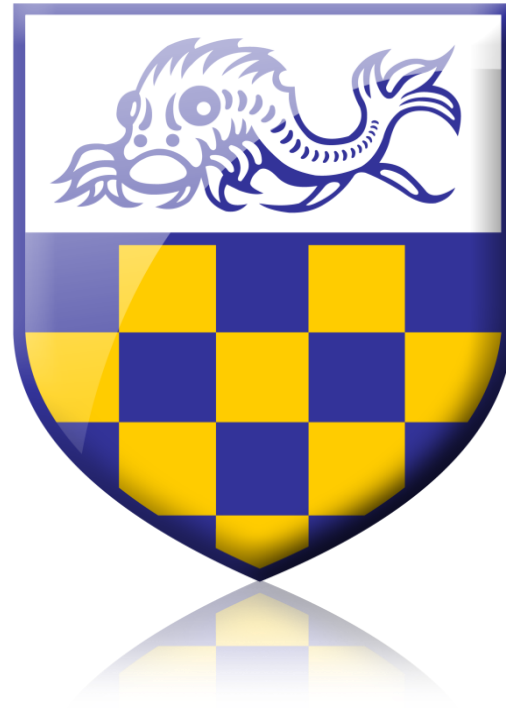


Longhill High School



**Whole School Development & Action Plan
November 2015-2017**

Whole School Development Plan – November 2015 - 2017

❖ Outcomes.

Target position: Students make substantial and sustained progress across the curriculum and the achievement of disadvantaged students is at least that of students with similar starting points.

To achieve this the school will:

- ❖ **All subjects:** to sustain the progress of 'others' and continue to close any within school gap and gaps to national 'others' in KS4 outcomes, between disadvantaged students and others to ensure a positive P8 score for both groups
- ❖ **English and Maths** – raise the attainment and achievement of disadvantaged students so that 'within school gaps' and gaps to National 'others' are closed
- ❖ **English additionally** – raise attainment of able students in English and attainment of all groups in English Literature
- ❖ **Maths additionally** – raise the attainment of mid ability students

❖ Quality of teaching, learning and assessment

Target position: The quality of teaching, learning and assessment is good or better with all staff practicing at or beyond career stage expectations.

To achieve this the school will:

- ❖ Enhance the efficacy of teachers in designing and using assessment data to identify sub-group and individual learning needs and ensure all staff have sufficient subject expertise to be able to respond promptly to close learning gaps (with CTG for disadvantaged pupils as the first priority)
- ❖ Ensure that all staff have the skills to identify literacy requirements for their subject and to be able to adapt teaching in light of their pupils' literacy needs
- ❖ Ensure that the KS3 curriculum is carefully planned, delivered and accurately assessed to accelerate learning in Years 7 and 8
- ❖ Ensure that homework is used consistently and effectively to consolidate and/or extend learning
(See also APs for English & Maths departments for application of the above areas of focus within their specific contexts)

3. Personal development, behaviour and welfare.

Target position: The school will support all students to be strong confident learners, who are proud of their school and achievements, (especially disadvantaged students). **To achieve this the school will:**

- ❖ Improve Attendance and PA figures for disadvantaged students to be above that of 'others' nationally
- ❖ Reduce the gap in exclusion figures to below that of National for disadvantaged students
- ❖ Improve the resilience and the motivation to succeed of all disadvantaged students and remove barriers to progress.
- ❖ Enhance behaviour for learning so that all students engage in the classroom
- ❖ Develop further a whole school focus to promote British Values and reduce the threat of radicalisation.

❖ Effectiveness of leadership and management

Target position: Leaders will create a culture that expects and enables all students to succeed. **To achieve this the school will:**

- ❖ All leaders (senior and middle) are able to impact with effect to close any gaps in the progress of disadvantaged pupils. To include being able to identify either appropriate curricular actions and/or pastoral provision, lead staff in implementing desired actions and monitor and evaluate impact.
- ❖ Develop a wider pool of staff able to provide effective, manageable feedback to teachers on their practice which results in improvements in pupil outcomes (particularly for disadvantaged pupils).
- ❖ Ensure that all (academic) middle leaders are equipped to support staff in developing sufficient subject expertise (to include with respect to embedding 'flightpaths' in KS3 and implement new KS4 syllabi in light of changes at KS4).
- ❖ Enhance further the effectiveness of the Governing body, to enable them to develop both their support and challenge to the school, through the effective use of data.

Key Target Indicators for monitoring impact '15/'16

Indicator	2016 Target	Key Monitoring Points	RAG rating	Further Action
Attendance	Whole Cohort: 95.5% Gap (Dis. To Others): 3.5%			
%PA	Whole cohort: 3.5% Gap: 6%			
FTE % of pupils	5% Gap????			
Attainment 8	A8 Whole cohort = 47.78 (Nat. '15) A8 Dis. = 40 A8 'Others' = 51.19 (Nat '15)			
Progress 8	At least +0.5 for each of: <ul style="list-style-type: none"> • Whole cohort • Dis and • Others 			
3 LoP & 4 LoP – all subjects	All subjects to meet national 2015 %s for expected and more than expected progress (see table below) Dis ???			
Maths – % A*-C	%A*-C – at least 67% for whole cohort (Ability targets: Low: 15% Mid: 67% High: 96%) Dis. - at least 49% Others – at least 75%			
Maths – 3 LoP	At least 68% for whole cohort (Ability targets: Low: 32% Mid: 67% High: 82%) Dis. - at least 49% Others – at least 72%			
English - % A*-C	Exceed National % A*-C by Mid ability attaining at least 68% Dis. - at least 60% Others – at least 80%			
English 3 LoP	Exceed National by: High ability at least 81% Mid ability Dis at least 74% Exceed National			

2015 National Subject Progress by Starting Level

Formula	Subject	Sub-level	% Achieving Expected Progress	% Achieving Greater than Exp. Prog.
ArtTotal	Art	Total	73.7	41.9
BiologyTotal	Biology	Total	81.3	50.9
Business StudiesTotal	Business Studies	Total	58.9	28.3
ChemistryTotal	Chemistry	Total	80.0	50.3
DramaTotal	Drama	Total	68.9	37.1
Core ScienceTotal	Core Science	Total	55.7	20.3
D&T: TextilesTotal	D&T: Textiles	Total	72.1	44.8
D&T: Systems and ControlTotal	D&T: Systems and Control	Total	56.4	26.6
D&T: Electronic ProductsTotal	D&T: Electronic Products	Total	60.3	33.5
English LiteratureTotal	English Literature	Total	69.0	35.2
D&T: FoodTotal	D&T: Food	Total	63.4	34.1
FrenchTotal	French	Total	54.9	26.8
GeographyTotal	Geography	Total	61.6	34.5
D&T: Graphic ProductsTotal	D&T: Graphic Products	Total	54.2	28.4
HistoryTotal	History	Total	61.6	37.1
Media StudiesTotal	Media Studies	Total	65.1	33.8
MusicTotal	Music	Total	67.1	38.3
Physical EducationTotal	Physical Education	Total	63.1	32.9
PhysicsTotal	Physics	Total	81.5	51.2
D&T: Resistant MaterialsTotal	D&T: Resistant Materials	Total	54.2	25.6
Religious Studies Total	Religious Studies	Total	67.5	42.2
SpanishTotal	Spanish	Total	58.3	31.7
Additional ScienceTotal	Additional Science	Total	58.0	23.2
StatisticsTotal	Statistics	Total	62.4	27.6
Computer ScienceTotal	Computer Science	Total	55.0	28.6
English Lang.Total	English Lang.	Total	72.6	31.8
EnglishTotal	English	Total	72.6	31.8
MathsTotal	Maths	Total	67.7	31.0

	Results	Current Y11	Current Y10	Current Y9
	2015	2016	2017	2018
English 3+ levels of progress	73%	86%	82%	79%
English 4+ levels of progress	25%	40%	39%	40%
English 3+ levels of progress Disadvantaged	60%	80%	76%	75%
English 4+ levels of progress Disadvantaged	21%	36%	33%	35%
Maths 3+ levels of progress	48%	78%	70%	80%
Maths 4+ levels of progress	15%	33%	35%	39%
Maths 3+ levels of progress Disadvantaged	23%	65%	62%	75%
Maths 4+ levels of progress Disadvantaged	2%	25%	27%	34%

Source: Data 4 Matrix: 2nd November 2015

2. Quality of Teaching Learning and Assessment

Target Position: Areas of Focus	<p>The quality of teaching, learning and assessment is good or better with all staff practicing at or beyond career stage expectations.</p> <p>2013 Ofsted Foci:</p> <ul style="list-style-type: none"> • Ensure that teachers challenge all students, including the most able, • That questioning is used skilfully to check understanding and/or to extend learning, • That marking is consistent, helpful and acted upon and • That teachers enable students to engage with their learning through the development of independent learning capability <p>2015 Additional School Foci</p> <ul style="list-style-type: none"> • Ensure that gaps in the learning of individuals or groups, particularly students identified as 'disadvantaged' are diagnosed promptly and the gaps are closed through effective adaptation – to include gaps arising from literacy and/or numeracy needs • Ensure that the KS3 curriculum is carefully planned, delivered and accurately assessed to accelerate learning in Years 7 and 8 						
Focus:	Success Criteria	Actions:	MoS responsible for action	Milestone 1 Monitored by (method, whom, date)	Milestone 2 Monitored by (method, whom, date)	Milestone 3 Monitored by (method, whom, date)	
<p>Ensure that teachers use secure subject knowledge in order to plan lessons which:</p> <p>-a)offer appropriate levels of challenge – particularly for disadvantaged and the most able students and</p> <p>-b). show congruence between learning intentions, activities and intended outcomes</p>	<p>Lessons are characterised by:</p> <ul style="list-style-type: none"> - students, particularly the disadvantaged and the most able, who engage in learning which challenges them to think beyond their starting level - the productive use of time in class, where students develop, consolidate and deepen their knowledge, understanding and skills - congruence between intentions/outcomes, activities and the assessments utilised <p>- Pupil attainment and progress measures are achieved – Please see Outcomes aspect of the WSAP</p>	<p>All departments to identify expected learning based on accepted progression within the subject, from Year 7 to 11 and to identify differentiated expectations for different starting points</p>	<p>Department HoD's</p>	<p>Version 1 to be produced for curriculum booklets – Sept. '15 – HoD's & SD</p>	<p>Use evaluated through Term 2 HoD/SLT mtgs. (agenda item to be included on A&R wk 4 mtg – for each Yr gp) – CA to lead</p>	<p>Term 3 – version 2 produced – amended where necessary based on Term 2 evaluation HoD's – QA'd by SLT</p>	
		<p>All departments to use the designated A&R cycle meetings to discuss above for each unit of work and to utilise exemplar work to deepen and moderate teacher understanding of progression and expected standards</p>	<p>Department HoD</p>	<p>Lessons by all UPS staff to be informed by a K and U of expectations. Seen in LW's & Work Scrutinies – HoD's & SLT</p>	<p>Lessons by all UPS /MS2-6 staff to be informed by a K and U of expectations. Seen in LW's & Work Scrutinies – HoD's & SLT</p>	<p>Lessons by all staff, including NQTs to be informed by a K and U of expectations. Seen in LW's & Work Scrutinies – HoD's & SLT</p>	
		<p>All staff to identify which aspects of their classroom practice need to be improved and recorded in their appraisal action plans</p>	<p>All staff – QA'd by appraisers and SLT</p>	<p>All appraisal documents completed and QA'd by the end of Nov.</p>	<p>All appraisal action plans to be informed by at least one IAR LW by Jan.</p>	<p>All appraisal action plans to be informed by at least two IAR LW by Mar.</p>	
		<p>SLT to conduct IAR LWs – to monitor and provide cycles of feedback to each member of staff as to the quality of teaching and learning within their classroom</p>	<p>SLT – overseen by CA</p>	<p>Staff requiring higher levels of support identified and bespoke CPD organised CA - overview</p>	<p>Any changes in staff requiring higher levels of support identified and bespoke CPD organised CA - overview</p>	<p>Any changes in staff requiring higher levels of support identified and bespoke CPD organised</p>	

	HoD's to evaluate feedback from IAR LW's for department to inform departmental (and/or additional individual) CPD sessions	Department HoD's	Evaluation and CPD plans written in Jan 7 Policy Group mtg. HoD's	Evaluation and CPD plans written in 03 Mar Policy Group mtg. HoD's	Evaluation and CPD plans written in 12 May Policy Group mtg. HoD's	
	Whole school CPD to include a focus on the effective planning of lessons	CA				

2. Quality of Teaching Learning and Assessment

Focus:	Success Criteria	Actions:	MoS responsible for action	Milestone 1	Milestone 2	Milestone 3
				Monitored by (method, whom, date)	Monitored by (method, whom, date)	Monitored by (method, whom, date)
Ensure all assessment, marking and feedback is of a high quality so that students know how to make progress, are challenged to extend their learning and that they habitually respond with effect to written and/or verbal feedback	Teachers are observed in lessons using questioning skilfully to probe pupils' responses and identify misconceptions. Where necessary the lesson is adapted in light of the student response. Written feedback is incisive, with teachers acting to ensure productive responses from the students, in light of the feedback. Where appropriate there is evidence of the teacher using the assessment to evaluate student learning and adapt subsequent teaching.	Quality of questioning to remain as a focus for IAR LW feedback (and offered as one of the possible areas for the Personal Enquiry Study – an aspect of the whole school CPD offer)	SLT	Quality of : a. questioning b. teacher feedback and c. student response – for all staff (particularly new to Longhill) to be evaluated by Jan '16 and CPD provision made for those requiring additional input – Overseen by CA	All depts.. to include evaluation of the quality of questioning, teacher feedback and student response in 3rd Mar. Policy Group Evaluation and adapt action plans if identified as an issue for term 3 HoD's - Overseen by CA	Term 3 LWs to be used to evaluate improvements in assessment practice – particularly for staff identified earlier in the cycles HoD's - Overseen by CA
		Quality of teacher feedback and subsequent student response to be a standard element on: a). appraisal action plans b). feedback given to teachers via LWs (IAR and QA) and work scrutinies (and offered as one of the possible areas for the Personal Enquiry Study)	SLT and overseen by CA			
		Developing the quality of questioning to remain as a key focus for departmental CPD eg. Identification and use of subject specific hinge questions, use of Pose, Pause, Pounce, Bounce for scaffolding specific 'deeper' answers	HoD - overseen by SLT LM	All departments to have identified subject specific styles of questioning that are effective for their subject SLT review via HoD/SLT agenda item	Where appropriate, departments to begin building up shared banks of exemplar subject specific questions SLT review via HoD/SLT agenda item Overseen by CA	
		Subject specific training on progression and standards – for each unit for each year group, to be a key aspect of departmental CPD	HoD - overseen by SLT LM	Lessons by all UPS staff to be informed by a K and U of expectations. Seen in LW's & Work Scrutinies – HoD's & SLT	Lessons by all UPS /MS2-6 staff to be informed by a K and U of expectations. Seen in LW's & Work Scrutinies – HoD's & SLT	Lessons by all staff, including NQTs to be informed by a K and U of expectations. Seen in LW's & Work Scrutinies – HoD's & SLT
		Implement and monitor the use of the school 'stamp' (a revised assessment protocol)	HoD and SLT	All staff to be using the 'stamp' as per the assessment policy HoD's and SLT – via LWs and works	All students to be showing some response to teacher feedback HoD's and SLT – via	Quality of student response to be improving – indicating teacher feedback is

				scrutinies	LWs and works scrutinies	causing 'thinking' to happen HoD's and SLT – via LWs and works scrutinies	
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2. Quality of Teaching Learning and Assessment

Focus:	Success Criteria	Actions:	MoS responsible for action	Milestone 1	Milestone 2	Milestone 3		
				Monitored by (method, whom, date)	Monitored by (method, whom, date)	Monitored by (method, whom, date)		
Ensure that gaps in learning for individuals and groups, particularly disadvantaged are diagnosed accurately and that there is prompt adaptation at both departmental and classroom level to close the learning gaps	Teachers identify and support effectively those students who start to fall behind and intervene quickly to help them improve their learning – to include: <ul style="list-style-type: none"> - Class teachers identifying key individual or sub-groups of students - HoD's identifying the same at cohort level - HoY & Mentors – identifying and mentoring students who are underperforming across a number of subjects - Identification at whole school level of Yr 11's to be assertively mentored 	Provide bespoke training with 4 Matrix analysis package for: <ul style="list-style-type: none"> - HoD's (& 2nds) - HoY - Class Teachers - SLT 	HA	All staff to be able to identify trends in students meeting MG's as evidenced in Class Profile Sheets HoD's & SLT via Term 1 LWs (QA and IAR)	All staff additionally to be able to utilise Transition Matrices to identify groups and individuals not making 3 and 4 levels of progress HoD's & SLT via Term 2 LWs (QA and IAR)	All staff additionally to be able to compare 3 and 4 LoP of their students against National progress rates – in order to finesse identification of students who are 'falling behind' HoD's & SLT via Term 2 LWs (QA and IAR)		
		<ul style="list-style-type: none"> - HOD's as part of the A&R cycle to identify key groups of underperformers, the aspects of learning at issue and agreed 'Wave 1' adaptations to be implemented across the department - Class Teachers to identify: <ul style="list-style-type: none"> - Any additional key class groups and - Any further individuals who would benefit from 'being under the Spotlight' - Heads of Year/ Mentors – to identify students who are underperforming across a number of subjects - Simon Harding/Neil Davie to identify Yr11 students who would benefit from participation in the Assertive Mentoring programme 	HoD's	Class Teachers	Heads of Year / Mentors	HA/DI	All staff to be aware of foci individuals and sub-groups and be trialling strategies to address the identified learning issues – At HoD, class teacher, HoY and mentor level. HoD's & SLT via Term 1 LWs (QA and IAR)	Comparison of term 1 to term 2 data across year groups indicates that progress of particularly Dis. students is improving and gaps are being closed . SLT/HoD LM and whole school data analysis HoD's & SLT

2. Quality of Teaching Learning and Assessment

Focus:	Success Criteria	Actions:	MoS responsible for action	Milestone 1	Milestone 2	Milestone 3	
				Monitored by (method and whom)	Monitored by (method and whom)	Monitored by (method and whom)	
Ensure that teachers improve students reading, writing, and numeracy skills across all subjects so that they are exceptionally well prepared for the next stage of their education	<ul style="list-style-type: none"> IAR & QA LWs indicate there is a higher consistency re effective pedagogies and practice that are implemented for effective student literacy development. non- specialist staff have a greater confidence in their capacity to develop students' literacy skills student assessment identifies progress in development of identified key skills 	<ul style="list-style-type: none"> departments to audit current literacy requirements (from Yrs 7-11) for their subjects - in light of more rigorous KS3 & 4 curriculum and revised assessments for the end of KS4, identify perceived strengths and weaknesses re students' skills level and design appropriate subject specific curricular targets – 	HoD's – departmental AP Staff – individual AP	All departmental actions plans & staff personal action plans (appraisal) to identify area of literacy focus HoD & SLT review by Dec.	IAR LWs to have literacy development as a focus CA & reviewers For term 2		
		<ul style="list-style-type: none"> whole school CPD to be provided: <ul style="list-style-type: none"> Sept – use of TFW strategies to improve quality of extended writing using mentor time to promote reading development Jan – developing metacognition with regards to reading and decoding assessment tasks/exam questions 	CA, BR and literacy team	All HoD's with SLT LM to conduct work scrutinites to monitor literacy development CA/HoD's & SLT	All HoD's with SLT LM to conduct work scrutinites to monitor literacy development CA/HoD's & SLT	All HoD's with SLT LM to conduct work scrutinites to monitor literacy development CA/HoD's & SLT	
		<ul style="list-style-type: none"> programme of reading in mentor time (by adult to students) designed and implemented additional 'events' to promote a 'love for reading' implemented across the year 	BR				

3. Personal Development, Behaviour and Welfare

<p>Target Position:</p> <p>Area of Focus from Ofsted</p>	<p>Personal development, behaviour and welfare. Target position: The school will support all students to be strong confident learners, who are proud of their school and achievements, (especially those disadvantaged). To achieve this the school will:</p> <ul style="list-style-type: none"> ❖ Improve Attendance and PA figures for disadvantaged students to be above that of non-disadvantaged students nationally. (RoL) data. ❖ Reduce the gap in exclusion figures to below that of National (RoL) for disadvantaged students. ❖ Improve the resilience and the motivation to succeed of all disadvantaged students and remove barriers to progress. ❖ Develop further a whole school focus to promote British Values and reduce the threat of radicalisation. 																																													
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<p>Improve attendance and PA figures for disadvantaged students to be above that of non-disadvantaged students nationally.</p> <p>Get from Fi the data for this</p>	<table border="1"> <thead> <tr> <th>Whole School</th> <th>11/12</th> <th>12/13</th> <th>13/14</th> <th>14/15</th> <th>15/16 Targets</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>91.7%</td> <td>92.8%</td> <td>94.3%</td> <td>94.3%</td> <td>95%</td> </tr> <tr> <td>% PA</td> <td>10.3%</td> <td>9.5%</td> <td>4.7%</td> <td>4.3%</td> <td>4%</td> </tr> <tr> <td>% enrolments with 1 or more FTE</td> <td>13.13%</td> <td>-----</td> <td>2.8%</td> <td>6.4%</td> <td>3%</td> </tr> <tr> <td>FTE as a % of Pupil group</td> <td>42.59%</td> <td>-----</td> <td>5.2%</td> <td>13.1%</td> <td>5%</td> </tr> <tr> <td>Permanent Exclusions</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0.09%</td> <td>0%</td> </tr> </tbody> </table>						Whole School	11/12	12/13	13/14	14/15	15/16 Targets	Attendance	91.7%	92.8%	94.3%	94.3%	95%	% PA	10.3%	9.5%	4.7%	4.3%	4%	% enrolments with 1 or more FTE	13.13%	-----	2.8%	6.4%	3%	FTE as a % of Pupil group	42.59%	-----	5.2%	13.1%	5%	Permanent Exclusions	0%	0%	0%	0.09%	0%	<p>Continued focus and Q/A of the schools attendance systems as evidenced through the new HoY pastoral systems.</p>	<p>Fi Barton & HoY'S</p>	<p>SLT & HoY's</p>	<ul style="list-style-type: none"> - Implemented in September 2015 - Monitored every fortnight
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Improve the resilience and the motivation to succeed of all disadvantaged students and remove barriers to progress.	<p>Whole school achievement increases to at least 1020 VA.</p> <p>Pupil Premium students achievement to be at least 1020 VA.</p> <p>No gaps exist in P8 data sets between disadvantaged and non-disadvantaged students.</p>	<p>Develop further the JLT's – House Coordinators and Peer Mentoring from 2014/15.</p> <p>Identify new leadership and coordination of the JLT programme</p>	Matt Kelly & JLT Team	SLT & HoY's	<ul style="list-style-type: none"> - Implemented in September 2015 - Monitored every fortnight 												
Develop further a whole school focus to promote British Values and reduce the threat of radicalisation.	See 'SMSC&PSHE' documents	<p>Develop further the SMSC provision through PSHE.</p> <p>Ensure all staff have been trained in the school safeguarding systems developed 2014/15.</p>	Fi Barton	SLT & Governors.	<ul style="list-style-type: none"> - Implemented September 2015 												

4. The Effectiveness of Leadership & Management

<p>Target Position:</p> <p>Area of Focus from Ofsted</p>	<p>Effectiveness of leadership and management Target position: Leaders will create a culture that expects and enables all students to succeed. To achieve this they will:</p> <ul style="list-style-type: none"> ❖ Maintain the outstanding practice evident within the Appraisal Systems, to further enhance the quality of Teaching and Learning. ❖ Develop further the flightpath model to enhance KS3-KS4 progress levels at whole school level, to enable effective and accurate evaluation of progress. ❖ Middle leaders use the assessment cycle to swiftly identify and meet staff training needs. ❖ Enhance further the effectiveness of the Governing body, to enable them to develop both their support and challenge to the school, through the effective use of data. 				
Focus:	Success Criteria	Actions:	MoS	Monitoring & Evaluation	Date
<p>Maintain the outstanding practice evident within the appraisal systems to further enhance the quality of Teaching and Learning.</p>	<p>Consistent improvement in the % of staff meeting the criteria relative to their scale.</p>	<p>Ensure each MoS has targets that reflect their scale and the whole school focus, clearly evidenced and implemented in practice.</p>	<p>Jo Cassidy</p>	<p>Appraisal review October 2015. Q/A review by Governors November 2015. Challenge Partnership and Secondary School Partnership.</p>	<p>- September 2015 and on-going.</p>
<p>Develop further the flightpath model to enhance KS3-4 progress at whole school.</p>	<p>KS3-4 progress levels in all subjects to be better than National from Year 7-11.</p>	<p>Staff accurately assess students' progress from Year 7-11 through the summative assessment in each cycle that result in swift wave 1 adaptation in each department and class room.</p>	<p>SLT & HoD's</p>	<p>SLT & HoD's Governors focused Q/A's External LA Q/A's twice per half term.</p>	<p>- September 2015 and on-going.</p>
<p>Middle leaders use the assessment cycles to swiftly identify and meet staff training needs.</p>	<p>KS3-4 progress levels in all subjects to be better than National as each assessment cycle from Year 7-11.</p>	<p>HoD's use 4Matrix assessment systems to enable evaluation of data to identify any progress gaps and staff training needs. Focused CPD takes place that impacts positively and closes and gaps.</p>	<p>HoD & All Staff</p>	<p>External LA Q/A's Governors focused Q/A's Challenge Partners</p>	<p>- September 2015 and on-going.</p>
<p>Enhance the effectiveness of Governors to enable accurate evaluation of progress and result in effective challenge and change where required.</p>	<p>Governors identify where weakness exists through evaluation of progress data. Governors</p>	<p>Governors engage in the use of 4Matrix to identify department and individual staff progress levels. Governors effectively challenge the school to provide evidence</p>	<p>SLT Governors LA support</p>	<p>SLT, Governors and LA</p>	<p>- December 2015 and termly through Governors meetings.</p>

	effectively holding the SLT and Middle Leaders to account for evidence of swift adaptation of practice.	the change has taken place and any progress gaps are closing.			
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