

Action Plan De La Salle – Spring term 2017**Area for Improvement 1 - Leadership and Management****Leadership and management will improve by:****Improve the effectiveness of leaders and managers so that they are able to drive rapid improvement by:**

- rigorously evaluating the impact of actions taken to bring about improvement in order to check that they are working as expected
- identifying and sharing the good practice in teaching which exists in parts of the school
- SLT and middle leaders being held to account

Success Criteria:

- *The roles and responsibilities of SLT are clearly defined supported by robust job descriptions*
- *Quality assurance procedures and documentation are rigorous*
- *Interventions are in place for pupils at risk of underperformance*
- *Pupil performance improves*
- *The roles and responsibilities of SLT are shared with all stakeholders*
- *All leaders attending Governors' meetings are fully aware of their roles in securing student progress*
- *Core middle leaders are supported and challenged to be as effective as possible*

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
NB: All actions in this section are complementary to actions set out in the section re improving the quality of teaching and ensuring robust and accurate monitoring by the SLT							
1. The roles and responsibilities of SLT are clearly defined supported by robust job descriptions	Roles and responsibilities are produced for SLT and shared with all stakeholders. Half term 1 Spring 2017	Termly reviews of roles and responsibilities.	Acting Head	SLT and all stakeholders are clear about roles and responsibilities. SLT are able to drive improvement.	Time for acting Head	Governors, LA reviews/Ofsted	Reports to Governors, LA and Archdiocese
2. Each member of SLT will be supported in their development and held to account for precise targets through performance management.	External support/CPD will be provided for each member of SLT. Robust Performance management targets will be set for SLT	Half term 1 Spring 2017 To be reviewed at each line management meeting	Acting Head and governors	SLT skills are enhanced. Targets set to improve performance and outcomes for pupils	Time for performance management and cost of CPD	Governors hold SLT to account and acting Head Element of termly reviews	Report from acting Head to Governors, LA and Archdiocese
3. Continue to embed the developing monitoring and evaluation systems to inform an	External support for SLT provided to model challenge and support of middle leaders. Calendared line management	Half term 1 Spring 2017	Deputy Head	All members of SLT are holding middle leaders to account through robust line management meetings. SLT model quality assurance procedures for	External support cost. Time for SLT to carry out quality assurance activities.	Agendas and minutes of meetings. Rigorous evidence base established that	Reports to governors, LA and Archdiocese. Lesson observations, work scrutiny

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accurate Self Evaluation summary	meetings are in whole school calendar.			middle leaders. Ability to Quality Assure progress towards milestones/Key Performance Indicators improved. Evidence base is gathered to inform SEF	Time for middle leaders to carry out their departmental quality assurance activities.	informs SEF judgements.	and pupil voice activities from part of evidence base.
4. Continue to develop roles and emerging collaboration between HOLAs and Progress leaders.	Regular calendared meetings take place between the 2 groups. Pupil level information is shared and discussed. Intervention is focused.	From January 2017	AMc HOLAs Progress Leaders	Appropriate and timely intervention is put in place for any pupil who is not making progress or at risk of falling behind.	Time for meetings between the 2 groups	Agendas and minutes of meetings. Data entries	Reports to SLT, Governors, LA and Archdiocese. Pupil voice
5. HOLAs supported in the development of SOW and assessment.	Collaborative meetings each half term	From January 2017	CM AF HOLAs	SOW and assessment lead to improved pupil progress and reliable data.	Time for meetings.	Agenda and minutes of meetings.	Lesson observations. Work scrutiny.

6. School website is compliant	Review of website takes place using DfE list of statutory elements. Updates are carried out and regular reviews to check compliance are calendared.	Jan / 1 st week in Feb 2017	Admin officer. CW to oversee work	Website is updated and fully compliant. Any changes to DfE list is reflected on website.	Admin officer time. Website costs	CW provides reports for governors	Reports to SLT, Governors. LA review
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Area for Improvement 2 – Personal development, behaviour and welfare

Personal development, behaviour and welfare will improve by:

- **Establishing a whole school focus on developing good behaviour for learning**
- **Improving the attendance and reducing PA of FSM pupils**
- **Continuing to focus on enhancing pupils' personal development in order to support improvements in participation, feedback and attitudes to learning**

Success Criteria:

- *A culture of Good behaviour for learning is established*
- *Attendance improves and PA is reduced and particularly for pupils entitled to FSM*
- *Pupils' leadership, resilience and increased participation is developed*

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation

NB: All actions in this section are complementary to actions set out in the section re improving the quality of teaching and ensuring robust and accurate monitoring by the SLT

1. Good behaviour for Learning is established.	Meetings with HOLAs, Progress leaders and SLT and pupils take place to develop the policy. Policy shared with all stakeholders	Half term 2 Spring 2017	Acting Head Deputy Head All staff.	All stakeholders are clear about what Good behaviour for learning looks like. The policy is put into practice. Pupil participation in lessons is evident.	Time for Acting Head Deputy Head	Quality assurance activities – lesson observations, work scrutiny and pupil voice activities.	Reports to Governors, LA and Archdiocese LA review
2. Attendance improves and PA is reduced and particularly for DA pupils.	Deputy Head develops a focus on the DA group to ensure all form tutors and Progress leads know who the pupils are. Good practice is sought from inside and outside school. Whole school reward system to include this group.	Half term 1 Spring 2017 Weekly meeting with EWS, progress leads.	Deputy Head	DA attendance improves from 90.5% to 93% PA is reduced from 6% to 5%	Time for attendance Deputy Head. Whole school reward system	Weekly attendance and PA checks includes DA as a discreet group. Element of termly LA reviews.	Report to acting Head, Governors, LA and Archdiocese

3. Personal development for pupils improves. Pupils' resilience is improved and leadership developed.	A range of PHSCE days are timetabled with different areas of focus. External expertise is sought to deliver the days. School prefects meet with acting Head to establish a pupil leadership group.	From Half term 2 Spring 2017	JW Acting Head	PHSCE days engage pupils and support resilience and good behaviour for learning. Pupil body are developed as leaders and have input into school development, policies and practice.	External support cost. SLT member time for organisation and evaluation Acting Head time to work with pupils	Agendas and minutes of meetings. Pupil evaluations of days. Pupil voice and leadership activities.	Reports to governors, LA and Archdiocese. Pupil voice activities from part of evidence base.
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Area for Improvement 3 – Teaching Learning and assessment

- **Improve the quality of teaching learning and assessment by:**
 - ensuring that all departments have rigorous schemes of work that support and strengthen the accuracy of assessment
 - embedding the marking and feedback policy to ensure that is used to support learning in all subject areas
 - further developing teaching skills (pedagogy) through appropriately targeted CPD and coaching
 - pitching lessons appropriately to stretch, challenge and support
 - developing positive attitudes to learning across the school

Success Criteria:***The quality of teaching, learning and assessment in DLS will improve so that:***

- Schemes of work and work scrutiny demonstrates challenge and improved accuracy so that planning is linked to the needs of pupils within each lesson*
- The marking and feedback policy is applied with greater consistency and supports pupils' progress and next steps in their learning*
- Teaching that is less than good is eradicated and the majority of teaching over time is good or better*
- Lessons are well planned and challenge the most able and support the lower attainers*
- Pupils are engaged in their learning and attainment is improved*

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
NB: All actions in this section are complementary to actions set out in the section re improving the quality of teaching and ensuring robust and accurate monitoring by the SLT							
1. New, strengthened schemes of work are completed by each curriculum lead for their area.	Schemes are reviewed by week four half term 2 Spring 2017.	Completed by end of half term 1 Summer 2017.	AF CM HOLAs	Schemes are linked to assessment and identify for teachers appropriate materials/opportunities for stretch and challenge. Work in pupils' books shows alignment to schemes of work	HOLA time. AF/CM – time to review and QA schemes.	Quality assurance activities – lesson observations, work scrutiny and pupil voice activities.	Reports to Governors, LA and Archdiocese LA review

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2. The marking and feedback policy becomes embedded in practice and is used to support next steps in learning	Marking and feedback policy is finalised February 17	Policy is shared with all stakeholders. 6/2/17 Ratified by Governors and on school website February 17	CM All staff	Greater consistency is seen in marking and pupils are given next steps in learning, progress is accelerated.	Time for key stakeholders. T and L lead time	Quality assurance activities – work scrutiny, lesson observations and pupils voice sessions.	Reports to acting Head, Governors, LA and Archdiocese
3. Teaching is improved through appropriately targeted CPD Coaching programme is embedded into the school CPD cycle	Audit of teachers need completed and CPD sourced – end of Spring term 2 2017 Coaches established to work with teachers – end of Spring term 1 2017	CPD implemented as per school calendar. Coaching plans in place for teachers. 6 weekly cycle of coaching begins start of Spring term 2	CM AF AMc All staff	CPD events calendared. Coaching plans in place for teachers who need extra support – coaches attached. Support based on best practice from within and beyond school. Number of teachers requiring support reduces. The vast majority of teaching is judged to be Good or better.	External support cost. SLT members time for organisation and evaluation Coaches' time to plan, observe and feedback.	Agendas and minutes of meetings. Pupil evaluations of days. Pupil voice and leadership activities. Robust evidence base established for T and L	Reports to governors, LA and Archdiocese. Pupil voice activities from part of evidence base. LA Review Ofsted

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4. Lessons are pitched appropriately to stretch, challenge and support pupils.	CPD event to establish and enhance teachers' understanding of stretch and challenge in the classroom.	6/3/17 20/3/17	CM AMc AF All staff	Pupils' data is used to plan lessons that challenge and support pupils to achieve and make greater progress. Higher expectations are established.	Time for QA activities – lesson observations, work scrutiny, pupil voice and data analysis. HOLAs and SLT.	Evidence base is put together to incorporate the QA activities.	Documentation and outcomes shared with Governors. LA review provides external view. Ofsted outcome.
5. Pupils are engaged in their learning and achievement improves	CPD event to share good practice in engaging pupils – 24/4/17 15/5/17	Regular calendared learning walk and lesson observations	CM All staff	Linked to pitch of lessons above. Lessons observed demonstrate a variety of activities and styles that engage all learners. Pupils are fully engaged in their lessons.	Time for QA activities	Observations. Themed learning walks. Pupil voice	Reports to governors and Archdiocese. LA review