

## Student outcomes

**Status:** In Progress

**Responsible:** SLT

**Priority:** High

**Monitor:** Head

**Team:** SLT

**Dates:** 01/09/17 - 31/08/18

**Description:** Strategies will be implemented to improve student outcomes in terms of the progress and attainment of all students in key identified groups.

2018 Performance tables	2017 unvalidated outcome	Target (Minimum, Aspirational)	Outcome
Progress 8 (all students)	+0.02	Min: positive Asp: +0.25	
Progress 8 (disadvantaged)	-0.61 sig-	Min: in line with national Asp: positive	
Progress 8 (SEND)	-0.80 sig-	Min: in line with national Asp: positive	
Progress 8: English	+0.16	Min: +0.16 Asp: +0.25	
Progress 8: Maths	-0.08	Min: positive Asp: +0.25	
Progress 8: eBacc	+0.08	Min: +0.08 Asp: +0.25	
Progress 8: Open	-0.05	Min: positive Asp: +0.25	
% students with grades 5+ in English & Maths	42%	Min: in line with national Asp: 5% above national	
% students with grades 5+ in English	66%	Min: in line with national Asp: 5% above national	
% students with grades 5+ in Maths	48%	Min: in line with national Asp: 5% above national	
% staying in education or entering employment	2014: 95% (National 94%)	Min: above national Asp: above 95%	
Average progress score - A levels	-0.17	Min: in line with national Asp: positive	
Average grade - A levels	C-	Min: C Asp: C+	
Average progress score - Applied General	+0.18	Min: +0.25 Asp: sig above national	
Average grade - Applied General	Dist+	Dist+	
Average grade - Tech Level	Dist*-	Dist*-	
Progress in retake English*	+0.52	Min: above national Asp: above 2017 outcome	
Progress in retake maths*	+0.22	Min: above national Asp: above 2017 outcome	
% staying in education or entering employment	2014: 91% (National 88%)	Min: above national Asp: above 91%	

\* resit GCSEs in English and maths are now the new 9-1 GCSEs; this may mean that the progress figures for the 2017-18 cohort will not be directly comparable to the 2016-17 figures.

<b>Strategy:</b>	To focus on completing actions within the College Quality Improvement Plan, including sections on: Teaching, Learning and Assessment Closing the Gap Personal Development, Behaviour and Welfare Pupil Premium Action Plan Catch-up Premium Action Plan Safeguarding Action Plan resulting from the S175/S157 Audit
<b>Monitoring \ Evaluation:</b>	-

### Actions in addition to the sections named above.

Status	Title	Description	Dates	Responsible	Priority
Not Completed	New specifications	<p>Improve staff knowledge and understanding of new specifications and their assessment requirements.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>HOFs review examination outcomes and examiners reports with their faculty teams and, where appropriate, recall exam papers to review the marking process.</li> <li>Schemes of learning are amended if necessary, to address any gaps in provision.</li> </ol>	01/09/16 to 31/08/17	HoFs – monitored by SLT links.	High
Not completed	Middle Leadership development	<p>Use a more targeted approach to the development of middle leaders, focusing on specific areas of need in SLT link coaching sessions and CPD. Use HoF meetings to raise awareness of 'In School Variation' (ISV) issues and address them quickly.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>Middle Leaders demonstrate improvement on the Kirtman's Leadership Competencies audit.</li> <li>ISV issues are tackled promptly, as indicated in the HoF meeting minutes.</li> </ol>	01/09/16 to 31/08/17	SLT links and PMa	High
Not Completed	Parent interaction with student data	<p>Track parent interaction with our 'Pupilinfo' website, to ensure that parents are engaged with the progress data for their child/children, and can provide appropriate support at home.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>Pupilinfo functions effectively and provides useful data to parents.</li> <li>Tracking method developed and implemented.</li> <li>Tracking data leads to actions that increase parental engagement.</li> </ol>	01/09/16 to 31/08/17	JHt	Medium

## Teaching, Learning and Assessment

<b>Status:</b>	In Progress	<b>Responsible:</b>	P Martin, D Dudley
<b>Priority:</b>	High	<b>Monitor:</b>	Head
<b>Team:</b>	SLT	<b>Dates:</b>	01/09/17 - 31/08/18

**Description:** We aim to achieve consistently great teaching, learning and assessment across the College, including Post 16.

**Strategy:** Developing a shared understanding of what constitutes 'expert teaching', improving pedagogy through deliberate practice, using cognitive science principles to improve learning, and creating effective formative and summative assessments. Using a range of monitoring and supportive strategies to ensure that high quality teaching, learning and assessment is embedded in all Key Stages.

**Monitoring \ Evaluation:**

### Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Expert teaching	<p>The characteristics of 'expert teaching' are reinforced with all staff throughout the year, across all key stages, and embedded into our policies and practice. A 'Teaching and Learning Group' is created to research, develop and disseminate good practice.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Learning observations, learning walks, work scans, student voice etc. all focus on the characteristics of 'expert teaching'.</li> <li>2. Members of the T&amp;L group represent a wide range of faculties, and act as champions for 'expert teaching' principles, promoting and disseminating effective practice (possibly through a 'Teachmeet' session).</li> </ol>	01/09/16 to 31/08/17	PMa/DDu	High
Not Completed	Deliberate practice	<p>The learning walk programme is extended, to involve more staff, visiting a range of subjects outside their specialist area. New lesson study sessions are used for joint planning, developing expertise, and improving pedagogy and practice. Learning workshops include sessions on the characteristics of 'expert teaching'.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. New learning walk structures are facilitated by SLT and lead to greater sharing of expertise across the College.</li> <li>2. Staff take more ownership of their own personal development, and make the</li> </ol>	01/09/16 to 31/08/17	PMa	High

		<p>most of the opportunities available to improve their classroom practice.</p> <ol style="list-style-type: none"> <li>3. Staff share their expertise and help develop others through lesson study sessions and learning workshops.</li> <li>4. There is a clear improvement in teaching and learning over the academic year.</li> <li>5. Self-Assessment of the Teachers' Standards demonstrates an honest and reflective approach, focused on improving the standard of teaching.</li> </ol>			
Not Completed	Memory based learning strategies	<p>Strategies such as spacing, interleaving, dual coding and retrieval practice are integrated into schemes of learning, to enhance student recall of key information. Knowledge organisers are created for a wide range of subject topics and used in low stakes quizzing activities.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Learning walks and schemes of learning indicate that memory based strategies are seamlessly integrated within each subject and context – not bolt-on activities.</li> <li>2. Student recall improves, enabling greater capacity for problem solving tasks.</li> <li>3. Student outcomes in summative assessments improve over time.</li> <li>4. There is clear evidence that all elements of the Post 16 Action Plan are in place across all faculties.</li> </ol>	01/09/16 to 31/08/17	PMa/DDu	High
Not Completed	Assessment and feedback	<p>Formative assessment is effective and leads to responsive teaching. We expect summative assessments to be differentiated, so that they are accessible to lower prior attaining students. It is important that low PA students experience success and grow in confidence. Marking policies are adhered to and become embedded in teacher practice, so that there is a consistent approach to marking and feedback within each faculty.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Responsive teaching is observed in lessons.</li> <li>2. Low PA students demonstrate greater perseverance when completing summative assessments.</li> <li>3. Marking and feedback is consistent within each faculty and aligns with College principles.</li> <li>4. At Post 16, feedback provides clear guidance for those students with target grades of B or above to reach the higher examination standards.</li> </ol>	01/09/16 to 31/08/17	PMa/DDu	High

## Closing the Gap

**Status:** In Progress

**Responsible:** SLT

**Priority:** High

**Monitor:** Head

**Team:** SLT

**Dates:** 01/09/17 - 31/08/18

**Description:** We understand that 'closing the gap' needs to be a top priority for the College, and should focus on ensuring that expert teaching is taking place, and that students have appropriate attitudes to learning which enable them to accelerate their progress.  
Note: This plan should be read in conjunction with the Pupil Premium Action Plan and Catch-up Premium Action Plan

**Strategy:** The main strategy for closing the gap this year is the new RAG process. This will be backed up by other strategies specifically for SEND and Disadvantaged students, along with a drive to improve literacy standards. In Post 16, the A level Mindset philosophy will be rolled out to classroom teachers. Changes to setting and lesson length are long-term strategies that need starting this year.

**Monitoring \ Evaluation:**

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## Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	New RAG process	<p>ATL data is collected every two weeks and used by the HoP to RAG rate students for mentoring and/or other intervention. Attainment data is collected every 3 months and RAG rated. It is used to identify a sample of SEND and PP students, whose provision will be checked via learning walks and work scans. Feedback, follow up CPD, and sharing of effective practice takes place. At Post 16, this takes the form of review meetings with the HoFs and the Director of Post 16. Some students are targeted for bespoke intervention. The cycle is repeated and checked for impact.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Interventions by HoPs and Tutors improve ATL grades</li> <li>2. Monitoring processes lead to more effective in-class provision and improved outcomes for students</li> <li>3. Bespoke intervention activities lead to improved outcomes for students.</li> </ol>	01/09/17 to 31/08/18	SLT and Middle Leaders	High
Not Completed	SEND provision	<p>Outcomes from learning walks and work scans, via the new RAG process, are used to design and target SEND training activities for teachers. The champion role is developed further, in terms of supporting and training others in the SEND support team. Teaching assistants help students to help themselves. Our 'Nurture Group' provision and accompanying programme of study is developed for students with specific learning</p>	01/09/17 to 31/08/18	DLe	High

		<p>needs. (See also the Trauma Informed Schools programme on the following action plan)</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Classroom practice becomes more effective in terms of removing barriers to learning for SEND students, leading to improved outcomes.</li> <li>2. Skills are enhanced across the SEND team and there is greater solidarity.</li> <li>3. Student independence improves.</li> <li>4. Students in the nurture group develop the skills and confidence to reintegrate into more mainstream lessons.</li> </ol>			
Not Completed	Literacy	<p>Deliver an extensive literacy support programme, including Read Write Inc. and Lexia (within SEND provision), along with literacy across the curriculum and in tutor time at KS3 – developing tier 2 and tier 3 vocabulary. Reading ages of students are tested more regularly across Y7 to Y11 to assess the impact.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Reading ages improve at an increasing rate, so that they become aligned with, or move above, the chronological age of students.</li> <li>2. Students demonstrate greater perseverance and resilience on literacy based tasks.</li> </ol>	01/09/17 to 31/08/18	DLe/PMa/DMc	High
Not Completed	A level Mindset	<p>Extend the A level Mindset approach beyond the tutor programme and into classrooms.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. All Post 16 teachers receive A level Mindset training.</li> <li>2. The elements of VESPA are used within the classroom environment and incorporated into student-teacher discussions, leading to a positive impact on ATL grades.</li> </ol>	01/09/17 to 31/08/18	DDu	High
Not Completed	Setting	<p>Introduce more mixed ability classes in KS3, so that grouping places no limitations on the expectations of both students and staff. Trial no targets in Year 7 as a method of challenging fixed mindsets and low aspirations.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Low PA students become more resilient and increase their ATL grades.</li> <li>2. Low PA students improve their progress</li> </ol>	01/09/17 to 31/08/18	JHt/PMa	Medium

Not Completed	Lesson length and impact on the curriculum	<p>Explore models for shorter, 75 minute lessons, in terms of impact on the school day and curriculum. We believe more frequent contact with teachers will aid memory based teaching strategies.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Models for 4 x 75 minute lessons are produced for the structure of the school day.</li> <li>2. Curriculum models are produced for 40 lessons per fortnight.</li> <li>3. Stakeholders are consulted in a timely manner, ready for introduction in September 2018.</li> </ol>	01/09/17 to 31/08/18	PMa	Medium
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## Personal Development, Behaviour and Welfare

**Status:** In Progress

**Responsible:** D McDonald, D Lewis,  
D Dudley, T Richardson

**Priority:** High

**Monitor:** Head

**Team:** SLT

**Dates:** 01/09/17 - 31/08/18

**Description:** New strategies will be implemented to improve attitude to learning and student welfare. There will also be a continued focus on personal development within College and the wider community.  
Note: This plan should be read in conjunction with the Safeguarding Action Plan, resulting from the S175/S157 annual audit and our College behaviour policy.

**Strategy:** To introduce new strategies, including Ready to Learn and Trauma Informed Schools. To continue to nurture personal development and welfare, by providing students with appropriate information, guidance, support and enriching opportunities.

**Monitoring \ Evaluation:**

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### Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	Ready to Learn	<p>The Ready to Learn positive behaviour system is implemented across the College, and consistency of application is monitored. Patterns in ATL data and RtL room referrals are closely scrutinised to check the effectiveness and impact of this strategy. HoPs, including those at Post 16, use the data to reward success and intervene with students requiring additional support in order to meet expectations.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Teachers have the opportunity to teach with maximum engagement and minimal disruption.</li> <li>2. Students strive to achieve high ATL scores across the whole year.</li> <li>3. Teachers apply procedures fairly and consistently.</li> <li>4. Early intervention improves outcomes for students.</li> </ol>	01/09/17 to 31/08/18	DMc/DDu	High
Not Completed	Trauma Informed Schools programme	<p>Key members of staff are trained in the programme, and newly acquired knowledge and skills are utilised to improve the support available for students with SEMH difficulties.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Students become more emotionally literate, more self-aware, and able to self-regulate.</li> <li>2. Targeted support and intervention enables students with SEMH needs to reintegrate with the main population.</li> </ol>	01/09/17 to 31/08/18	DLe	High

Not Completed	PSHE	<p>The PSHE programme is planned to meet statutory requirements, and tackle other issues relevant to the needs of young people (guided by the PSHE Association). This will be backed up with tutor time activities and additional drop-down sessions as required. All activities will be reviewed and evaluated to ensure student engagement in the key issues.</p> <p>At Post 16 the PSHE programme includes work experience, and all Year 12 students will be enrolled in a one-week programme as a minimum.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. Students demonstrate a positive attitude towards PSHE and are engaged by the issues raised, as evidenced through feedback and attendance data for the PSHE days.</li> <li>2. Tutor time sessions are co-ordinated by HoPs to prepare for PSHE days and/or reinforce and consolidate key learning points.</li> <li>3. All Year 12 students complete a work experience programme.</li> </ol>	01/09/17 to 31/08/18	DMc/DDu	Medium
Not Completed	Improving attendance	<p>Student attendance is RAG rated, and when it falls to 94%, immediate actions are put into place. This year we are including graphs in our attendance letters to have more visual impact. We also intend to update publications to show the impact of poor attendance on exam results, and adopt a stricter approach to term-time holidays/leave of absence. The Attendance Officer meets each fortnight with key personnel from SLT to review attendance. This leads to personalised attendance action plans. The whole Senior Leadership team review attendance every half term.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. For disadvantaged and SEND students to have an attendance rate much closer to that of other students.</li> <li>2. The overall College attendance figures improve above 95%.</li> <li>3. The number of students with PA decline.</li> </ol>	01/09/17 to 31/08/18	DMc/DLe/DDu	High
Not Completed	Spiritual, moral, social and cultural development.	<p>Co-operative values are embedded into every aspect of College life, and they extend into the wider College community, though use of the language and ethos associated with the values. All students are encouraged to engage in the Co-operative Community Awards programme and actively demonstrate these values. Many opportunities will be provided, which enable students to engage with local, national and international communities, to promote further their social and cultural development.</p> <p>Success criteria</p> <ol style="list-style-type: none"> <li>1. The number of students achieving Co-operative Community Awards increases</li> </ol>	01/09/17 to 31/08/18	TRi	Medium

		<p>compared to last year, and key groups are targeted for improvement e.g. boys</p> <ol style="list-style-type: none"><li>2. Students take part in a wide range of activities to promote their SMSC understanding, eg primary transition, trips and visits and Duke of Edinburgh award.</li><li>3. The full range of opportunities and activities are audited, and student participation monitored across identified groups – checking for equality of opportunity.</li></ol>			
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