**SUMMARY of KEY ISSUES**

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| **Key Issue 1: Improve effectiveness of Leadership and Management to secure a ‘Good’ judgement at next inspection** | * 1. Establish rigorous and **effective information management systems** across the school to accurately evaluate all aspects of outcomes for pupils identified in the SIP( SIMS or Data, Doddle for KS3 Assessment and Behaviour Watch for Behaviour, SEND, Communication, Monitoring and Analysis of pupil groups)   2. Review and **Audit the School Website**, introduce Head Teacher’s ‘blog/newsletter’, student and staff input and link to OFSTED Parent View   3. **Head teacher to facilitate** an accurate and meaningful way of **reporting to the Management Committee** about pupil outcomes to enable constructive discussion, **challenge and planning for improvement.**   4. Continue to embed the Assessment and Tracking system to measure all aspects of Pupil Performance Progress from different **starting points on entry** in academic, social, emotional and behavioural using an **effective Information Management System fit for Purpose**. |
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| **Key Issue 2: Embedding and securing Teaching and Learning practice to secure a ‘good’ judgement at the next inspection**  **Key Issue 3 : Establish systems for monitoring and reporting on Behaviour, Attendance and SEND, looking towards a ‘good’ judgement** | * 1. Continue to embed and **monitor the aspirational and challenging targets set for all pupils** regardless of starting point   2. **Establish Literacy and Numeracy Interventions** to enable groups and targeted individuals to close the gap   3. Create more opportunities for **extended writing and verbal learning** within lessons   4. **Develop all subject staff** and hold more rigorously to account for Pupil Performance overtime, including **tracking and impact of PPG**   5. Continue to develop **Parental Reporting home** and communication using **new Information Management System**   6. Embed to **new tracking and monitoring** that has been established with **the Alternative Providers**   7. establish an **ICT based system** for tracking, analysing, measuring and evaluating pupil **behaviours to assist for a pupil’s further journey**   8. Establish **more robust Attendance Monitoring procedures** to track and **intervene** at an early stage when **patterns and trends in cohorts are identified**   9. **Develop a small team of staff** that can identify, work with and help **support pupils** that require **further SEND support** to enable them to access appropriate provision through an **EHCP. (Education, Health Care Plan)**   10. Establish an **Inclusion Unit and team of staff to support behaviour and emotional issues** to enable pupils to be ready to learn. **BASE** – (Behaviour and supportive environment) |
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|  | **Spring 18** | **Summer 18** | **Autumn 18** |
| **Evaluation by Head Teacher** | New Information systems in place and staff using, these now need imbedding.  Website is still under construction, but documents/policies, content is being complied and reviewed ready to go straight on there.  Draft Management Committee reporting formats continued to be trialled.  Whole School review of T&L confirmed evidence to suggest that we would be graded as ‘good’. | Behaviour Watch beginning to be embedded in daily school life. The new Behaviour system is showing impact on quality of T&L, problems are identified and dealt with and resources deployed more effectively.  New Data report is ready to be used for MC. New pupil progress tracking ‘Flight path’ is ready for every individual pupil, this will be rolled out before summer.  Attendance continues to improve, sharper monitoring continues.  Teaching and Learning is ‘good’ in line with evidence from Learning walks, book scrutiny etc.  Record number of year 11s have passed Level 1 Functional Skills maths and English. (equivalent to GCSE grade 1-4). 37 in total have passed. |  |
| **Next steps by Head Teacher** | Continue embedding new practice in Behaviour and Code of Conduct  New Heads of department are monitoring in their subjects, maths and English, will review next term | Focus on the curriculum, staff appointments, SENCO role and developing the interventions to further ‘close gaps’  Continue to refine Data presentation to MC  Continue with parental reporting and tracking Individual Student ‘Flight Paths’ |  |
| **Key Priority Cost Summary**  **School adviser**  **Consultant-** SEND, Behaviour, Attendance all completed audits last term | | **Areas of Involvement**  New policies, staff training, advice to new Head teacher, DHT training, Behaviour management training, Whole staff SEND training and staff skills audit | |

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| **Area of priority:**  **1:** **Improve effectiveness of Leadership and Management to secure a ‘Good’ judgement at next inspection** | **Required Improvements:**  Improve effectiveness of Leadership and Management to secure a ‘Good’ judgement at next inspection | | | | |
| * 1. Establish rigorous and effective information management systems across the school to accurately evaluate all aspects of outcomes for pupils identified in the SIP.   2. Review and Audit the School Website, introduce Head Teacher’s ‘blog/newsletter’, student and staff input and link to OFSTED Parent View   3. Head teacher to facilitate an accurate and meaningful way of reporting to the Management Committee about pupil outcomes to enable constructive discussion, challenge and planning for improvement.   4. Continue to embed the Assessment and Tracking system to measure all aspects of Pupil Performance Progress from different starting points on entry in academic, social, emotional and behavioural using an effective Information Management System fit for Purpose. | | | | |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Other Personnel** | **Monitoring with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?**  **When will evidence of outputs and outcomes be gathered?** |
| 1.1 Establish rigorous and effective information management systems across the school to accurately evaluate all aspects of outcomes for pupils identified in the SIP. | * -to set up and use Behaviour Watch for tracking all communication within and outside school * -to use BW to train staff in how to record, monitor and evaluate the impact of strategies used on pupil’s SEMH/Behaviour to feed into BMPs/IEPs and EHCPs * -use BW to track and monitor interventions in Literacy and Numeracy * - Continue use of and embed further SIMS for Attendance data, Census, pupil information, | SLT  AK SMK  PB | JW GR KS  AH  And whole staff | PM monitoring from Finance point  ID from SEC point  Half termly monitoring by SLT on data provided by BW | * Meeting minutes on BW * SLT actions and impact from subject specific areas * Impact on Subject CPD, aim for this to be tailored to our staff and students needs   This will ensure consistency and information sharing about student and subject updates. |
| 1.2 Review and Audit the School Website, introduce Head Teacher’s ‘blog/newsletter’, student and staff input and link to OFSTED Parent View | * New website under construction, (after 3 quote meetings held for best value practice) with contractor, SLT and SBM overseeing this * Photographer in, photos to be uploaded to relevant subject area * Complaint policies to be re-written and uploaded * New Logo designed/updated and used on website and all ‘corporate’ ICT/stationery etc * Head teacher photo ready for website * Audit completed and actions to be compliant on new website * OFSTED Parent View link to be used at all Parent events and on website, staff trained in this area * Staff identified to contribute to new website and begin writing contribution | AK KS SMK PB  Subject Leaders | Subject Leaders  Whole staff team | KS AK  BW identified as ICT/website link M/C member   * Monitoring of content half termly by HT and MC link * SLT to monitor staff contribution- SMK-T&L, PB- Vocational ,AK- Whole School and marketing and compliance | * Compliance tracking from website * New policies updated and ratified by Management Committee * Website live and launched (Parental launch too) * Monitoring of number of ‘hits’ * Parental feedback |
| 1.3 Head teacher to facilitate an accurate and meaningful way of reporting to the Management Committee about pupil outcomes to enable constructive discussion, challenge and planning for improvement. | * Review and devise a 1 page data summary for Full M/C meetings * Improve PPg vs non PPg tracking and reporting by always including transparent user friendly data tables * To develop data analysis half-termly at SLT meetings to make effective use of Data capture points for Pupil Progress * Simplify attendance, exclusion and other non progress data reports | AK  SMk  PB  JW | Subject Leaders  Whole staff team | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice (ID,PM,BW,KP) * Fortnightly data monitoring meetings between HT and DHt (SMK) | * Management Committee Minutes * OFSTED HMI Section 8 letter (NOV 17), approves of shorter SIP and way of reporting to M/C * DHT (data- SMK) report to SEC * HT reports to MC * MC visits records |
| 1.4 Continue to embed the Assessment and Tracking system to measure all aspects of Pupil Performance Progress from different starting points on entry in academic, social, emotional and behavioural using an effective Information Management System fit for Purpose. | * Change of SLT responsible for data, Assessment and Tracking- no Pupil without a starting point target grade * Use of Doddle, 5 Data capture points, Behaviour watch, for Information Management System for whole school. * SAM Learning for Intervention progress in Literacy and Numeracy | AK  SMK  HODs-JJ,AA  GR/PB | Whole staff team | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice (ID,PM,BW,KP)   Fortnightly data monitoring meetings between HT and DHt (SMK) | * Management Committee Minutes * OFSTED HMI Section 8 letter (NOV 17), approves of shorter SIP and way of reporting to M/C * DHT (data- SMK) report to SEC * HT reports to MC * MC visits records |

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| **Area of priority:**  **2:** **Embedding and securing Teaching and Learning practice to secure a ‘good’ judgement at the next inspection** | **Required Improvements:**  Embedding and securing Teaching and Learning practice to secure a ‘good’ judgement at the next inspection | | | | |
| * 1. Continue to embed and monitor the aspirational and challenging targets set for all pupils regardless of starting point   2. Establish Literacy and Numeracy Interventions to enable groups and targeted individuals to close the gap   3. Create more opportunities for extended writing and verbal learning within lessons   2.4 Develop all subject staff and hold more rigorously to account for Pupil Performance overtime.  2.5 Continue to develop Parental Reporting home and communication using new Information Management System  2.6 Embed to new tracking and monitoring that has been established with the Alternative Providers | | | | |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Other Personnel** | **Monitoring with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?**  **When will evidence of outputs and outcomes be gathered?** |
| 2.1 Continue to embed and monitor the aspirational and challenging targets set for all pupils regardless of starting point | * Continue with stringent monitoring of Books and marking in line with School policy * Staff training to be kept up to date to ensure all staff are able to focus on OSSS marking and feedback * Change of SLT responsible for data, Assessment and Tracking- **no Pupil without a starting point target grade** | SMK (DHT)  AK | AA –head of maths  JJ- head of English  All teachers | * Termly Lesson observations and Learning Walks * 5 data capture points and Book/ Work Scrutiny * Consistent approach to pupil target setting * MC SEC- visits BW, ID, KP | * New assessments in each subject to be in line with AWL * Students’ books (whole school look consistent) * Standardisation meetings attended by teachers   Links with mainstream to help standardisation is ‘robust’ |
| 2.2  Establish Literacy and Numeracy Interventions to enable groups and targeted individuals to close the gap | * Ninja Literacy and Numeracy established and used in registrations and tutor time, tracked by HoD * Pupils identified by HoD if further Intervention and SAM learning is needed * Reading Age and Spelling Age monitored by the English department and Interventions used * Primary Literacy Teacher employed for KS3 group | JJ  AA  JJ  JJ  BMcM | All staff | * Half-termly Ninja monitoring and tracking by HoDs * 5 data capture points Intervention monitoring and tracking progress and plans for ‘closing gaps’ identified * Bi-annual re-testing RA and Sp A | * CPD training logs * Subject meeting minutes * Lesson observation reports   Learning Walk reports   * Lesson observations * Student Feedback   Teacher comments and feedback from CPD   * CPD training log * School Calendar * Completed audits * Analysis of Audit by DHT and report for areas for Whole School Development * Subject Leaders to develop areas identified in their own subject * Work scrutiny to measure impact   Lesson observations to monitor impact |
| * 1. Create more opportunities for extended writing and verbal learning within lessons | * Focus on Lesson Walks on writing & verbal learning * CPD opportunities on Speaking and Listening opportunities in lessons * CPD opportunities on extended writing across all subjects * Whole school displays and raising of profile of Verbal learning and extended writing | AK  SMk  JJ | All staff | * Half-termly Ninja monitoring and tracking by HoDs * 5 data capture points Intervention monitoring and tracking progress and plans for ‘closing gaps’ identified   Bi-annual re-testing RA and Sp A | * Subject leaders reports on work scrutiny * Signed and dated in student’s books by subject leaders * DHT signed and dated in student’s books * Copies of examples of marking   Portfolio of evidence for each subject area |
| 2.4 Develop all subject staff and hold more rigorously to account for Pupil Performance overtime. | * Develop a new ‘OSSS lesson plan template’ in line with pupil progress, SEND, sub groups and OFSTED criteria * Create departments, TLrs and ‘middle management’ to distribute for Pupil Performance and Progress * HT/DHt more focussed on actions for pupils after data capture * Individual Education Plans for identified pupils * More SEND whole school differentiation focus and CPD | AK  JJ  AA  SMk  SENCO | All staff | * Termly Lesson observations and Learning Walks * Book/ Work Scrutiny * Consistent approach to pupil target setting   MC SEC- visits BW, ID, KP   * Half-termly Ninja monitoring and tracking by HoDs * 5 data capture points Intervention monitoring and tracking progress and plans for ‘closing gaps’ identified   Bi-annual re-testing RA and Sp A | * Record of student tracking (teachers, subject leaders, HT)   Assessment Proforma used across school for any Data Capture   * Subject leaders reports on work scrutiny * Signed and dated in student’s books by subject leaders * DHT signed and dated in student’s books * Copies of examples of marking   Portfolio of evidence for each subject area |
| 2.5 Continue to develop Parental Reporting home and communication using new Information Management System | * Termly Data Progress reports home to parents/carers * Yearly written reports home to parents/carers * Bi-annual Parent’s Evenings * DHT to be assigned as responsible and new report format developed with HT * Key Workers to communicate with parents at least weekly with phonecalls | Ak  SMk  SMk  PB | All staff | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice (ID,PM,BW,KP) | * Record of student tracking (teachers, subject leaders, HT)   Assessment Proforma used across school for any Data Capture   * Copies of reports to parents * Parental Questionnaires and feedback analysis and actions * Behaviour Watch tracking (parental contacts) |

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| **Area of priority:**  3: Establish systems for monitoring and reporting on Behaviour, Attendance and SEND | **Required Improvements:**  Establish systems for monitoring and reporting on Behaviour, Attendance and SEND   * 1. establish an ICT based system for tracking, analysing, measuring and evaluating pupil behaviours to assist for a pupil’s further journey   2. Establish more robust Attendance Monitoring procedures to track and intervene at an early stage when patterns and trends in cohorts are identified   3. Develop a small team of staff that can identify, work with and help support pupils that require further SEND support to enable them to access appropriate provision through an EHCP. (Education, Health Care Plan) | | | | | |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Other Personnel** | **Monitoring with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?**  **When will evidence of outputs and outcomes be gathered?** |
| 3.1 establish an ICT based system for tracking, analysing, measuring and evaluating pupil behaviours to assist for a pupil’s further journey | * Behaviour Watch used by all staff to log, report, monitor and track pupil behaviour. * Key Worker role developed so that every pupil has a member of staff to track them individually and be their point of contact home. * DHT, Pupil Support Manager and HLTA to support teaching assistants to ensure all behaviour is recorded, monitored, reviewed and evaluated to highlight patterns and direct resources to manage behaviour issues. | PB  GR  GC | All staff  Especially  Key  Workers | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice (ID,PM,BW,KP) * Fortnightly data monitoring meetings between HT and DHt (PB) * Daily conversations between DHT (Behaviour) Behaviour Manager tracking of Consequences to inform staffing and BASE | * `BW reports and analysis * Reduction in ‘Consequences’ that escalate to requiring BASE intervention * HT reports to MC * Key Worker contact logs on BW | | |
| 3.2 Establish more robust Attendance Monitoring procedures to track and intervene at an early stage when patterns and trends in cohorts are identified | * New Attendance Policy to reflect new initiatives and drives to improve attendance * Attendance Audit carried out by Local Authority Lead on Attendance and resulting action plan begin to develop * Phase out paper based registers and log all attendance onto Behaviour Watch * Invest in wifi electronic system of registration for offsite provision (Ipads) * Attendance Support Interventions ASI to begin to be used and recorded all interventions for attendance on BW * Rewards and tracking and displays of these to be developed whole school * New SLT attendance reporting data form to be introduced | AC  AK  Helen Smith  Form Tutors  All staff  AC  AC | All staff  Responsible for attendance | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice (ID,PM,BW,KP) * Fortnightly data monitoring meetings between HT and AC * ASI tab on BW monitored with Attendance initiatives * PRU attendance report by HS * PRUS attendance action plan and monitoring visit by Helen Smith * MC committee member responsible for Attendance identified who can visit and comment? | * BW reports * HT reports to MC * Improved outcomes for students related to attendance, * Evidence analysed daily, weekly, termly by registers and First day response to indicate patters and triggers to enable quicker actions and responses * Minutes from MC meetings | | |
| 3.3 Develop a small team of staff that can identify, work with and help support pupils that require further SEND support to enable them to access appropriate provision through an EHCP. (Education, Health Care Plan) | * Review SEND Local offer * Review, update SEND policy * Appoint experienced SENCO * SEN information report for website for OFSTED requirements * Staff training on Quality First Teaching (SEND first in the classroom) QFT * New Provision Map to show all the Waves of Intervention that we offer, electronic format in line with EHCP 4 areas of need | AK  SMk  New  SENCO  Teachers  In line with teaching standards | All staff | * SEND Intervention tracking half termly by new SENCO * MC member responsible for SEND regular meetings (bi-annual?) with SENCO to discuss Action plans * Training Logs * New Lesson plan template have clear SEND area- T&L observations and Learning walk, * All new pupils to have new Provision Map within 3 weeks of starting * SEND compliance information on website and reviewed annually, HT, SENCO MC member | * Behaviour Watch (BW) tab- AK to liaise with BW design * Subject teachers to ‘Plan, Do Review’ in core subjects with identified students * DHT/SLT/SEND team/Subject leaders to identify students that require the Passport tab. * ‘Plan, do , review’ at least termly, DHT to monitor via BW and quality assure | | |