

Area for Improvement 1 - Leadership and Management

Leadership and management will improve by:

- SLT and Middle Leaders held to account and share high expectations
- CPD for SLT to increase capacity and capability to plan and deliver effective whole school improvement
- Clear and bespoke programme of CPD to develop the knowledge, skills and capacity of middle leaders
- Incorporating best practice from within school and from other schools to drive improvement across the school

Success Criteria:

Clearly defined middle and senior leader expectations, so leaders understand, articulate and implement their range of responsibilities consistently, rigorously and effectively.

Leaders and managers consistently communicate high expectations and ambition that enthuses staff and enables them to deliver quality teaching that leads to accelerated progress for all groups

Senior leaders are able to deliver effective whole school improvement to the extent that by Jul 2018 SLT & external evaluation assess DLS as securely good

Middle leaders have the knowledge, skills and capacity to bring about effective improvement in L+T and pupil outcomes

Quality assurance systems, procedures and documentation are clear and rigorous

Teaching and learning improves – 80% (good to outstanding) at or above the required standard

Student progress is broadly in line with national by Jul 2018 and above national in Jul 2019.

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
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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

a) Establishment of clear and high expectations	Whole staff meeting Bulletin Morning briefings	Sep 2017 Ongoing Ongoing	AR AR AR	High standards evidenced in lesson observations, learning walks discussions with students, and through book scrutiny to the extent that by Dec 2017 the % of lessons that are of an acceptable standard has risen from 40% (Jan 2017) to >80%; that the % of work marked in line with policy has risen from 80% (Jul 2017) to 95% (?) by Dec 2017	Meeting time 3 hrs	SLT through observations, learning walks and work scrutiny	AR to report to Govs
b) Develop the capacity and capability of the SLT to plan and deliver effective school improvement.	Clear roles and responsibilities New AHT with responsibility for behaviour and attendance Creation of 2 Lead Practitioner roles to provide specific skills and knowledge in data and SEN Fortnightly KIT / Coaching meetings with Headteacher	Jun 2017 Jul 2017 Jul 2017 Sep 2017	CF CF CF AR	Development of effective whole school actions to address key priorities: attendance, progress, middle leadership capacity, behaviour Improvement in student attendance: From 95% (2016) to 96% (2017) (Autumn) From 94.8% (2016) to 95.5% (2017) (Spring) From 94.7% (2016) to 95.5% (2017)	Salary costs £85,000 LASSP membership £4,000 KIT Meeting time 1 hour per fortnight x 9	AR to monitor in KIT / Coaching meetings. Govs in scrutiny committee: 18 th Oct 13 th Dec 7 th Jan 14 th March	SLT report to AR AR reports to Govs

	Engage with LASSP senior leader support programme. Headteacher mentor	Sep 2017 onwards Sep 2017	AR Chair of Govs	(Summer) Reduction in FTE from 288 to 150 By Jul 2018 Increase in student progress as evidenced by P8 to in line with national by Jul 2018			
c) Develop knowledge, skills and capacity of middle leaders (and UPS3) through in-house bespoke NPQML	Identify current strengths / weaknesses of middle leaders. Devise CPD programme tackling area of need: data, L+T, assessment, coaching	Jul 2017 Sep 2017	AF AF	Middle leaders are more confident and able to lead effective improvement leading to SLT observing that, by Feb 2018, academic & pastoral policies are consistently applied; the quality of teaching in each department is judged to be of an acceptable standard in >80% of lessons; Student Voice clearly recognises improvements in teaching and marking of work. Progress of students to improve across all departments to at least in line with	Time: planning 3 hrs Dedicated NPQML sessions 18hrs	Line managers as part of KIT cycle AR in SLT meetings Govs in scrutiny committee: 18 th Oct 13 th Dec 7 th Jan 14 th March	AF reports to Govs

				national levels of progress by Jul 2018 and above by Jul 2019			
d) Sharing of best practice in school across learning areas and on whole school issues.	Identification of strengths	Summer 2017	AF	Improvement in L+T as evidenced by lesson observations, learning walks and work scrutiny (see 1a above) Increased confidence and capacity of staff to share good practice	Planning time 2hrs	AR through KIT meetings	AR report to Govs
	Programme of sharing good practice included in directed time / CPD cycle	Sep 2017	AF		CPD directed time 12 hrs	Staff feedback	
	Evaluation of impact	Jun 2018	SLT				
e) To provide middle leaders with examples of outstanding practice	HOLAs twinned with outstanding depts. in other schools	Sep 2017	AR	Improvement in L+T as evidenced by lesson observations, learning walks and work scrutiny (see 1a above) Incorporation of outstanding practice into learning area and whole school improvement planning	Visit time: 3 hrs per HOLA	Line Managers in KIT meetings	AR report to Govs
	Outstanding practice brought in to address whole school issues: effective teaching of HA and boys.	Oct 2017	AR		Planning time 3 hrs		
	Build upon existing links with St Josephs	Sep 2017	AF				
f) To ensure HOLA self-evaluation and planning is evidence based	Data training for HOLAs	Sep 2017	CW	Better quality improvement plans reviewed after each data drop Improved student progress to P8 being in line with national progress by Jul 2018	Training time: 3 hrs	Line Managers in KIT meetings	AF reports to Govs
	Structured data review sheets completed	Sep 2017	AF		Review and planning time 6hrs		
		Sep 2017	AR				

	Links with other schools established (see above)	Sep 2017	AF	and above by Jul 2019.	Research time 6hrs	Govs in scrutiny committee:	
	NPQML to contain project / action research element			Improvement in L+T as evidenced by lesson observations, learning walks and work scrutiny (see 1a above)		18 th Oct	
	Use of EEF Toolkit to provide 'intelligent' planning	Oct 2017	AF			13 th Dec	
						7 th Jan	
						14 th March	

EVALUATION

Area for Improvement 2 – Personal development, behaviour and welfare

Personal development, behaviour and welfare will improve by:

- ❖ Firmly embedding a whole school focus on behaviour for learning leading to a consistent approach by staff to behaviour management
- ❖ Improving the attendance and reducing PA of DA pupils to close the gap with 'other' students
- ❖ Improved punctuality to lessons
- ❖ 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 will be strong as evidenced by a reduction in exclusions and PAL referrals.
Attendance improves and PA is reduced particularly for DA so the gap narrows between DA and non-DA students.
Punctuality improves to reduce the amount of teaching time lost per student.
Pupil voice reports consistency from staff.

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							
a) New behaviour for learning policy is embedded	Staff, students and parents have a clear understanding of the behaviour policy.	Autumn term	PH	Policy is being implemented consistently across the school Reduction in FTE from 288 to 150 By Jul 2018	Monitoring time 1 hr / week	Lesson observations. PH to report behaviour data to SLT	PH reports to AR.
b) Improve attendance and PA particularly for DA.	Appointment of AHT with responsibility for attendance Implementation of Pupil Premium Strategy (see separately) Temporary appointment of attendance officer Home visits by PSMs to increase. Weekly meetings with EWS. Weekly meetings with PSMs. Embed the rewards and sanctions scheme to reward attendance.	Jul 2017 Sep 2017 Jun 2017 Sep 2017 Sep 2017 Sep 2017 Ongoing	CF ALL CF PH PH PH	Improvement in student attendance: From 95% (2016) to 96% (2017) (Autumn) From 94.8% (2016) to 95.5% (2017) (Spring) From 94.7% (2016) to 95.5% (2017) (Summer) Reduction in PA from 12.54% Jul 2017 to 10% Jul 2018	Salary costs £75,000 Visit time 5 hrs / week / PSM EWS contract £9480 Meeting time 6 hrs / week Rewards £1500	Attendance reported to SLT weekly PA reported to SLT weekly Govs in scrutiny committee: 18 th Oct 13 th Dec 7 th Jan 14 th March	PH report to Govs.

	<p>Whole school focus upon attendance and its importance</p> <p>Explore impact of curriculum upon attendance</p> <p>Improve timing and quality of data reporting in order to allow early identification and intervention</p>	<p>Sep 2017</p> <p>Ongoing</p>	<p>AR</p> <p>PH / PR</p>				
		Sep 2017	PH				
c) Reduction of student lateness to lessons	<p>Consultation with staff – increased staff presence on corridors at changeovers</p> <p>Implementation of hallway detentions</p>	Sep 2017	<p>AR</p> <p>PH</p>	Reduction in minutes lost late to lessons from approx. 1,500 mins per week to 1000 mins per week (Jul 2018) and 750 mins per week (Jul 2019)	<p>Analysis time 1 hr / week</p> <p>Detention time 2 hrs/ week</p>	PH to report to SLT	PH to report to Govs
d) Develop opportunities to build leadership and resilience of students	<p>Prefect system in place and students trained</p> <p>Resilience programme devised and delivered (Growth mindset)</p> <p>Student council members trained</p>	<p>Sep 2017</p> <p>Oct 2017</p> <p>Oct 2017</p>	<p>JW</p> <p>JW</p> <p>JW</p>	Student feedback shows increased confidence and resilience.	<p>Training £200</p> <p>Meeting time 1 hr / week</p>	<p>JW to report to SLT</p> <p>Student survey (Mar 2017)</p>	JW to report to Govs

e)	Raise awareness and understanding of SMSC, equality, diversity and awareness of British values	Appointment of PSHCE coordinator	Oct 2017	AR	SOW reviewed and implemented	Staff costs: £2500	PSHCE Coordinator to report to JW Student voice survey (Mar 2018).	JW to report to SLT
		Review SOW coverage	Oct 2017	PSHCE Coordinator	Delivery model of PSHCE improved	Planning time: 2 hours / year group		
		Review how PSHCE is delivered	Oct 2017	SLT	LGBTQ extrenal support and guidance accessed and implemented	Delivery 1 hour / week		
		Improve quality and coverage of LGBTQ issues and support.	Sep 2017	PR	Student voice shows positive impact and view of PSHCE, LGBTQ and British values.			
		Produce visual reminders of British values.	Sep 2017	JW	Students understand and apply British values			
f)	Ensure staff well-being is good and taken into account in school planning	Audit of staff well-being.	Sep 2017	JW	Reduction in staff absence from:	Time 8 hrs per term	Staff voice (Sep 2017 / Jan / May / Jul 2018)	AR to report to Govs
		Implementation of Govt recommendations	Ongoing	SLT / HOLAs	Teaching: 5.2% to 4.5% by Jul 2018			
		Considered in relation to all SLT actions	Ongoing	SLT	Support: 6.03% to 5% by Jul 2018			
		Greater staff involvement in calendar and event planning	Ongoing	AR	Positive staff feedback via staff voice			
		Creation of progress group to	Sep 2017	CM	Well-being friendly school events calendar			

	look at staff well-being issues Regular Headteacher / Union meetings	Sep 2017	AR	Progress group action plan implemented fully			
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EVALUATION

Area for Improvement 3 – Teaching Learning and assessment

Improve the quality of teaching and learning by:

- ❖ Continuing to work with departments to ensure SOW are rigorous and evidence stretch and challenge
- ❖ Improving accuracy of assessment and predictions
- ❖ Developing and improving T&L pedagogy across the school
- ❖ Seek appropriate accreditation for our lead coaches
- ❖ TAs are utilised within classrooms to maximise progress of pupils

Success Criteria:

Rigorous SOW in place and stretch and challenge is evident leading to increased levels of student progress

Staff predictions are more accurate (to within ¼ grade at GCSE)

Quality of L+T improved across the school (80% at or above expected standard)

Lead coaches accredited

Marking and feedback leads to accelerated progress for pupils (positive P8 score)

Student feedback shows increased confidence for learning and clear understanding of flightpaths

Increased levels of student progress (positive P8 score)

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							
a) Ensure quality SOW are in place for all learning areas and closely monitor their development All SOW identify strategies to increase progress of DA, Boys, HA , LA All SOW identify opportunities for SMSC	RAG quality of SOW. Clear timelines for production of new SOW Half-termly monitoring.	Jul 2017 Jul 2017 Ongoing	CM AF	Improvement in L+T as evidenced by lesson observations, learning walks and work scrutiny (see 1a above)	Time 5 hrs / dept	AF / CM report to SLT Govs in scrutiny committee: 18 th Oct 13 th Dec 7 th Jan 14 th March	AR to report to Govs
b) Improve accuracy of teacher assessment of student progress and predictions	HOLAs to carry out review of prediction accuracy HOLAs to integrate assessment into SOW Learning areas to engage fully with the LASSP departmental meeting and	Sep 2017 Ongoing Ongoing	AF / CM AF / CM AF	Increased staff confidence in assessing student work Improved accuracy of predictions Effective use of assessment to inform next steps planning	Planning time 12 hrs Meeting time 2 hrs / term / Learning area Moderation time 1hr per data drop per dept	AF / CM report to SLT Govs in scrutiny committee: 18 th Oct 13 th Dec 7 th Jan	AR to report to Govs

	<p>moderation programme</p> <p>Develop a St Helens network of departments to support cross-school moderation</p> <p>HOLAs to update in-school moderation of student work</p>	<p>Oct 2017</p> <p>Oct 2017</p>	<p>AR</p> <p>Line managers</p>			14 th March	
c) Plan and deliver CPD to develop teaching and learning to strengthen the culture of sharing good practice and improve quality of L+T	<p>CPD calendar to be planned</p> <p>Good practice shared</p> <p>Impact evaluated</p>	<p>Sep 2017</p> <p>Ongoing</p>	<p>CM</p> <p>AF</p>	<p>Lesson observations demonstrate that all teachers and leaders of T&L are meeting career stage expectations in terms of</p> <ul style="list-style-type: none"> Classroom climate that is conducive to learning The layout of classrooms promote independent and pupil led learning Improved levels of challenge in classwork and extended work 	CPD time 6 hrs	<p>CM and AF report to AR</p> <p>Learning walks</p> <p>Lesson observations</p>	CM and AF report to Govs

d) Improve internal capacity for improvement through accreditation for Lead coaches	Accreditation programme identified and staff accredited	Jul 2017	CM	Coaching is more effective leading to accelerated improvement in teaching and learning	£500 x 6 candidates Meeting time 2 hours / half term	CM to report to SLT	AR to report to Govs
e) Create in-house Improving Teacher and Outstanding Teacher training programmes	Use St Joseph model as template Identify 6 teachers Deliver programme Review impact of programme	Sep 2017 Oct 2017 Jun 2017	CM	Improvement of standard of teaching as evidenced through lesson observations, learning walks and work scrutiny (see 1a above)	Planning time 3 hrs Training sessions 3 hrs	AF to report to SLT	AF to report to Govs
f) Ensure that systems are in place to maximise the effectiveness of temporary supply cover	Case studies of how learning areas have effectively dealt with staff absence to be collated and kept centrally Supply teacher information pack re-drafted SOWs and associated resources to be made available for supply teachers HOLA to undertake close monitoring of	Sep 2017 Jul 2017 Jul 2017 Sep 2017	JW AF / CM HOLAs HOLAs	Supply staff deliver SOW in an effective manner. Supply staff understand school routines and are able to apply them to ensure effective learning takes place. Student progress in supply classes is similar to non-supply classes	Planning time 2 hrs Meeting time 2 hrs	HOLAs to report to SLT Line Managers	AR to report to Govs

	supply teacher performance						
g) Appoint Lead Practitioner to oversee the training and utilisation of TAs within the classroom.	Appointment Review current TA provision Training for TAs and staff	Jun 2017	AD	TAs are utilised fully in classroom. TAs are upskilled. Pupil progress improves.	Salary costs £3,000 Training time 2 hrs Training costs: £2500 x 5	AD to report to SLT	AR to report to Govs

EVALUATION

Area for Improvement 4 – Student Progress

Student Progress will improve by:

- Ensure students have a clear understanding of the Flightpath system and what they need to do to improve
- SLT given specific accountability for and oversight of key subgroups' progress
- Increase student ability and opportunities to engage in independent learning
- Develop whole school approach to improving literacy skills

Success Criteria:

Student survey shows clear understanding of Flightpath and how it links to improving their work

Progress of sub-groups shows clear improvement (evidenced in data)

Student progress improves (positive P8 score)

Students display greater confidence and independence (survey and observations)

Improved levels of literacy across the school

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
NB: All actions in this section are complementary to the Pupil Premium Strategy and actions set out in the section re: improving the quality of teaching and ensuring robust and accurate monitoring by the SLT							
a) Create whole school dialogue around flightpaths so that pupils have more understanding of their meaning and use.	Introduction of post-assessment follow-on lesson Publicise in newsletter for parents Progress walls in all areas (anonymised in corridors and replicated with pupil pictures in year offices).	Jul 2017	AF	Consistent and coherent dialogue regarding flightpaths. Raising profile of flight paths and understanding for pupils and parents	Planning time 3 hrs Display materials £75	Student survey (Oct 2017)	Governors reports
b) To improve progress of sub-groups through specific accountability	SLT allocated focus group from HA, LA, MA, LAC, SEN, DA, BOYS, Progress of groups monitored	Sep 2017 DD1	AR	Progress of all groups improves upon 2017 results. Gap to close for DA and Boys faster than National averages.	Time: analysis of data 4 hrs Planning 4 hrs Review of actions 4 hrs	Govs in scrutiny committee: 18 th Oct 13 th Dec 7 th Jan	SLT to reports to Govs

for their progress	Actions developed and implemented	Oct 2017				14 th March	
c) To provide quick and effective intervention to address student under-performance	Students given clear guidance on how to improve	Oct 2017 onwards	HOLAs	Increase in the number of students on target	Time 2 hrs per data drop	HOLAs report to Line Managers	Line Managers report to AR
d) Development of pupil led learning and learning to learn strategies.	CPD delivered to staff	Sep 2017	PR	Increased evidence of independent learning as shown in learning walks, observations and work scrutiny	Staff Training Time 2 hrs	HOLAs report to Line Managers	Line Managers report to AR
e) Ensure that all subjects play their part in supporting the development of literacy skills.	<p>Ensure subject specific vocabulary is publicised in all classrooms and that the correct spelling of subject specific words is routinely tested.</p> <p>SPaG is publicised in all classrooms</p> <p>Each half term to have a whole school SPaG focus.</p>	July 2017	CM/HOLA for English	Literacy has a much higher profile in school and student literacy levels improve.	Planning time	<p>Student survey (Dec 2017)</p> <p>HOLAs report to line Managers</p> <p>Learning walks</p> <p>Lesson observations</p>	Line Managers report to AR

f)	Implement a Year 11 Twilight Programme	Identify a lead to coordinate the programme Timetable devised Students and parents informed Sessions delivered and impact monitored	Oct 2017 Oct Nov 2017 Nov 2017 Ongoing	CF Twilight coordinator	High rates of attendance Positive student and staff feedback Improved rates of student progress Improved DA student progress	Teaching costs for 20 evenings £3000 Refreshment costs £2000	Staff and student surveys Data Drops	CF to report to SLT
g)	New strategy for Yr 7 catch up literacy and numeracy	Creation of 2 separate strategies based upon ability Staff training Strategy 1 - Timetabled 1:1 sessions during English and MFL lessons Strategy 2- small group support at registration and lunchtime	Oct 2017 TBC Oct 2017 Oct 2017	AD	Literacy skills of students on programme improve faster than chronological development	63 literacy students 55 numeracy students Staff training costs Overall costs £15,000	Literacy and numeracy tests	AD to report to SLT
h)	Improve outcomes for DA students	See separate DA Improvement Plan (still under construction)						

To Improve Outcomes for boys and DA students

Boys and DA student outcomes will improve by:

- Continued commitment to additional staffing More effective use of data
- Creation of additional Year 11 provision
- Personalised action plans
- Raising aspirations and increasing motivation of students
- Targeted intervention

Success Criteria:

DA students and boys progress to improve compared to summer DD4

Increased levels of attendance for boys and DA students

Improved behaviour of boys and DA students (as evidenced by reduction in FTE and loss of Star Points)

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
a) Use of DD1 to identify targeted cohort of DA students and boys for intervention	Group targeted Intervention planned and delivered Impact reviewed	Oct 2017 Oct 2017 onwards At each DD	PR	Reduction in number of DA students / Boys off target	Planning time 2 hours Intervention	PR to report to AR	AR to report to evaluation committee
b) Increase provision for DA / Boys in Year 11	After school sessions to begin again Twilight Programme to be created	Oct 2017 Nov 2017	CF / PR CF / PR	Improve student progress of targeted groups	Teacher time Teaching costs £3500 Refreshments £1500	PR to report to AR	AR to report to evaluation committee

c) Use of Progress Working Parties to address issues with boys and DA students	PWPs to meet and plan Implementation of plans Review impact.	Oct 2017 Nov 2017 onwards Jun 2018	PR / CM	Improve student progress of targeted groups	Meeting time 2 hrs / half term	PR to report to AR	AR to report to evaluation committee
d) Individual Support Plans for targeted DA students / boys	Barriers to progress identified Action plans developed Impact evaluated	Oct 2017 Nov 2017 onwards Jan 2018 / Apr 2018	PR	Individual improvements to key measures eg attendance, behaviour and progress	Planning time 2 hrs / student	PR to report to AR	AR to report to evaluation committee
e) Improve attendance for DA students	Improved parental understanding and engagement Implement more rigorous recording and reporting Better awareness of school staff to DA attendance Additional actions as per attendance improvement plan	Sep 2017 Oct 2017 Oct 2017 Ongoing	PH	Improvement in Da student attendance. Closing gap to national attendance.	Planning and meeting time 2 hrs / week	PH to report to SLT weekly	AR to report to evaluation committee
f) Targeted behaviour intervention to reduce	Students at risk identified	Sep 2017	PH	Reduced numbers of FTE for boys and DA students	Meeting time 1 hr / week	PH to report to SLT half termly	AR to report to evaluation committee

exclusions of DA students / boys	Support plans in place Impact reviewed	Oct 2017 Jun 2018			Activities £200		
g) Improve levels of motivation and aspirations amongst boys / DA students	Identify students with low aspiration / motivation Activities planned and implemented Impact reviewed	Oct 2017 Oct 2017 onwards Jun 2018	CF / PR	Improved levels of aspiration and motivation (student voice) Improved outcomes: attendance, behaviour and progress (compared to 2016-17)	Planning 3 hrs Delivery of activities (tbc) Costs £1000	CF and PR to report to SLT half termly	AR to report to evaluation committee
h) Improved awareness of staff re DA students	Students clearly identified by teachers Clear actions after DD for DA students off target	Sep 2017 Oct 2017	HOLAs	Improved student progress of DA students	Planning time 2 hrs / half term	HOLAs to report to line managers	Line managers to report to SLT
i) Improved levels of oracy and resilience for DA students / boys	Oracy programme developed and implemented for targeted students	Nov 2017	PR	Students are more confident in their oracy	Planning 3 hrs Delivery 3 hrs / half term	PR to report to SLT	AR to report to govs Evaluation Committee
j) Implement DA strategy for group of Y10 students to work on 9 GCSEs	Group targeted Parents contacted Strategy begins 4/12/17 Initial review 9/2/18	Dec 2017 – July 2018 phase 1 Sept 2018 – June 2019 phase 2	CM	Data on achievement, behaviour and attendance will improve Progress towards expected progress in	Classroom Core subject resources	CM to report to PR/AR	CM/AR top report to governors

				<p>core/key subjects will improve</p> <p>DA/PA attendance (currently x 3 of the cohort) will improve significantly</p> <p>Opportunities to engage with further education/apprentice ships/careers etc. accessed in a smaller, supportive group will ensure all students leave DLS with a post 16 path and action plan</p>			
EVALUATION							

To Improve Outcomes for the Current Year 11

Year 11 outcomes will improve by:

- More effective use of data
- Creation of additional Year 11 provision
- Increased motivation of students
- Targeted intervention

Success Criteria:

Student progress to improve compared to Year 10 DD4

High rates of student participation in additional provision

Increased levels of attendance

Improved student behaviour (as evidenced by reduction in FTE and loss of Star Points)

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
a) Use of DD1 to identify targeted cohort of students for intervention	Group targeted Intervention planned and delivered Impact reviewed	Oct 2017 Oct 2017 onwards At each DD	CF	Reduction in number of students off target	Planning time 2 hours Intervention	CF to report to AR	AR to report to evaluation committee
b) Increase provision for Year 11 students.	After school sessions to begin again Twilight Programme to be created	Oct 2017 Nov 2017	CF CF	Improve student progress of targeted groups	Teacher time Teaching costs £3500 Refreshments £1500	CF to report to AR	AR to report to evaluation committee

c) Use of Progress Working Parties to address issues with high priority groups eg boys, DA	PWPs to meet and plan Implementation of plans Review impact.	Oct 2017 Nov 2017 onwards Jun 2018	CF / CM	Improve student progress of targeted groups	Meeting time 2 hrs / half term	CF to report to AR	AR to report to evaluation committee
d) Individual Support Plans for targeted students	Barriers to progress identified Action plans developed Impact evaluated	Oct 2017 Nov 2017 onwards Jan 2018 / Apr 2018	CF	Individual improvements to key measures eg attendance, behaviour and progress	Planning time 2 hrs / student	CF to report to AR	AR to report to evaluation committee
e) QA of assessment / predictions to ensure accuracy of data	Key samples checked Evidence of student progress analysed	Oct 2017 onwards	CF / AF / GB	Assessment and prediction information accurate	Meeting time 2 hrs / DD	CF to report to AR	AR to report to evaluation committee
f) Subject knowledge audit in all subjects	Information gathered Gaps identified and interventions planned	Dec 2017	HOLAs	Improved student progress	Teacher time 2 hrs / group	HOLAs to report to line managers	Line managers to report to SLT Meeting
g) Subject areas to devise their own Year 11 action plans	Plans developed and implemented	Oct 2017 onwards	HOLAs	Clear plans in place Improved outcomes within subjects	Planning time 2 hrs	HOLAs to report to line managers	Line managers to report to SLT Meeting

h)	More effective use of TAs to support Year 11 students	Support given to TAs and teaching staff on more effective use Impact reviewed	Oct 2017	CF / AD	Improved progress of students supported by TAs	Training time 1 hour Planning time 3hrs / half term	CF to report to AR	AR to report to evaluation committee
i)	Effective reward programme in place	Reward trips every half term VIP lunches HT rewards	Sep 2017	CF	Improved behaviour and attendance of students	Reward costs £1000 Planning time 2 hrs	CF to report to AR	AR to report to evaluation committee
j)	Improve motivation and aspiration of Year 11	Use of motivational speakers Structured career information and support Improve links with Carmel College	Oct 2017 onwards	CF / GF	Improved levels of motivation (student voice)	Speaker costs £500 Careers planning 3 hrs	CF to report to AR	AR to report to evaluation committee
k)	Specific observation and subject area support	Lesson observations by GF and CF Specific subject support in English, drama, art and RE	Sep 2017	CF / GF	Improved student behaviour in these areas Improved student outcomes	Time 6 hrs / term	CF to report to AR	AR to report to evaluation committee

EVALUATION

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Action Plan Glossary

Term	Meaning
AHT	Assistant Headteacher
CPD	Continuing Professional Development (for teaching staff)
DA	Disadvantaged pupils – those for whom the school receives Pupil Premium funding
DD	Data Drop – teachers record grades for pupils formally in SIMS, 4 data drops per academic year
EEF	Education Endowment Foundation
EWS	Education Welfare Service
FTE	Fixed Term Exclusion
HA	Pupils with high prior attainment at Key Stage 2
HOLA	Head of Learning Area
HT	Headteacher
KIT	Keep In Touch
LA	Pupils with low prior attainment at Key Stage 2
LAC	Looked After Child – child in local authority care
LASSP	Liverpool Archdiocese Secondary Schools Partnership
L&T	Learning and Teaching
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning
MA	Pupils with middle prior attainment at Key Stage 2
MFL	Modern Foreign Languages
NPQML	National Professional Qualification for Middle Leadership
P8	Progress 8 (school performance measure)
PA	Persistent Absence
PAL	Positive Action for Learning – in school behaviour management and support strategy
PSHCE	Personal, Social, Health and Citizenship Education
PSM	Pastoral Support Manager
PWP	Progress Working Party – groups of staff working on specific areas for improvement
QA	Quality Assurance
RAG	Red, Amber, Green – method of assessing progress through or quality of a document or plan
SEN	Special Educational Needs
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural development
SOW	Scheme of Work
SPaG	Spelling, Punctuation and Grammar
TA	Teaching Assistant
T&L	Teaching and Learning
UPS	Upper Pay Spine (teaching salary points)