

St Julian's School

Post Inspection Action Plan 2018-19

(revised December 2018)



Chair of Governing Body:
Ms Tracy McKim



Headteacher:
Mr Rhys Evans



Challenge Advisor:
Mrs Elspeth Lewis

Our vision for St Julian's School is to **achieve excellence** in all that we do.

Through our work we will improve the inherent qualities in all our students and equip them with the skills necessary to lead fulfilling and positive lives. **Engendering a desire to learn and ask questions; facilitating creativity and problem-solving;** accepting that **mistakes are fundamental to making progress** and understanding that diversity is something to be embraced will be evident in our strategic planning and daily actions.

It is based on the principles that **we prepare all students to be leaders of their own learning** and life choices; that we ensure celebration of success for all in an inclusive setting; that we **deliver personalised learning strategies** providing diversity and choice within a 21st century curriculum and environment and; have a **code of conduct with students that is fair yet firm, expecting high standards and mutual respect.**

We will **achieve excellence** through all of our work which, at all times, will be built on the St Julian's values of:

Respect,

Collaboration and

Inclusion

Context of this plan

Following the core inspection which took place in December 2014 the following recommendations were highlighted as areas for improvement.

R1 Improve standards in key stage 3 and key stage 4

R2 Improve the coordination and planning for progression in improving literacy and numeracy

R3 Improve the quality and consistency of teaching, marking and assessment

R4 Improve self-evaluation and improvement planning

R5 Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

R6 Meet statutory requirements for the annual report to parents on their child's progress.

Targets

KS3	2016-17	2017-18	2018-19 Target	KS4	2016-17	2017-18	2018-19 Target	KS5	2016-17	2017-18	2018-19 Target
CSI L5+	86%	89%	89%	CPS 9	322	312	365	L3	90.3%	93%	95%
CSI L6+	50%	56%	72%	L2 EM	49%	54%	60%	3 *A-E		91.3%	92%
Eng L5+	87%	92%	92%	L2	56%	62%	67%	3 *A-C	34%	62.5%	68%
Eng L6+	54%	62%	70%	L1	92%	89%	94%	3 *A/A	5.6%	7.5%	15%
Eng L7+	20%	21%	25%								
Maths L5+	90%	90%	92%	5 A* /A	8%	10%	17%	Alps QI	5	3	3
Maths L6+	72%	71%	72%								
Maths L7+	34%	47%	34%	Eng	58%	61%	69%	WG VA		4.8	6.0
Science L5+	95%	97%	94%	Maths	58%	63%	67%				
Science L6+	78%	82%	74	Science	70%	58%	69%				
Science L7+	37%	32%	32%								

	2016-17	2017-18	2018-19 Target
Attendance	93.1%	93.5%	93.7%
Exclusions - Days Lost	93	178	160
Exclusions - Incidents	62	125	112

Recommendation 1: Improve Standards at KS3 and KS4
Lead: HT

Area needing improvement	What will practice look like?	Actions needed to improve practice? (what, who and when?)	Monitoring (what, who and when?)	Evidence of impact
<p>Standards of teaching and learning across the school in all classrooms for all learners</p> <p>HT</p>	<ul style="list-style-type: none"> Detailed SoL underpin at least good quality of provision and standards in the classroom. Lesson planning will evidence an awareness of ability levels and individual needs within the classroom Tasks and activities will challenge all students in the classroom. Data captures will evidence progress at or above target. KPI outcomes will evidence performance above the median. 	<ol style="list-style-type: none"> Successfully implement all actions within the PIAP. SE yy iEE ó y EE y y yy Ensure all tracking of performance at class, departmental and whole school level include average points score against target Z- ày yœEE y E à yó t Through the peer review ensure all leaders have a shared understanding of what excellent and good teaching looks like. t y EE yE Implement interventions and support teams and individuals where performance is below target. Build in effective monitoring procedures (see R.4) >S à EE E œE œE y E E ó yy y y y 	<p>Data Captures iEò y y yE E óœE yó KE é E</p> <p>Peer Review Reports tò y y yE E óœE yó KE é E</p> <p>Reports to LA and Governing Body SE y E œE ó E y é œE y œE</p> <p>LT Minutes discussing discrepancies in T&L >SœE y KE é E</p>	
Cost:	Leadership and Management time to complete tasks indicated above EAS Grant £5000			

<p>Improve quality of Schemes of Learning and Assessments</p> <p>Jason Rees</p>	<ul style="list-style-type: none"> • SoL and assessments provide high levels of challenge and allow students to access higher bands of mark schemes. • The improvement of skills will be integral within SoL • Work scrutiny will evidence a high level of challenge in books. • All departments share aspirational success criteria with students for assessments and model best practice. • Opportunities for higher order thinking are planned. • KPI will evidence performance above the median. 	<p>1. Set out a minimum expectation for the quality of teaching and learning experiences across the school through a shared understanding of what should be included in all SoL..</p> <p>To include:</p> <ol style="list-style-type: none"> 1. Challenging objectives and tasks 2. Activities to promote resilience 3. Key questions to develop deeper thinking 4. Development of literacy and numeracy skills 5. Paired/group work 6. Time for effective DIRT <p>2 Set up an agreed template. Roll out a programme of updating SOLs with an agreed year group (year 9).</p> <p>3. Build in time for MLs to do this.</p> <p>Z- < > EY</p> <p>2. Detailed action plans developed and implemented across the school.</p> <p>Z- à : E y</p>	<p>QA of department and LM minutes</p> <p>> S E y K E e E</p> <p>Reports to LT and governing body on progress</p> <p>Z- o E y</p> <p>QA planning</p> <p>t e y K E e E</p>	
<p>Cost:</p>	<p>Leadership and Management time to complete tasks indicated above PIAP / EIG grants</p>			

<p>Target Setting linked to the tracking and support of student progress.</p> <p>Jason Rees</p>	<ul style="list-style-type: none"> All students are aware of personal targets and current performance in relation to them. Parents / carers are provided with clear and timely information on the progress of their child and how they can help them improve further. Staff and MLs are provided with individual and team targets for use within DRAPs Use of targets and tracking will improve outcomes for all groups of learners. KPI will evidence performance above the median. 	<ol style="list-style-type: none"> Review target setting across the school and improve school policy to be shared with all stakeholders Z-ò Æy Investigate improved use of SIMS / tracking sheets or alternative provider to inform staff, students and parents / carers. This will include a clear analysis of performance for all groups of learners. Z-òyè ý ðË à :Ë ý Review assessment calendar to ensure opportunities to assess and report are appropriately placed throughout the journey through school. Z-òà :Ë ý Establish appropriate time for ML to analyse data and meet with LM. around each capture Z-ò ý Ë ýË 	<p>Progress reports to governing body and leadership team. Z-òË ý</p> <p>Student and staff surveys ›SðË ý KË éË</p> <p>QA LT/ML LM minutes ›SðË ý KË éË</p> <p>LT One2One work scrutiny Z-Ë ý ý iË</p>	
<p>Cost:</p>	<p>Leadership and Management time to investigate different data analysis packages. Leadership & Management time to complete tasks indicated above. Cost of any new data management system which may be purchased..</p>			

<p>Engage and implement EAS support for key departments</p> <p>Jason Rees</p>	<ul style="list-style-type: none"> Middle leaders clear of direction of improvement. Regular monitoring and support of activities. Effective teams facilitating positive outcomes for all students. 	<ol style="list-style-type: none"> Meet with representatives of departments <ul style="list-style-type: none"> English Maths Welsh Geography Business Studies ICT Science Investigate support available through LNS programme. - brokered with CA Ensure support provided is implemented within school DDPs. <p>Z-ò <</p>	<p>QA LT/ML LM Meetings > SĊĒ ý KĒ é Ē</p> <p>EAS NoV SĒ ý</p> <p>QA Department minutes and DDPs > SĊĒ ý KĒ é Ē</p> <p>Data analysis and Peer Review outcomes Z-ò ý Ē yĒ</p>	
<p>Cost:</p>	<p>Leadership and Management time to complete tasks indicated above. EAS support through advisor visits.. Cover for staff release where required. EAS support through LNS programme. Cover for staff release where required.</p>			
<p>Ensure excellent provision for disadvantaged students</p> <p>Sarah Hook</p>	<ul style="list-style-type: none"> All students, regardless of background will be given the support necessary to achieve excellence. Whole school tracking and monitoring processes will clearly identify eFSM Bespoke support will be provided for those identified Effective use will be made of our PDG to ensure resources are available to support students. KPI will evidence performance above the median. 	<ol style="list-style-type: none"> Establish working group to focus on this area of school improvement > Sđ é àý Clarify what we know, where are the key areas and what needs to be done. Improve school policy and ensure it is disseminated to all staff. > Sò 	<p>Reports to Governing Body, LT and Challenge Adviser. > Sòý</p> <p>Analysis of Data Captures > Sò ý Ē yĒ</p> <p>Attendance and Exclusion Analysis. tfòĒ ý</p>	

Cost:	Effective use of PDG grant to support provision			
<p>Ensure excellent provision for MAT students</p> <p>Jason Rees</p>	<ul style="list-style-type: none"> All students will be given the support necessary to achieve excellence. Bespoke support and opportunities will be provided for those identified as MAT <ul style="list-style-type: none"> KPI will evidence performance above the median. 	<ol style="list-style-type: none"> Ensure MAT students are clearly identified and information shared with all staff. Z- dya E Conduct provision map of opportunities for MAT students. Z- oE y Ensure SoL include opportunities to extend students of all abilities. Z- o y 	<p>Reports to Governing Body, LT and Challenge Adviser. Z- oy</p> <p>Analysis of Data Captures with a focus on MAT students Z- y E yE</p> <p>SoL QA Z- dE y KE e E</p>	
Cost:	Leadership and Management time to complete tasks indicated above PIAP / EIG grants			

LA / EAS Support	<p>Attendance by CA at all GB meetings where standards are presented and discussed.</p> <p>Continued support of EAS LLC and MST team to sustain improvements made in standards this year.</p> <p>CA to ensure external support plan for Science contributes to sustained improvements in outcomes.</p> <p>CA scrutiny and challenge of school targets including local targets.</p> <p>CA to scrutinise impact of grant spend on outcomes.</p> <p>CA to receive regular updates from SLT and MLs on progress towards targets of all groups of learners.</p> <p>CA to review all aspects of data collection, tracking and reporting including quality assurance of accuracy.</p> <p>CA to receive reports of the impact of all intervention programmes on outcomes for groups of learners.</p> <p>CA to broker support with LNS schools as appropriate to ensure non core improvements in outcomes.</p> <p>CA to support the school in devising effective strategies to raise outcomes for eFSM, boys and MAT groups of learners brokering support with other schools as required.</p> <p>CA to support the SLT in their curriculum review ensuring this delivers a curriculum that meets their needs of all learners.</p>
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Recommendation 2: Improve the coordination and planning for progression in developing literacy and numeracy
Lead: JR

Area needing improvement	What will practice look like?	Actions needed to improve practice? (what, who and when?)	Monitoring (what, who and when?)	Evidence of impact
<p>Application of strategies to develop skills within lessons.</p> <p>HT</p>	<ul style="list-style-type: none"> • Clear shared vision of importance of skills and their role in effective teaching. • Consistent application of strategies in lessons. 	<ol style="list-style-type: none"> 1. Re-define expectations of how we develop skills within teaching. SEGjey ay ri E oZE E E 2. Signpost clearly school resources to support provision. Z- Gjej ay 3. All staff develop common understanding of the standard of skills within lesson. Develop best practice case studies utilising age-related expectations (see R4) SS ZE E 4. Establish clear monitoring procedures to establish consistent use by staff. > S yj - 4. Develop cluster approach to skills provision to support the 4 purposes and excellence in the classroom. SS E ZE E 	<p>Peer Review process will monitor provision and identify inconsistencies. t OZ-o y E yE E oE yO yKE e E</p> <p>LT One2One work scrutiny Z- E y y iE</p> <p>QA of LT/ML and Department Minutes > SdE oE yO yKE e E</p>	
<p>Cost:</p>	<p>EAS support through Skills Coordinators, fortnightly visits to school - cover for staff release.</p>			
<p>Reading - increasing levels of challenge in students' reading</p>	<ul style="list-style-type: none"> • Students reading a wide range of challenging texts across the curriculum • Suitable texts evidenced in student's books. • Improved outcomes (NRT) 	<ol style="list-style-type: none"> 1. Ensure all English classrooms have a lending library of challenging books supported by Accelerated Reader indicators to ensure challenge > n Z 	<p>EAS English and Literacy Support Plan Z- E y</p> <p>Reports to governing body Z-oj</p>	

<p>opportunities across the curriculum</p> <p>Jacqui Rowe</p>	<p>scores 115+,KS4 & KS5)</p> <ul style="list-style-type: none"> Students equipped with reading skills for life beyond school 	<ol style="list-style-type: none"> NGRT test Y9 students in order to support reading age recommendations and measure progress and production of Literacy Average SS. Z-Z Complete HoD literacy support in evaluating reading strategies and standards in work scrutinies, SoL and learning walks -) Z 	<p>Literacy DDP > S Ē ý</p> <p>Department meeting minutes & DRAP QA > SĊĒ óĊĒ ýó KĒ é Ē</p> <p>Peer Review t ÖZ-ò ý Ē ýĒ</p>	
<p>Cost:</p>				
<p>Writing - improving technical accuracy</p> <p>Jacqui Rowe</p>	<ul style="list-style-type: none"> Very few students' work evidences limited progression in technical accuracy Most students apply punctuation and grammar rules inherently in their writing Most students produce work judged to be age appropriate against LNF WG3 and WG4. All students apply proofreading strategies to correct errors in punctuation and grammar. 	<ol style="list-style-type: none"> Specific work scrutiny focusing on technical accuracy, (with support from Impact Wales Education), to judge standards linked to LNF WG3 and WG4. Use outcome of scrutiny to plan CPD to support staff Z<-) Z Monitoring, support and evaluation of department plans focusing on improving technical accuracy to be added to Literacy DDP Z<-) > ý ý àý Inset day to support staff delivered by Impact Wales education Z<-) t ý àý Middle Leaders to modify DDP to include at least one practical strategy to improve technical accuracy and trial (see R4 &5) S 6 < i r t ý àý Teachers implementing strategies that must be evident in lessons which facilitate improved technical accuracy when they are writing. 	<p>QA of minutes (LM, Dept.) > SĊĒ óĊĒ ýó KĒ é Ē</p> <p>Reports to governing body Z-òý</p> <p>Literacy work scrutinies as part of peer review programme Z<-)ò ý Ē ýĒ</p> <p>LT One2One work scrutiny Z Ē ý ý i£</p> <p>QA of DDP > SĊĒ óĊĒ ýó KĒ é Ē</p>	

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Cost:	INSET day external providers Impact Wales Staff release to conduct all QA activities			
Oracy - improving accuracy, fluency and confidence in oral contributions across the school Jacqui Rowe	<ul style="list-style-type: none"> Most student responses are extended, grammatically secure and confident. Nearly all students use subject specific vocabulary appropriately to convey their meaning accurately All students reflect upon their oral contributions in class and are able to identify ways forward All teachers model oral responses and challenge students with skillful questioning to modify when appropriate 	<ol style="list-style-type: none"> Sept Inset -Introduce Expectations of Oracy' for staff to discuss in departments in order to establish starting point Z<-) <S 6 > ŷ Student Voice exercise within tutorial time to establish effective practice. Z-> ŷ ŷ àŷ Literacy FF to create oracy tasks using Voice 21 strategies to introduce to good practice to tutors and build student confidence -) ŷ Create Oracy PLC group to trial strategies used in Literacy FF in own curriculum areas and feedback in staff briefings -) ŷ Teachers implementing strategies that must be evident in lessons which facilitate improved oracy when they are writing. SS ZĒ 	<p>LM & Department Minutes QA > SĊĒ ŷ KĒ é Ē</p> <p>Reports to governing body Z-òŷ</p> <p>Department DRAP QA > SĊĒ ŷ KĒ é Ē</p> <p>Peer review lesson observations tĊĒ ŷ KĒ é Ē</p>	
Cost:				
Numeracy - improving opportunities to raise student confidence, aptitude and	<ul style="list-style-type: none"> Common numerical methods will be used across the school leading to increased student confidence and higher standards. 	<ol style="list-style-type: none"> OH to meet with numeracy rich HoDs (Maths/Science/Geography/DT/PE) to audit current SoL and look for missed opportunities to improve reasoning tasks / S ŷ 	<p>QA LM and Department minutes and DDPs > SĊĒ ŷ KĒ é Ē</p> <p>Reports to governors Z- ŷ</p>	

<p>resilience in reasoning tasks across the curriculum</p> <p>Jacqui Rowe</p>	<ul style="list-style-type: none"> • Work scrutinies will evidence a variety of reasoning tasks embedded into SoL across numeracy rich subjects • Students will confidently apply procedural knowledge to solve real life problems • Improved outcomes (NNT Reasoning scores and GCSE Reasoning) 	<p>2. OH to create resources to improve reasoning skills within tutorial programme (Numeracy Fortnightly focus) / S y</p> <p>3. OH to measure impact of resources in numeracy work scrutiny as part of peer review and measure against 2017-2018 QA. / S < : > Eo y</p>	<p>Numeracy QA record and action plan Z< / S y</p> <p>Numeracy work scrutinies as part of peer review programme - Z< / So y E yE</p>	
<p>Cost:</p>				

<p>LA / EAS Support</p>	<p>CA to ensure input from EAS LLC and MST team support SLT skills lead & LC and NC in further improving outcomes in Literacy and Numeracy.</p> <p>CA to participate in learning walks and work scrutinies across the curriculum plus receive analysis of summative assessments & impact reports on the standard of provision and outcomes for literacy and numeracy across the curriculum.</p> <p>CA to work with the school on scrutiny of SsoL across the curriculum to looking for coverage and appropriate challenge of planned skills delivery.</p> <p>CA to assist the school in ensuring suitable intervention programmes are in place to meet the needs of all learners, impact reports received (see1)</p>
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Recommendation 3: Improve the quality and consistency of teaching, marking and assessment
Lead: AN

Area needing improvement	What will practice look like?	Actions needed to improve practice? (what, who and when?)	Monitoring (what, who and when?)	Evidence of impact
<p>Vision to achieve excellence through effective teaching and learning.</p> <p>HT</p>	<ul style="list-style-type: none"> Shared vision and understanding of what we are trying to achieve and what is expected in the classroom. MLs taking accountability for standards within all classrooms in their department. Consistent application of strategies in lessons. All students being challenged with appropriate tasks and activities in order to exceed potential 	<ol style="list-style-type: none"> Re-define expectations of what we are trying to achieve in the classroom. Make clear what excellent and good teaching looks like. SEGjéy ày ri È óZÈ È È Signpost clearly how we support each other to achieve excellence. t ZÈ È Develop clear system to identify strengths and areas for improvement (see R.4) Establish clear responsibilities of MLs and monitoring procedures to establish consistent application by staff. Z- ýý - Ö 	<p>Peer Review process will monitor standards and provision. tò ý È ýÈ È óÈ ýò ýKÈ é È</p> <p>LT One2One work scrutiny Z- È ý ý iÈ</p> <p>QA of LT/ML and Department Minutes > SÈ óÈ ýò ýKÈ é È</p>	
<p>Cost:</p>	<p>Time (directed) to meet with ML and all staff Photocopying costs</p>			

<p>Challenge in the classroom.</p> <p>Amy Newton</p>	<ul style="list-style-type: none"> Teachers will teach from challenging SoL which will enable all students to make good progress. Higher-order questioning will be planned for and used to challenge students. Expectations of home-learning tasks will be consistently applied across the school. 	<ol style="list-style-type: none"> Student assessment data on SIMS marksheets will be provided for all staff to allow them to differentiate tasks appropriately in all classrooms. Z- fy Home-learning policy will be devised and implemented. Z- Iyà Ē Challenging tasks and effective questioning resources will be shared with all staff. Examples of best practice will be shared with all teachers. . t ZĒ Ē All training programmes will support leaders and teachers in developing and embedding more challenging learning experiences. All teachers to increase levels of challenge expected in lessons across their departments through the improvement of SoL, (See R1) 	<p>QA planning tĀ ħ KĒ é Ē</p> <p>Reports to governing body and LT tòĒ ħ</p> <p>Students & Parents Survey › SĀĒ ħ KĒ é Ē</p> <p>Peer Review Reports tò ħ Ē yĒ</p> <p>QA Dept. Minutes › SĀĒ ħ KĒ é Ē</p>	
<p>Cost:</p>	<p>Training resources Leadership and Management time to complete tasks indicated above</p>			

<p>Improve student resilience</p> <p>Amy Newton</p>	<ul style="list-style-type: none"> Students are resilient in the face of failure and don't give up on something easily Students recognise and know how to manage risks they are faced with Students are capable of overcoming challenges Teachers plan learning and teaching activities to improve / provide: resilience, risk and failure strategies: 	<ol style="list-style-type: none"> HoH to create Learning goals calendar and guidance to support current planner resources t f à Gysj ày Twilight delivered to all departments sharing T&L strategies to develop resilience. All departments to commit to one of the four failforward areas and trial shared strategies. Z< t t All training programmes will support leaders and teachers in nurturing more resilient learners. All training programmes will support leaders and teachers in nurturing more resilient learners. Heads of Department to increase levels of student resilience across their department through the improvement of SoL. (See R1) All teachers will integrate school strategies to develop resilience into their planning. 	<p>QA of tutorial work and Head of House Reports t f ZÈ È</p> <p>QA department minutes > SdÈ y KÈ é È</p> <p>LT One2One work scrutiny Z- È y y iÈ</p> <p>QA Department SoL with evidence of Resilience, Risk and Fail L&T strategies signposted Z- dÈ y KÈ é È</p> <p>Lesson observations as part of the Peer Review. t ò y È yÈ</p>	
<p>Cost:</p>	<p>Training resources</p>			
<p>The quality and impact of DIRT tasks</p> <p>Amy Newton</p>	<ul style="list-style-type: none"> All diagnostic feedback to be linked to learning based success criteria. DIRT tasks provide opportunities for students to reach next level/grade/improve higher order skills/improve literacy skills. All teachers give time and space for the completion of DIRT tasks. 	<ol style="list-style-type: none"> Update and share simplified policy for effective, challenging feedback and DIRT tasks. t Èy Ensure this area for improvement is a feature of DDPs where team improvement is needed (i.e. improvement of department practice/resources/SoL etc.). t) y ò >y y ày Ensure the improvement of practice in this area features within the professional learning programmes/INSET offered to all staff and implement bespoke support plans where 	<p>QA DRAPs > SdÈ y KÈ é È</p> <p>Peer review work scrutiny, listening to learners and lesson observations t ò y È yÈ</p> <p>Department QA iÈ y ÈÈ y dÈ y KÈ é È</p>	

		<p>necessary.</p> <p>t Æy</p> <p>4. Heads of Department to improve quality of diagnostic feedback and DIRT tasks through the development of resources (i.e. feedback sheets and range of effective DIRT tasks.</p> <p>5. Heads of Department to increase time allocated for completion of effective DIRT tasks through the improvement of SoL. (See R1)</p> <p>6.. Examples of best practice will be shared with all teachers..</p>		
<p>Cost:</p>	<p>Training resources</p>			
<p>Professional Learning and Staff Support</p> <p>Amy Newton</p>	<ul style="list-style-type: none"> All staff receive high quality CPD and are supported. Support programmes are implemented and monitored for impact. Professional learning and support leads to improvements in teaching, learning, skills and standards. 	<p>1. Identify vision for St Julian's as a SLO and plan the the processes we need to go through to become a learning organisation.</p> <p>t <-: Æy</p> <p>2. Plan bespoke professional learning programmes aimed at moving groups of teachers forward in their practice in key areas outlined within the school's SDP and developing leadership and management (see PL Plan 2018-19).</p> <p>t > ÿ</p> <p>3. Develop whole school database of lesson observations, work scrutiny and professional learning and monitor impact of support</p> <p>t ò Æyÿ ày</p> <p>4. Ensure department agendas focus on teaching and the impact of professional learning. Case studies to judge impact</p>	<p>Reports to Governing Body and LT</p> <p>t ò Æ ÿ</p> <p>Staff Survey</p> <p>> Sð Æ ÿ KË é Æ</p> <p>QA department minutes</p> <p>> Sð Æ ÿ KË é Æ</p> <p>Individual case studies</p> <p>Ëy ÿ yòà t</p> <p>Individual & Department Support Tracker</p> <p>> Sò Æ ÿ</p>	

		developed. t o E y		
Cost:	Professional Learning Schedule as part of the directed time calendar.			

LA / EAS Support	<p>CA to receive impact reports from SLT PL on teaching and learning.</p> <p>CA to provide support on the refining of the in house Peer Review Programme, use of documentation and planned activities ensuring accurate judgements are made on the standard of work seen by pupils in their books and in lesson observation and learning walks.</p> <p>CA to quality assure judgements made through participation in learning walks, observations, work scrutinies and listening to learner activities including the quality of marking and assessment.</p> <p>CA to support the school in the design of their in house PL programme plus identify through EAS CPD online or LNS network suitable school to school working to improve provision and reduce WSV.</p> <p>CA with the HT scrutinise anonymised PM targets ensuring they align to school foci on T&L.</p>
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Recommendation 4: Improve self-evaluation and improvement planning
Lead: SH

Area needing improvement	What will practice look like?	Actions needed to improve practice? (what, who and when?)	Monitoring (what, who and when?)	Evidence of impact
<p>Accurate evaluation of all aspects of school .</p> <p>Sarah Hook</p>	<ul style="list-style-type: none"> • Accurate evaluation of the most significant areas of performance including skills (see R2) • Improvement plans which impact positively on standards. • All schools self-evaluation documentation, at all levels, is written using evaluative language. It is concise and identifies clearly strengths, areas for development and subsequent actions to bring about a further improvement in outcomes. 	<ol style="list-style-type: none"> 1. Re-examine activities within Gantt chart and rationalise where possible. Build in whole school and departmental opportunities with clear monitoring arrangements. > Söbjey äy 2. Ensure all activities link directly with the monitoring column within our PIAP > Söbjey äy 3. Establish standardised QA documentation with clear actions and monitoring procedures built in. > Söjē Ē 	<p>QA LT and Department minutes > Söjē y KĒ é Ē</p> <p>QA documentation and improvement plans > Söjē y KĒ é Ē</p> <p>Reports to LT and Governing Body i ĒSĒ y</p>	
<p>Cost:</p>				
<p>Evaluation of teaching,</p>	<ul style="list-style-type: none"> • Effective evaluation of provision and 	<p>1. produce bespoke lesson observation and work scrutiny proformas using the ETLF.</p>	<p>Reports of standards of teaching, learning and skills.</p>	

<p>learning and skills.</p> <p>Sarah Hook</p>	<p>standards within teaching, learning and skills.</p> <ul style="list-style-type: none"> All staff able to judge accurately the standards seen in lessons and books Accurate evaluation leads to plans which result in improvement. 	<p>t Gyŷj aŷ</p> <p>2. Integrate ETLF into Peer Review programme in order that LT and ML become more accurate with evaluations and are able to judge standards including skills and identify precise areas in need of development.</p> <p>t ZĚ Ě</p> <p>3. Support and improve leaders in the evaluation of pupil skills in order to identify areas in need of improvement. Re-inforce LNF expectations.</p> <p>Z- ZĚ Ě</p> <p>4. Plan professional training events around evaluation of standards in order to improve accuracy and consistency of judgements.</p> <p>t ZĚ Ě</p> <p>5. Timely plans in place for staff requiring support</p> <p>>S ZĚ Ě Ě ō</p>	<p>t ŌZ-ōĚ ŷ ŷ à ō Ě ōiĚ</p> <p>QA LT minutes >SĉĚ ŷ KĚ é Ě</p> <p>>S ŷ iĚĚ ō ŷ à ō Ě</p> <p>Peer Review Reports t ō ŷ Ě ŷĚ</p>	
<p>Cost:</p>	<p>Excellence in Teaching platform</p>			
<p>Improve Peer Review to strengthen improvement planning.</p> <p>Amy Newton</p>	<ul style="list-style-type: none"> Clear actions arise from the peer review process at individual, team and whole school level. Leaders evaluate standards accurately. As a result of this, actions for improvement address the correct areas. Actions are monitored effectively and improve standards. 	<ol style="list-style-type: none"> Create Peer Review Guide/Policy to outline the specific roles of LT, HoDs, Teachers and provide key guidance to ensure we have a consistent approach. <p>t > ŷ</p> <ol style="list-style-type: none"> Provide training and resources for leaders on how to give effective feedback and support colleagues with their improvement needs. <p>t Ěŷ</p> <ol style="list-style-type: none"> Provide time for stakeholders to discuss findings and key actions needed to bring about 	<p>Peer Review Reports t ō ŷ Ě ŷĚ</p> <p>QA ML/LM, Department meeting minutes >SĉĚ ŷ KĚ é Ě</p> <p>Staff Surveys >SĉĚ ŷ KĚ é Ě</p>	

	<ul style="list-style-type: none"> • Actions lead to improved standards. 	<p>improvements for teachers, leaders and students.</p> <p>t Æy</p> <p>4. Provide leaders with a clear report of findings and actions needed to bring about improvement to practice.</p>		
Cost:	<p>Excellence in Teaching platform Directed time for peer activities to take place Supply / PIAP grant</p>			
Performance Management HT	<ul style="list-style-type: none"> • Robust targets will be set which are linked to the new Professional Teaching Standards. • Staff developing their practice impacting positively on standards in the classroom. • QA of targets will evidence increased rigour and a clear focus on improving teaching. 	<ol style="list-style-type: none"> 1. Engage with EAS support on the use of the ETLF SE Gyejy ay 2. Revise current PM targets of leadership team initially and then pilot scheme with selected MLs. SE ZE E 3. Implement with all staff SE > y y ay 	<p>HT report to governing body on effectiveness of PM E</p> <p>Anonymised sample of PM targets as part of categorisation. + cE E</p> <p>Staff Survey > ScE y KE e E</p>	
Cost:	<p>Leadership & Management time to investigate ETLF (EAS workshops, 4 x ½ day) EAS PL Grant Offer -</p>			
Influence of Student Voice on Teaching and Learning Nick King	<ul style="list-style-type: none"> • Student voice plays a significant role with regard to curriculum offer and the learning experience. 	<ol style="list-style-type: none"> 1. Review 2017-18 student voice/council. tf Æy 2. Survey departments and other teams to understand current level of learner voice tf Æy Student voice survey - depts and other teams 3. Use findings from PASS survey and tutorial work to develop 'a learners guide' and share with all staff. 	<p>QA Department Meetings > ScE y KE e E</p> <p>Student Voice survey tf cE y KE e E</p> <p>Student Voice reports to Governing Body Æy</p>	

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Cost:				

LA / EAS Support	<p>HT to furnish CA with SE and planning cycle for the year including details of all activities (inc all stakeholders) that will provide the school with first hand evidence of progress towards PIAP/SDP priorities.</p> <p>CA with SLT participate in examination meetings and scrutinise all SE and planning documentation at senior and middle leadership to ensure plans identify key priorities that will move the school forward.</p> <p>CA to coach HT, SLT and MLs on effective self-evaluation, impact reports and planning for improvement.</p> <p>CA to work with the HT and CofGB on writing effective HT's reports that meet statutory requirements.</p> <p>CA to coach SLT team in writing an accurate and succinct SER that is based on first hand evidence and identifies key priority areas including Estyn recommendations.</p>
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Recommendation 5: Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments

Lead: JR1

Area needing improvement	What will practice look like?	Actions needed to improve practice? (what, who and when?)	Monitoring (what, who and when?)	Evidence of impact
<p>Leadership improvement</p> <p>Rhys Evans</p>	<ul style="list-style-type: none"> • Leadership is focused on improving standards of teaching and learning. • Members of the leadership team will be supported in their improvement so that they consistently exhibit leadership behaviours. • Clarity over areas of accountability within the leadership team. • Leadership team JDs align with New Professional Leadership Standards • Leadership impacts positively on the environment for staff and student outcomes. • All leaders understand their key priority is improving the standard of teaching and learning. They demonstrate this through their daily actions holding those 	<ol style="list-style-type: none"> 1. Incorporating new Professional Standards of Leadership with ETLF SE Gjeŷy ay 2. LT to conduct self-audit against new professional leadership standards SE ZĒ Ē 3. HT to meet individually with team and help identify key areas for improvement and provide support programme. Ey :Ē y <p>HT to facilitate appropriate support and professional development activities in response to self-evaluation exercise. SĒB Ey Ē</p> <p>HT to revise LT structure and recommendation leads following October's monitoring visit. SĒt y ay</p> <ol style="list-style-type: none"> 6. HT to ensure all members of the team are fully accountable for the areas they lead through LT and Governing Body meetings. SĒB yŷ 	<p>Estyn monitoring reports Ey</p> <p>Reports to LA and Governing Body SĒ Ey</p> <p>Report to Full Governors 10.12.18</p> <p>Staff Survey > SĒĒ Ē ĄĒ y KĒ é Ē</p> <p>Pre and post audit against leadership standards. > y <</p> <p>QA of LT and LM minutes > SĒĒ y KĒ é Ē</p>	

	they lead to account in a formal and non-formal setting.	6. RE to work with CoG to appoint remaining two Assistant Headteachers. S&T y ay		
Cost:	Attending EAS PL events to develop ETLF and New Professional Standards Leadership and Management time to meet with LT			
Continued development of Heads of Department Jason Rees	<ul style="list-style-type: none"> • Heads of Department are fully accountable for standards and development of teaching, learning and skills within their department. • Development of excellent pedagogy is fundamental within all department activities. • Department QA focuses on developing a joint understanding of standards of teaching, learning and skills. • Department improvement plans focus on consistent approaches to improving standards of teaching, learning and skills. • Heads of Department hold team members to account. 	<ol style="list-style-type: none"> 1. Expectations of MLs and their role are re-shared S&T y ay 2. Professional Development sessions for MLs together re-established for 2019 S&T E 3. Training provided for all MLs to use school QA processes effectively > S&T E 4. Line-management agendas focus appropriately on how they develop pedagogy through DDPs and SoL. Z- o y ay 5. Where appropriate, ML to be placed on support plans. Z- o E o 	<p>Reports to leadership team and governing body Z- o E y</p> <p>QA DDPs and department minutes > S&T y K&T e E</p> <p>QA LT/LM meeting minutes > S&T y K&T e E</p> <p>Estyn monitoring reports Ey</p> <p>CA Categorisation report E</p> <p>MLs survey > S&T y K&T e E</p>	
Cost:	Professional Learning Schedule as part of the directed time calendar. Leadership & Management time to complete tasks indicated above.			
Introduce and establish Role	<ul style="list-style-type: none"> • Progress Leaders introduced to staffing structure and have a 	<ol style="list-style-type: none"> 1. SH and HoH to meet fortnightly in Autumn Term to establish new role, JD etc. > S Ey 	Report to LT and GB updating them on progress > S&T y	

<p>of Progress Leader</p> <p>Sarah Hook</p>	<p>positive impact on standards of teaching, learning and attendance.</p> <ul style="list-style-type: none"> Progress Leaders clear about expectations of the role and supported appropriately so that they are able to support students. 	<p>2. JD to be written giving increased clarity on accountability. › S 6jē</p> <p>3. Spring Term to be a transition period from HoH to Progress Leader. All HoH assigned a cohort; students and families informed › SĒ ō'i ›</p> <p>4. Summer Term - Progress Leader to start in post (and be with cohort for four terms) › SĒ ō'i › ŷ</p>	<p>Student Survey › SĒ ŷ KĒ é Ē</p> <p>Transition Plan</p>	
<p>Cost:</p>	<p>Strategy planning day cost (£500) Additional TLR for fifth Progress Leader (£8000)</p>			

<p>LA / EAS Support</p>	<p>CA to coach SLT and MLs through SE, development plans and receiving impact reports (see 1, 2, 3 & 4). CA to contribute to in house PL leadership programmes building on work undertaken last year. CA to broker additional leadership PL as required. CA to undertake with SLT and MLs learning walks, lesson observations, work scrutiny, listening to learners & SsoL scrutiny to quality assure judgements and provide coaching to further improve impact of MLs on standards, provision and outcomes.</p>
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