

School Improvement Plan (SIP) 2018-2020



Priority One

<p>Effectiveness of Leadership and Management</p> <p>SLT Responsible: Martin Paine</p> <p>Astrea Values & Principles:</p> <ul style="list-style-type: none"> - RL - Responsibility and Leadership - EI – Enjoyment and Innovation - AD – Aspiration and Development - CI – Collaboration and Inclusion - WHI – Honesty and Integrity 		<p>Priorities:</p> <ol style="list-style-type: none"> a. The design, implementation and evaluation of a knowledge-rich and carefully sequenced curriculum (EI). b. A curriculum review at Key Stage 4 in line with CLFP process and procedures (RL, EI). c. Effective and efficient use of public funds to support our core purpose and ensure long-term financial security (RL & HI). d. Effective literacy support and intervention for students in Years 7-9 (AD & CI). e. Effective numeracy support and intervention for students and staff (AD & CI). f. Promoting positive staff well-being (RL & EI). g. Positive community engagement and fund-raising (CI). 		
Priorities	Actions required and by whom	Milestone 1: January 2019 (Desired Impact)	Milestone 2: April 2019 (Desired Impact)	Milestone 3: September 2019 (Desired Impact)
The design, implementation and evaluation of a knowledge-rich and carefully sequenced curriculum (EI).	MLP: communicate curriculum vision to staff body. MLP, DLG: lead discussion of next steps with SLT. SLT: decide upon a common curriculum language. SLT: support HoDs to evaluate own curriculum design in line with curriculum vision.	All Heads of Department and Subject Leads have evaluated their curricula using an agreed common language. This includes staff and student surveys. Actions are identified for implementation during the spring and summer terms. This will, as a minimum, include knowledge organisers for all year groups which are	Implementation of action points by all departments including design of knowledge organisers and their communication via the academy website.	All departments have in place carefully designed and sequenced schemes of learning for all year groups. All departments have knowledge organisers which clearly identify the key knowledge which students are required to know at each stage of the learning process. All staff, students and parents have access to schemes of

		communicated to students and parents.		learning and knowledge organisers via the academy website.
Follow-up actions required following milestone review.				
A curriculum review at Key Stage 4 in line with CLFP process and procedures.	MLP, NDO: Analysis of 2018 GCSE outcomes. NDO: Investigation into best practice in high performing schools. NDO: Adapt dept. curriculum offers. HDB/NDO: Communicate via options booklet and apply to Y9 process.	Decisions made regarding Key Stage 4 curriculum pathways and communicated to staff, students and parents/carers. Process applied to options documentation including booklet and student choices forms. Training for interviewers planned/underway.	Application of curriculum decisions and changes successfully applied to Year 9 options process. Analysis and evaluation of choices made by students against criteria for course approval. Where appropriate, students re-opt to ensure course viability. Impact on staffing evaluated and decisions made.	Key Stage 4 curriculum in place and courses running. Evaluation of CLFP process demonstrates measures in place with expectations:
Follow-up actions required following milestone review.				

<p>Effective and efficient use of public funds to support our core purpose and ensure long-term financial security (RL & HI).</p>	<p>MLP: minimum weekly meetings with Finance to review and approve spending. SLT: monthly review of budgets and expenditure. MLP: on-going review of staffing needs and availability.</p>	<p>Analysis of expenditure vs budget demonstrated that academy is on-track to achieve surplus target. Minimum surplus = £17k.</p>	<p>Analysis of expenditure vs budget demonstrated that academy is on-track to achieve surplus target. Minimum surplus = £35k.</p>	<p>Target of £50 000+ surplus achieved.</p> <p>Expenditure patterns established and individual budgets approved.</p> <p>System of monitoring and review in place with SLT links.</p>
<p>Follow-up actions required following milestone review.</p>				
<p>Effective literacy support and intervention for students in Years 7-9 (AD & CI).</p>	<p>MS: analysis and evaluation of impact of 2017-18 interventions. MS: investigation of best practice from high performing schools. MS: strategic plans devised and presented at SLT. MS: plans communicated to all stakeholders.</p>	<p>Monitoring and analysis of Intervention groups identifies level of immediate impact where possible.</p> <p>Adjustments to interventions made where necessary.</p>	<p>Monitoring and analysis of Intervention groups identifies level of immediate impact where possible.</p> <p>Adjustments to interventions made where necessary.</p>	<p>Analysis and evaluation of actions show demonstrable impact on individual and cohorts of students, including low prior literacy starting points, SEN and disadvantaged.</p> <p>Review of actions result in appropriate adaptations to plans for 2019-20.</p>
<p>Follow-up actions required following milestone review.</p>				

<p>Effective numeracy support and intervention for students and staff (AD & CI).</p>	<p>JRM: identification of specific cohort requiring intervention JRM: investigation of best practice from high performing schools. JRM: strategic plans devised and presented at SLT. JRM: plans communicated to all stakeholders.</p>	<p>Analysis of support strategies via staff and student survey.</p> <p>Adjustments and developments made as necessary.</p>	<p>Analysis of support strategies via staff and student survey.</p> <p>Adjustments and developments made as necessary.</p>	<p>Analysis and evaluation of actions show demonstrable impact on individual and cohorts of students, including low prior numeracy starting points.</p> <p>Review of actions result in appropriate adaptations to plans for 2019-20.</p>
<p>Follow-up actions required following milestone review.</p>				
<p>Promoting positive staff well-being (RL & EI).</p>	<p>MLP/DLG; review of WPWG and NEU surveys. MLP/DLG: confirmation of action points. DLG: devise and implement strategies.</p>	<p>Review of strategies identifies where well-being has been improved and where further work is needed.</p> <p>Appropriate actions decided to address concerns.</p>	<p>Review of strategies identifies where well-being has been improved and where further work is needed.</p> <p>Appropriate actions decided to address concerns.</p>	<p>Staff survey indicates that matters of concern have been addressed with a corresponding positive impact on well-being.</p>
<p>Follow-up actions required following milestone review.</p>				

<p>Positive community engagement and fund-raising (CI).</p>	<p>MLP/MT: confirmation of targets and action plan. MT: investigation of possible sources of fund-raising. MT: communication with sources. MT: implementation of plans.</p>	<p>List of contacts established and initial contact made. Audit of current donations completed and figure identified.</p>	<p>Contact with identified sources has resulted in donations made. Target</p>	<p>Target of £30 000 fund-raising achieved or exceeded!</p>
<p>Follow-up actions required following milestone review.</p>				

Priority Two

<p>Quality of Teaching & Learning</p> <p>SLT Responsible: Cathy Chilman</p> <p>Astrea Values & Principles:</p> <ul style="list-style-type: none"> - RL - Responsibility and Leadership - EI – Enjoyment and Innovation - AD – Aspiration and Development - CI – Collaboration and Inclusion - HI – Honesty and Integrity 		<p>Priorities:</p> <ol style="list-style-type: none"> a. Routine use of research-based evidence and cognitive science to support the development of subject-specific pedagogy (EI). b. LPD which develops reflective and highly effective classroom practitioners who are confident pedagogical experts within their discipline and responsive to the needs of all learners (EI & AD). c. LPD which develops reflective and effective middle and senior leaders who discharge their responsibilities in accordance with the Astrea Value Partners (RL & AI). d. Effective use of ICT to support highly effective teaching and learning (EI). e. Effective quality assurance mechanisms which support developments in teaching & learning (AD & CI). 		
Priorities	Actions required and by whom	Milestone 1: January 2019 (Desired Impact)	Milestone 2: April 2019 (Desired Impact)	Milestone 3: September 2019 (Desired Impact)
Routine use of research-based evidence and cognitive science to support the development of subject-specific pedagogy (EI).	-Promote concepts and monitor the development of interleaved learning, low stakes quizzing and exam-strategy - CC -HODs share examples of successes in developing the above via weekly 'Seen working	Impact of interleaving, responsive teaching as a result of quiz outcomes demonstrated in SWWs presentations, HOD meetings and QA minutes. KS3 & 4 Student panel feedback (including reps from all sub-groups) evidence frequent use of quizzing and evidence of improved progress outcomes and confidence levels.	Clear and consistent evidence of exam strategy guidance evidenced in WTM sessions attended by SLT department links and evaluated by Year 11 prefects. HODs to summarise impact of interleaving, quizzing and exam strategy development on KS4 outcomes/predictions in Dept Spring Review and	Published curriculum overviews for all subjects evidence spaced learning, doddle tasks and knowledge organisers for all topics. HODs of core invited to explain concepts of interleaving, quizzing for responsive teaching and WTM principles to parents at Year 11 subject information evening.

	<p>Wednesday briefings -All teachers updated of L & T innovations in outstanding schools via weekly Blog (DLG) & updated LPD library reviews</p>	<p>DLG - to monitor numbers accessing Blog link.</p>	<p>meetings with SLT - practice having impact collated and shared with all HODs SLT links invite HODs to share LPD or Blog reading that has been applied to develop classroom practice to create 'must read' guidance</p>	<p>HOD blog/research reading recommendations document collated: Theory that's improved Longsands' Practice (working title!)</p>
<p>Follow-up actions required following milestone review.</p>				
<p>LPD which develops reflective and highly effective classroom practitioners who are confident pedagogical experts within their discipline and responsive to the needs of all learners (EI & AD).</p>	<p>Developmental lesson observations linked to dept L and T priorities for all staff: HODs to construct strategic peer groupings to jointly plan, observe and present effective practice to dept: CC</p> <p>Identify underperforming staff and match Astrea LPD course support/identify coaching and</p>	<p>SLT attendance observation feedback meetings to enable evaluation of impact of observations, support for colleagues (HOD 5 agenda) and best practice to be shared with all staff in Spring SWWs sessions.</p> <p>Introduce a 'staff concerns and support' as recurring item 1 for SLT QA agendas</p>	<p>SWWs focus: sharing of outstanding teaching practices identified during peer observations.</p> <p>Outstanding practice seen to be raising standards in Y11/13 to be identified and presented at HOD meeting ahead of WTM, revision focus.</p> <p>Evidence of staff concern/impact of teaching improving gathered during learning walks/book looks/student panel data.</p>	<p>Evidence that target 1s set in 2018 R and Ds, and linked to L and T priorities have been met. Evidence from HOD 12 minutes that teaching has developed as a result of collaborative reflection and feedback from peer observations, and Spring Review observations (focus on teachers awarded 2 or 3 in Spring 2018 review).</p>

	<p>support needs CC/DLG</p> <p>Introduce Astrea observation process to staff</p>	<p>Coaching for Developing Teacher Programme staff and staff identified with need for support by HODs/SLT Lin Whyte</p> <p>Use feedback from HOD 1 'effectiveness of middle leadership' discussion to identify shared Middle leadership training needs and support offered by Astrea LPD</p>	<p>Astrea self-review systems and observations processes used in Spring review to evaluate quality of learning and teaching - HOD and SLT links to observe and evaluate progress made towards achieving R and D target 1.</p>	<p>Astrea observation process implemented - maintain peer observation opportunities if evaluation of impact improved subject community expertise</p>
Follow-up actions required following milestone review.				
<p>CPD which develops reflective and effective middle and senior leaders who discharge their responsibilities in accordance with the Astrea Value Partners (RL & AI).</p>	<p>'Unleashing Great Teaching' and subject specific research articles to be discussed in quality assurance meetings Identification of strengths with other HODs at LA and across the trust Training needs to be identified and addressed by LPD. CC and SLT link</p>	<p>SLT feedback from HOD discussion identifies how effectively leadership of learning and teaching is being deployed, and key priorities being responded to. HOD training needs have been responded to. HODs have taken lead sharing subject specific pedagogy.</p>	<p>HODs are raising standards by sharing ideas from Teacher Development Trust and other bodies to review and develop pedagogy within teams: evidence department minutes and questions in Spring Review.</p>	<p>HODs are taking lead in promoting reflection with departments using ideas from Clay and Weston, and other reading that improves classroom practices and professional learning.</p>

	<p>Develop and monitor consistent application of PiXL strategies to raise attainment: RSL meetings, Horsforth Quadrant, DTT, Power to Perform, PiXL apps and Independence support - CC/NDO</p> <p>Lisa Goodship - PiXL associate - to support History, PE and Geography teams to raise 5-9 results.</p>	<p>HODs share DTT successes at HOD meetings.</p> <p>Core subjects have used data from Wave mock to produce personalised learning checklists for all students, and are using bespoke lesson materials.</p> <p>Support meetings and subject conferences have resulted in strategy development, and, if appropriate, changed exam pathways.</p>	<p>Following training HODs have assessed progress of Year 11 students using Horsforth Quadrant to target support students appropriately - High Effort Low Progress students prioritised.</p> <p>DTT approaches extended and data shows closed gap between target grade a prediction from PR1 to PR2</p> <p>Lisa Goodship to support NDO, MLP and CC with strategy to support HODs following mock results review meeting</p> <p>Student panels of targeted students shows clear understanding of where gaps are and strategies to close them.</p>	<p>Outcomes of HELP students meet or exceed 0.3 P8 figure</p> <p>5-9 results for History, Geography and PE are at least 10% above national averages, with 90% of students achieving or exceeding target grade.</p> <p>Heads of above subjects speak at Sept HOD meeting about strategies used to raise achievement.</p>
<p>Follow-up actions required following milestone review.</p>				

<p>Effective use of ICT to support highly effective teaching and learning (EI).</p>	<p>Monitor and share the impact of Doddle in developing knowledge rich curriculum - CC + prefects leading student review panels.</p>	<p>SWWs: all HODs to feedback on use of Doddle quizzing and interleaving to raise standards.</p> <p>KS3 and KS4 student panels conducted: feedback to monitor consistent use between departments.</p>	<p>HOD meeting to share -effective use of doddle: focus on quiz as interleaving mechanism. -Responsive teaching as result of analytical tools for question analysis</p> <p>CC to feedback outcomes of student panels to enable modification and development use.</p>	<p>KS3 and 4 outcomes analysis shows greater progress made by students who completed doddle home learning.</p> <p>Staff survey shows that workload decreases, but quality of progress increased, as a result of Doddle.</p> <p>HODs to demonstrate skillset of use by talking at September supporting your child meetings about Doddle use and impact.</p>
<p>Follow-up actions required following milestone review.</p>				
<p>Effective quality assurance mechanisms which support developments in teaching & learning (AD & CI).</p>	<p>Extend Quality Assurance programme monitoring and evaluation opportunities</p> <p>Support and monitor consistency of feedback, by moderating written feedback at department meetings, and developing</p>	<p>3 weekly SLT feedback on link meeting discussion means recurring challenges and barriers to effective teaching have been identified and strategically addressed.</p> <p>All colleagues have received a minimum of 3 hours to collaboratively plan, observe and develop responsive teaching and address dept L and T priorities - HODs supported by SLT links where appropriate.</p>	<p>Underperforming and most able GCSE student panels completed for all subjects: appropriate SLT intervention and support provided where appropriate to raise standards.</p> <p>All subject areas have published minutes evaluating the match between Part 1 effective feedback guidance. Whole team book looks completed: updated part 1</p>	<p>2018-19 Quality assurance folder contains all evidence Ofsted require to evidence effective leadership and monitoring of learning and teaching standards and outcomes</p> <p>Effective feedback part 2 updated to provide guidance on lesson planning in response to doddle quiz outcomes.</p>

	<p>responsive feedback within lessons and in response to Doodle quiz outcomes.</p> <p>Support PDBW well being focus to raise student aspirations/ response to challenge and failure:</p> <p>Focus 1: Year 10 & 11 most able underperformance CC and KEB (Most able champion)</p> <p>Focus 2: Year 7 and 8 students and their parents/carers - developing self belief</p>	<p>Most able champion has talked with Y11 tutors, students and their parents/carers about underperformance - and has provided coaching for 20 students.</p> <p>Most able champion has delivered training to HODs on strategies to support the most able.</p> <p>Develop parental engagement - growth mindsets and developing self belief - presentation to Year 8 parents - IAG - You are Awesome Syed</p>	<p>and/or identified training needs as appropriate.</p> <p>Most able champion has worked in lessons alongside teachers of underperforming Year 11 students to accelerate progress</p> <p>Most able champion has talked with Year 10 tutors and parents/carers about underperformance and will provide coaching in the summer term for 25 students to address barriers to achievement</p> <p>Devise programme for Year 7 tutors to deliver re growth mindsets, self-belief and dealing with challenge.</p> <p>Issue AIG information</p>	<p>30 most able Year 11 students identified as below target in September 2018 have achieved a P8 score of +0.4</p> <p>Most able champion to raise aspirations of Year 11 students and parents providing strategies to raise achievement.</p> <p>Compare AtL data for Year 7 and 8 pre and post You are awesome programme to evaluate impact of strategies.</p>
<p>Follow-up actions required following milestone review.</p>				

Priority Three

<p>Personal Development, Behaviour and Welfare</p> <p>SLT Responsible: Clare Greaney</p> <p>Astrea Values & Principles:</p> <ul style="list-style-type: none"> - RL - Responsibility and Leadership - EI – Enjoyment and Innovation - AD – Aspiration and Development - CI – Collaboration and Inclusion - HI – Honesty and Integrity 		<p>Priorities:</p> <ol style="list-style-type: none"> a. Effective safeguarding practices (RL). b. Impeccable behaviour demonstrated within classrooms and corridors by all students (AD). c. High levels of attendance and punctuality by all students (AD). d. Positive student well-being (EI & CL). e. Highly effective CEIAG which ensures no student becomes NEET post-16 or post-18 (AD & CI). f. All students wear the uniform with pride (AD & CI). g. Effective PSHE through our Learning for Life and Work programme (AD & CI). 		
Priorities	Actions required and by whom	Milestone 1: January 2019 (Desired Impact)	Milestone 2: April 2019 (Desired Impact)	Milestone 3: September 2019 (Desired Impact)
Effective safeguarding practices (RL).	Introduction of new 'My Concern' system (CG) Monitoring of concerns and allocation of cases (DSL team) All staff to login and read relevant documentation (All)	System is being used across the Academy and paper form is no longer in use All staff are able to safeguard effectively following their training and reading of documentation Analysis of referrals shows all dealt with and filed	Analysis of referrals shows all dealt with and filed appropriately to ensure we safeguard effectively	Analysis of referrals shows all dealt with and filed appropriately to ensure we safeguard effectively

		appropriately to ensure we safeguard effectively		
Follow-up actions required following milestone review.				
Impeccable behaviour demonstrated within classrooms and corridors by all students (AD).	Half termly monitoring of behaviour and achievement points (CG/HDB/NDO) Target groups created to reduce numbers of behaviour points/increase achievement points Corridor protocols to be re-established	Behaviour and achievement points show an improvement on the same point last year Target group(s) show an improvement in behaviour and achievement points	Behaviour and achievement points show an improvement on the same point last year and on last term Target group(s) show an improvement in behaviour and achievement points Fewer instances of corridor-related behaviour reported compared to the previous term	Behaviour and achievement points show an improvement on the same point last year and on the previous 2 terms Target group(s) show an improvement in behaviour and achievement points Fewer instances of corridor-related behaviour reported compared to the previous term
Follow-up actions required following milestone review.				
High levels of attendance and punctuality by all students (AD).	Weekly monitoring of attendance across all year groups (KB and Key Stages)	Monitoring of overall attendance and individual student groups shows an improvement on previous years	Monitoring of overall attendance and individual student groups shows an improvement on previous years	Monitoring of overall attendance and individual student groups shows an improvement on previous years Students who have achieved 100% attendance are rewarded

	<p>Attendance figures published twice per half term (KB)</p> <p>Attendance Manager establishes enhanced role and role of support (KB)</p> <p>Systems to address poor attendance are used appropriately</p> <p>Excellent attendance is rewarded KB, Admin, CG)</p>	<p>Students who have achieved 100% attendance are rewarded and strive to maintain this as a result</p> <p>Tutor groups with excellent attendance are recognised and all students are able to view this on the key stage noticeboards to motivate them going forward</p> <p>Attendance shows an improvement for students whose parents receive attendance intervention</p>	<p>Students who have achieved 100% attendance are rewarded and strive to maintain this as a result</p> <p>Tutor groups with excellent attendance are recognised and all students are able to view this on the key stage noticeboards to motivate them going forward</p> <p>Attendance shows an improvement for students whose parents receive attendance intervention</p>	<p>and strive to maintain this as a result</p> <p>Tutor groups with excellent attendance are recognised and all students are able to view this on the key stage noticeboards to motivate them going forward</p> <p>Attendance shows an improvement for students whose parents receive attendance intervention</p>
Follow-up actions required following milestone review.				
Highly effective CEIAG which ensures no student becomes NEET post-16 (AD & CI).	<p>Students in years 11 are all offered a programme for CEIAG</p> <p>Students in danger of becoming NEET are identified and</p>	<p>Students in danger of becoming NEET are identified and have embarked upon a programme of support</p>	<p>Year 11 students have produced/completed the relevant documentation to prepare for the next stage of their education</p> <p>AP students have all received targeted support and have plans for post-16</p>	<p>0% NEET figure for the 2017-2018 year 11 cohort</p>

	<p>given more targeted support</p> <p>Planned support from the district team ensures that students in our AP provision have a post-16 destination</p>			
Follow-up actions required following milestone review.				
All students wear the uniform with pride (AD & CI).	<p>HoY / SAPs monitor uniform to ensure compliance with support of tutors</p> <p>Parents contacted where there are ongoing issues</p> <p>Staff routinely respond to uniform concerns both in and out of lessons</p>	<p>All year 7 students are in the new uniform</p> <p>All students are wearing black, polishable shoes</p> <p>Students in years 8 - 11 are wearing full uniform, either old or new, not a mix</p> <p>Initial uniform issues are resolved</p>	Numbers of students in the new uniform grow	All students are in the new uniform and any initial uniform issues are resolved for those who change uniform at Easter
Follow-up actions required following milestone review.				

<p>Effective PSHE through our Learning for Life and Work programme (AD & CI).</p>	<p>Staff trained in their delivery strand by their strand leader</p> <p>QA system put in place to monitor teaching and learning in the LLW curriculum</p> <p>Staff and Student voice opportunity created to provide feedback on new units</p>	<p>Review of units delivered in the Autumn term shows a positive response with some identified areas for improvement</p> <p>Students are able to share their learning and knowledge as part of the student voice feedback to demonstrate their understanding</p>	<p>Review of units delivered in the Spring term shows a positive response with some identified areas for improvement</p>	<p>Revised units are ready for delivery following feedback from the previous year</p> <p>Review of units delivered in the Summer term shows a positive response with some identified areas for improvement</p>
<p>Follow-up actions required following milestone review.</p>				
<p>High attitude to learning grades (RL, AD)</p>	<p>Monitoring after each PR point</p> <p>Identify students for targeted support - focus on PPI (HoY)</p> <p>Review target groups during the year (HoY)</p>	<p>Target group has been established within each year group and cross referenced with other interventions. Work has begun with these students in time for the second PR point</p>	<p>Students in the target group have shown an improvement in their average ATL score and also across individual subjects.</p> <p>A revised target group has begun intervention for the next PR point</p>	<p>Students in the target group have shown an improvement in their average ATL score and also across individual subjects.</p>
<p>Follow-up actions required following milestone review.</p>				

Priority Four

<p>Outcomes for pupils/Achievement</p> <p>SLT Responsible: Neil Owen, Helen Breakspear</p> <p>Astrea Values & Principles:</p> <ul style="list-style-type: none"> - RL - Responsibility and Leadership - EI – Enjoyment and Innovation - AD – Aspiration and Development - CI – Collaboration and Inclusion - HI – Honesty and Integrity 		<p>Priorities:</p> <ol style="list-style-type: none"> a. Achievement in Year 11 shows a P8 figure of +0.3 in summer 2019 with Basics 9-5 of 50% (AD). b. Achieve a Basics figure of 35% for disadvantaged Year 11 students (AD & CI). c. Reduce variance between the attainment and progress of key groups allowing all students the same chance of success (AD & CI). d. Meaningful KS3 assessment and monitoring which effectively tracks students' progress (AD). e. All students, in all subjects, have demonstrated progress in their learning by the end of each academic year in Years 7-9 (AD). 		
Priorities	Actions required and by whom	Milestone 1: January 2019 (Desired Impact)	Milestone 2: April 2019 (Desired Impact)	Milestone 3: September 2019 (Desired Impact)
Achievement in Year 11 shows a P8 figure of +0.3 in summer 2019 with Basics 9-5 of 50% (AD).	<p>NDO and HOD: Tracking of student data using SISRA to support achievement and progress.</p> <p>NDO: Regular monitoring of key marginal underperforming students after each progress</p>	<p>Mock Exams & PiXL Wave exams completed (Nov). Results are benchmarked, standardised and moderated against national standards.</p> <p>Reviewed use of PiXL resources with subject leaders, including apps and PLCs</p>	<p>HoD have met with MLP and NDO to review Mock data, agree three actions for impact and to discuss curriculum support in the final stages of the GCSE.</p> <p>The Key Stage 4 team have implemented results day and motivational assemblies and introduced their 'Serious about Success' initiative</p>	<p>Analysis of results (compared to Key Stage 4 target setting data and national standards) completed by HoDs and discussed with SLT links.</p> <p>Achievement in Year 11 to show a Progress 8 figure of +0.3 and a Basics 9-5 of 50%+.</p>

	<p>check and ensure suitable adjustments made to their curriculum</p> <p>SLT: Raising Standards Leaders act with their departments including monitoring of action plans.</p>	<p>Heads of Department to complete tracking document after Progress Review 2 to monitor the effectiveness of their interventions and practice.</p> <p>Implementation of PiXL methods has supported progress of students as evidenced in improved forecast data.</p> <p>Weekly RSL meetings has positively impacted on monitoring the performance and attainment of targeted students.</p>	<p>which has positively impacted on the progress and attainment of targeted students. 'Last 50 days' initiative agreed with HoD and launched in assemblies.</p> <p>Exam Ready Half Term used as walking talking mocks to facilitate enhanced exam preparation for Year 11 students.</p> <p>Department analysis of Progress Review 3 completed & underperforming students identified for intervention.</p> <p>'Exam Preparation' sessions established as part of Learning for Life and Work and Tutor Time. 'How to revise' parents evening for Year 11 students has resulted in the release of PiXLs 'Power to Perform' materials. .</p> <p>CEAIG timeline completed to ensure all students have a viable</p>	
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			and achievable post 16 destination plan(s)	
Follow-up actions required following milestone review.				
Achieve a Basics 9-5 figure of 35% for disadvantaged Year 11 students (AD & CI).	<p>Maintain a focus in English and Maths on reducing the gap between Year 11 disadvantaged students and the rest of the cohort.</p> <p>NDO, SLT, MS and NJ to evaluate disadvantaged progress in English and Math after each Progress Review.</p>	<p>Regular RSL meetings established between NDO, JRM and IJF to identify, track and support the progress of students in English and Maths.</p> <p>Weekly meetings between KB, NDO, FES and PM have offered intensive support for underperforming disadvantaged students which have led to improved attainment and progress.</p> <p>Monitoring of key marginal underperforming students after Year 11 Progress Reviews.</p> <p>MS to review the disadvantaged focus on Maths and English within the curriculum</p>	<p>JRM and IJF used Progress Review 2 to monitor the effectiveness of their interventions and practice</p> <p>Analysis of PiXL wave and students diagnosed with relevant resources.</p> <p>Core subject revision carousel introduced to support targeted Year 11 disadvantaged students in LLW.</p> <p>Learning Performance sessions have positively impacted on students ATL and progress.</p> <p>Curriculum adjustments have taken place in order to support targeted student attainment and progress in English and Maths</p>	<p>Analysis of results (compared to Key Stage 4 target setting data and national standards) completed by HoDs and discussed with SLT links.</p> <p>The summer results of 2019 show a Basics 9-5 figure of 35%+ for disadvantaged Year 11 students.</p>

Follow-up actions required following milestone review				
<p>Reduce variance between the attainment and progress of key groups allowing all students the same chance of success</p> <p>(AD & CI).</p>	<p>Maintain a focus on reducing the disadvantaged and gender gap within the Year 11 cohort.</p> <p>NDO, SLT, MS, KEB and NJ to evaluate progress of boys, girls, more able and disadvantaged students after each Progress Review.</p>	<p>Progress Review 2 indicates that the performance and attainment gap between boys and girls is closing and progress being made.</p> <p>Progress Review 2 indicates that the performance and attainment of disadvantaged students is closing and progress being made.</p> <p>Identified more able students in need of intervention from KEB to ensure they are learning to a greater depth and making good progress.</p> <p>Enhanced mentoring support given to targeted disadvantaged students through an external programme of mentoring and the work of TB as a Progress Coach.</p>	<p>Curriculum adjustments have taken place in order to support targeted student attainment and progress in all students for key groups.</p> <p>Department analysis of Progress Review 3 completed & underperforming key groups of students identified for intervention.</p> <p>Key post holders agreed on the areas for maximum impact for key groups of students. These key marginal students (especially more able students) are supported with enhanced curriculum and revision support to maximise their progress.</p> <p>CEAIG timeline completed to ensure all students - especially disadvantaged - have a viable and achievable</p>	<p>Analysis of results (compared to Key Stage 4 target setting data and national standards) completed by HoDs and discussed with SLT links.</p> <p>The summer results of 2019 shown an improvement on 2018 results with regards to closing the attainment and progress of key groups (disadvantaged, gender, SEN and more able).</p>

			post 16 destination plan(s)	
Follow-up actions required following milestone review.				
Meaningful KS3 assessment and monitoring which effectively tracks students' progress (AD).	<p>HDB, MLP, NJ to decide upon an assessment system that is effective, thorough and tracks progress with clarity for staff, students and parents. The challenge is to ensure that it effectively records progress and achievement for every student to achieve or exceed the standards expected for their age.</p> <p>MiDYAS to be scrutinised by HDB, NJ and HoY: this will also inform the analysis of data in conjunction with</p>	<p>The initial discussion with Astrea of a potential new system of assessment, with challenging goals and ability to monitor all students and sub-groups effectively.</p> <p>Discussions with HoDs and SLT links at TL3, using data from KS2, MiDYAS, Astrea and teacher-assessments ensures a robust and clear framework.</p> <p>HoY and KS3 team to analyse MiDYAS and other data to ensure that students are making suitable progress: meetings with students/parents as required</p>	<p>A positive trial of the new assessment system shows that it is fit for purpose and fulfills the impact criteria.</p> <p>HoY and KS3 team to analyse MiDYAS and other data to ensure that students are making suitable progress: meetings with students/parents as required</p> <p>Close analysis of Year 9 data in preparation for the transition to KS4: support provided where required.</p>	<p>A clear, robust assessment system is firmly in place, which will provide thorough analysis of achievement and progress at KS3 in a meaningful way for all stakeholders.</p> <p>All Departments to have established the new assessment procedure in preparation for the 2019-20 academic year.</p> <p>The new assessment data ensures clarity and cohesion to track attainment and progress from KS3 thereafter at GCSE and beyond.</p> <p>HoY and KS3 team to analyse MiDYAS and other data to ensure that students have made progress: look at 'new' data and targets going forward</p>

	KS2 results, which will be considered as part of the final assessment system.			
Follow-up actions required following milestone review.				
All students, in all subjects, have demonstrated progress in their learning by the end of each academic year in Years 7-9 (AD).	<p>HDB, HoY, SLT Links, NJ to track and evaluate progress of all students after each Progress Review.</p> <p>HoY and Tutors to liaise with HoD for under-performers and those for whom progress is static or a concern</p> <p>PPI lead, in conjunction with HDB and HoY, to provide additional support where there is a lack of progress. Any aids will be provided free of</p>	<p>Progress Review (PR) 2 shows that progress is being made and gaps are closing.</p> <p>An improvement of ATL grades from PR1 to PR2 to be seen, which reflects students' progress.</p> <p>More able students in all years, are making identifiable progress in all subjects</p> <p>Under-performers are improving their progress and making good progress towards their expected attainment for their age.</p> <p>Review of the students who attended the Learning Performance sessions to</p>	<p>Departmental analysis of teacher assessments during the term ensures students who are a concern (not making sufficient progress) are targeted to improve their attainment by PR3.</p> <p>Impact of a knowledge-rich curriculum, QA through student panels and scrutiny, confirms students progress, understanding and skills are secure in preparation for the end of year exams in each subject</p>	<p>Analysis of PR3 shows: more able students in all years, have made identifiable progress in all subjects and under-performers have improved their progress and made good progress towards the expected attainment for their age.</p> <p>End of Year exams (GL Assessments?) have shown that progress has been made for all students and the exams themselves scrutinised, standardised and moderated to ensure they were rigorous.</p> <p>Core exams: progress compared to MiDYAS and KS2 scores shows improvement for all years</p>

	charge to PPI cohort	see what impact has been made.		The impact of a challenging curriculum is seen through improved AtL scores
Follow-up actions required following milestone review.				