconsistencies in their area of responsibility and take effective action to address these					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
			achievement 14th December 2015		
			Termly planning QA demonstrates that effective achievement data driven planning is sustained and improving		
AFI 2.3.2 Ensure quality achievement data is used to inform Intervention		Set up PiXL intervention groups for Maths and course work intervention groups for English for Year 10 based on DC3	Student PLCs show the vast majority of the 50 targeted students have secured the skills covered in the first SOL 14th July 2015		
			Data checks, LWs and stakeholder voice show students learning is more secure in lessons. DC4 3rd September 2015		
		Capacity for intervention identified and the plan for intervention across all subjects in all year groups including any mastery pilots agreed. 14th July 2015	Dc1 2015 shows improvement in overall grades by students in accordance with Success Criteria milestones in this plan 12th October 2015		
		Agree roll out of PLCs in all subjects 3rd September 2015	Mock exam Nov shows show intervention is successful as the targeted students have moved up to the requisite grade. 16th November 2015	CTs	
			The impact of intervention across all subjects tracked by AHT SWS through PLCs and evaluated at each data check.		
			Stakeholder voice and LWs demonstrate intervention, for the vast majority of students but particularly for those with low starting points, that it helps students to become more confident learners.		
			LW that track key students in key groups show support is in place and understood by staff. 14th September 2015		
	AHT SWS to coordinate the tailored support available for all groups of students vulnerable to underachievement in their year groups. To include SEN, LAP, EAL challenging students etc. 14th July 2015	Stakeholder voice with key students show they understand the nature of their support. 3rd September 2015			
		Termly data checks demonstrate the vast majority of targeted students are improving their achievement and their attendance.			
	AHT to work with mentors and SLP to shape and communicate how support should work for these key groups and provide CPD for all leaders and staff supporting. 16th July 2015	Termly Stakeholder voice and QA indicate the vast majority of staff and students implement support successfully and see the value in this support.			

AFI 2.3 Helping middle leaders to swiftly identify emerging weaknesses and inconsistencies in their area of responsibility and take effective action to address these					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		Tracking of key groups in place 14th July 2015			
AFI 2.3.3 Ensure achievement data is used to inform CPD for teachers and teaching leaders		HGr to provide CPD for CLs and DHs By performing a rigorous analysis of Year 10 DC4 14th July 2015	September QA of Year 11 shows planning, intervention and CPD all linked to Year 10 data scrutiny CPD 15th September 2015		
		CPD plan in place and calendared to best prepared staff to meet Impact Milestones in this plan. 14th July 2015	QA and LWs following CPD delivery demonstrates that the vast majority of teachers are practising new learning. Team SEFs clearly comment on the effectiveness of CPD in raising achievement.		
		Additional expertise secured to enhance the delivery of CPD at different times in the year. 14th July 2015	Termly data check shows raised achievement as a result of CPD		
AFI 2.3.4 Ensure emerging weaknesses and inconsistencies are identified and dealt with swiftly by agreeing a set of daily/weekly routines that will provide the information required to encourage early intervention to avoid bad habits becoming accepted cultural norms with all CLs		Consultation with CLs 14th July 2015	QA of team meetings on the first day back demonstrate that all teams have established clear routines and identified team strengths and weaknesses in terms of professional expectations and inconsistencies. 2nd September 2015		
		Routines agreed in each team July 2015 Launched with CTs 3rd September 2015	QA of professional expectations show the vast majority of staff are using professional expectations effectively and consistency in order to improve the learning environment. 30th September 2015		
		CPD about how to intervene early in an effective way. Sept 2015	Analysis of rewards and behaviour data shows a reduction in NNs and Redlines and an increase in rewards. 14th November 2015 14th March 2016 11th July 2016		
			Stakeholder Voice shows the learning environment is improving due to the swift identification and resolution of weaknesses and inconsistencies in the vast majority of lessons 14th November 2015		

AFI 2.4 Ensuring assessment processes are robust and accurately reflect the knowledge, skills and understanding gained by students					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.4.1 Ensure a robust assessment process underpins each MER cycle	JBs	Target setting complete and assessment calendar communicated to all involved. July 2015		Signed off by Gobs and CSk July 2015	

AFI 2.4 Ensuring assessment processes are robust and accurately reflect the knowledge, skills and understanding gained by students					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
to inform data driven improvements in teaching and learning.					
AFI 2.4.2 Ensure short term, medium term and longer term improvements in teaching and learning are shaped and reviewed regularly through achievement driven team meetings and line management at all levels	JBs/SCu	Improvements to all Team meeting formats in place and communicated. Mjo/SCu/JBs: Govs SDW SCu/JBs: Headteacher's Team JBs: DH/AHT JBs: DH/CL JBs: CT JBs: All LM meetings 14th July 2015	QA demonstrates that meetings are focussed on achievement 14th September 2015	SCu/CSk/SSMG	
		CPD for all CLs delivered by HGr and DHs 12th Oct 2015 This CPD/QA repeated 14th March 2016 and 14th May 2016	QA of meetings and demonstrate records (Position statements) of trails to improve T+L or leadership that have emerged from achievement discussions in meetings have resulted in improvements in student achievement. 14th December 2015, 14th March 2016, 16th May 2016, Sept 2016		
		QA of all meetings to take place each MRE cycle: 12th Oct 2015 14th March 2016 14th May 2016	All improvements in achievement evident in meeting records (Position Statements) triangulated with stakeholder voice, LWs and other systematic QA activities.		
AFI 2.4.3 Ensure Governor meetings and LWs enable them to effectively track and monitor the progress of key groups of students, particularly those with lower starting points throughout each MRE cycle	MJo/SCu	Link Governor SIP and SDW meetings and LWs to the MER calendar 14th July 2015	Governors clear which key groups they are tracking throughout the year. 3rd September 2015	SSMG, CSK, BP Review	
			Records of meetings record improvements in achievement for targeted groups of students.		
			Governor LW walks record other QA data collected to triangulate improvements in achievement. Stakeholder voice, work scrutiny etc. Termly		

AFI 2.5 Continuing the work to secure further improvements in attendance					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.5.1 Improve attendance and reduce PA by focusing on key cohorts for tracking and intervention	TFe	Identify attendance focus cohorts Band 1=97-100% Band 2 = 96-94%, Band 3 = 93% - 90% (PA) and Band 4 = <90% and below and allocate the tracking of each cohort to tutors, SPL/DSPL, AHT SWS/attendance team and ESW. 23 June 2015	QA : attendance data of each cohort in tracked weekly by AHTs, tutors, year teams and ESW % improvements are made in each cohort band over the year	SCu	ESW additional day per week
		Tutors, DSPLs/SPLs, AHT, ESW Track progress weekly, celebrate through rewards at each level, and provide appropriate interventions 30th June 2015	QA : Attendance rewards allocated by tutors for good and improved attendance 14th September 2015		
		Further raise the profile of attendance and the impact of good attendance on outcomes within tutorial, students tracking their own attendance and setting their targets weekly with their tutor. 30th June 2015	QA : LW in tutorial, Learning Journals checked weekly by SPLs during attendance Friday focus period		
		Add additional capacity from the ESWS to further impact on reduction of PA and term-time holiday reduction 14th September 2015	QA : student voice indicates students understand the importance of good attendance and the impact on their learning at the termly Level 1 collection		
AFI 2.5.2 Use weekly attendance data to identify vulnerable groups of students (WROM, SEN, FAL, complex issues students)	TFe	Each SWS AHT identifies low attending vulnerable groups 30th June 2015	QA : attendance data is tracked weekly by AHTs and shows improvements in % attendance for each vulnerable group		
		AHTs work with the attendance team and other key teams across the school to develop strategy and plan appropriate interventions 14th July 2015			
		Engage the New Communities team in supporting interventions with key groups 14th September 2015			
AFI 2.5.3 Further develop and	TFe	Introduce and publicise Family rewards weekly and termly	QA : parent voice indicates that parents understand the need for good attendance and		

AFI 2.5 Continuing the work to secure further improvements in attendance					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
embed attendance reward strategy linked to PRIDE values for students and 'family' rewards		30 th June 2015	the impact this has on outcomes collected at Level 1 termly collections		
		Attendance 'Friday' celebrated within tutorial and award PRIDE rewards 30 th June 2015	QA : LW of tutorial programme weekly		
AFI 2.5.4 Address the 'dips' in attendance on Fridays and around holiday weeks		Attendance Team to track whole school patterns across the week and across the year 14 th September 2015			
		AHTs to work with Year Teams to identify patterns across each year cohort and for individual students 14 th September 2015			
		Arrange parental/student meetings for those who are identified as having patterns to their attendance 14 th September 2015			
		Attendance team to monitor the improvements and provide data for the year teams 30 th September 2015	QA : AHTs show the impact of this intervention on attendance data on the attendance patterns of these students 30 th September 2015		
		AHTs to monitor the quality of provision on Fridays and around holidays	QA : LW focused on Friday provision indicates learning is good. Weekly		
		AHTs to track and monitor the impact of Attendance 'Friday' to address the Friday dip. 16 th July 2015	QA : of attendance data shows that Friday attendance is in line with whole school 12 th October 2015		

AFI 2.6 Reviewing the way in which sixth-form achievement can be improved, especially for those students who are repeating courses.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.6.1 Ensure quality achievement data is used to inform SOLs and lesson planning improves learning for all students in the 6th Form, especially those who are repeating courses	BLe	AHT SWS Post 16 to join Headteacher's Team to add capacity to secure the quality of Post 16 provision is secured across all teams. 14 th July 2015	Record improvements in achievement for targeted students/groups of students. 14 th December 2015		
AFI 2.6.2 Ensure quality achievement data is used to inform	BLe	Post 16 Lead to join school achievement lead in scheduling Post 16 achievement scrutiny following each Data check. 30 th July 2015			

AFI 2.6 Reviewing the way in which sixth-form achievement can be improved, especially for those students who are repeating courses.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
Intervention improves learning for all students in the 6th Form, especially those who are repeating courses					
		Intervention plan that includes targeted students and trajectory milestones agreed with all subjects and for each type of qualification. 14th September 2015			
		LPs in Maths and English to lead on the delivery of L2 Maths and English programmes. 3rd September 2015			
AFI 2.6.3 Ensure achievement data is used to inform CPD for teachers and teaching leaders improves learning for all students in the 6th Form, especially those who are repeating courses	BLE	The planning of L2 Maths and English programmes to focus on application; using real-world examples and teaching outside the classroom where ever possible. Leaders to ensure students are not receiving the same diet as they did in Y11. 14th July 2015			
		Maths and English to be integrated into all L2 option courses. CPD for all staff leading the delivery of L2 programmes to focus on the requirements of Maths and English qualifications at L2 (FS and GCSE repeat courses). SOL for L2 options to sign post where specific Maths and English topics are integrated and applied to programmes. 14th July 2015			
		Fortnightly assessments (where progress and impact is recorded on sims) and half-term progress reviews for all sixth form students, including those students that are repeating courses.			
		Regular monitoring and tracking of Post 16 progress at the HT and DHT -CL LM. Focussed intervention with learning mentors for all students on repeat			

AFI 2.6 Reviewing the way in which sixth-form achievement can be improved, especially for those students who are repeating courses.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		courses, where students work on CTG on their weak areas from Y11 (using exam analyse to highlight focus areas).			
		Work with PiXL6 and the Post 16 South Bradford Network to facilitate the sharing of good practice in all aspects of sixth form provision. From September 2015			
AFI 2.6.4 Ensure the Post 16 curriculum enables students to maximise their achievement, particularly for those students who are resitting qualifications or studying new	BLE/DHT	Agree format and timeline for analysis 14th July 2015.	The impact of intervention tracked through PLCs and evaluated at each data check.	SCu	
		Subject pages shared with CLs at the start of term in preparation for initial meeting. Identify targeted Y13 students/groups of students, set realistic targets and implement intervention plans 3rd September 2015			
		LPs to be allocated to those students who are repeating courses 14th July 2015	The impact of outstanding practitioners will be tracked through PLCs and evaluated at each data check.	SCu	
		To organise, plan and facilitate CPD for KS5 Maths and English leaders 14th July 2015	The impact of the applied strategies will be tracked through PLCs and evaluated at each data check.	SCu	
		To organise, plan and facilitate CPD for KS5 Maths and English leaders and options leaders 14th July 2015	The impact of the integrated approach will be tracked through PLCs and evaluated at each data check.	SCu	
		Format and content of reviews and assessments to be agreed with CLs 14th July 2015	The impact of this rigorous assessment and review cycle will be tracked through PLCs and evaluated at each data check.	SCu	
		Data and progress monitoring cycle to be established 14th July 2015	Records of meetings and record of improvements in achievement for targeted groups of students. 14 th December 2015	SCu	
		Individual student exam analysis prepared by CTs, areas for development identified through PLCs	Record of mentoring sessions. The impact of the mentoring will be tracked through PLCs and evaluated at each data check.	SCu	

AFI 2.6 Reviewing the way in which sixth-form achievement can be improved, especially for those students who are repeating courses.					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		and students allocated to mentors 14 th September 2015			
		Ascertain the dates and times of 2015/6 meetings and add to school calendar.	Team SEFs clearly comment on the effectiveness of CPD in raising achievement. 14 th December 2015		
		Cascade good practice to HT/CTs.	Termly data check shows raised achievement as a result of CPD		
			QA, LWs and student voice demonstrate that good practice is being embedded across all targeted teams.		

AFI 2.7 Ensure the introduction of new curriculum initiatives link effectively with assessment systems					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
AFI 2.7.1 Coordinate, monitor, evaluate and review a programme of extensive curriculum change that combines statutory expectations with internal, school improvement based changes, in order to secure improved outcomes for all students. Key Curriculum changes: KS3- Mastery Curriculum KS4- New POS and grading format. KS5 – New POS for resitting students and New Level 3 POS and reform of AS A2 link.	DH Subject LM	DHs to present detail of pilot in their subjects to Curriculum Strategy group. July 2015	Curriculum change mapping exercise produced by the Curriculum and Assessment strategy group September 2015		
		DHs to produce a communications plan for all stakeholders explaining the rationale for the proposed curriculum changes and sharing the timeline.	QA: Stakeholder voice suggests the majority of students, parents and staff understand the rationale for the proposed changes. September 2015		
		DHs plan for how achievement and progress will be communicated to all stakeholders over the year in each subject, paying particular attention to any pilots. July 2015	QA: LWs and student voice demonstrate that students understand how progress is being shared and can use it to further their learning in the vast majority of lessons but particularly where curriculum changes have been implemented. December 2015		
		CPD provided to all staff to clarify how we will report achievement to parents	Parent voice after every parents evening demonstrates that the vast majority we are communicating achievement clearly and that any curriculum changes are having a positive effect on learner outcomes. Each Parent Evening		
		Curriculum strategy group to produce a curriculum map and timeline detailing the various new curriculum initiatives being rolled out over the year in each subject and at each Key Stage September 2015			
		Curriculum Strategy Group to a			

AFI 2.7 Ensure the introduction of new curriculum initiatives link effectively with assessment systems					
Priority	Lead	Action Milestone	Impact Milestone	Monitoring	Resources
		<p>schedule of quality assurance and review and evaluation meetings to check that there coherence between the roll out of new curriculum initiatives both between key stages and across subjects. September 2015</p>			
		<p>Produce a report evaluating the impact of new curriculum initiatives and adjust timeline and roll out accordingly.</p>			