

**LA Support for the School's National Challenge
Raising Achievement Plan encompassing the Post
OfSTED Action**

(Updated 24.1.11)

Fourth Review Meeting : 1st February 2011

OfSTED area for improvement

- Raise attainment by ensuring that
 - Students make at least their expected progress in all subjects
 - Students who started Y7 below L4 make good progress in improving their basic skills and levels of achievement at GCSE

| Strategic School Action specifically supported by LA | LA support (person responsible) | Milestone 3 (by December 31 st 2010) | RAG RATING | PROGRESS TO DATE & SUMMARY OF LA MONITORING |
|--|--|---|------------|---|
| 1. Identify all students within KS4 cohort with the potential to achieve target 5A*-C grades inc English & Maths | Mike Harris : Lead National Strategy Consultant Supported by specialist Consultants – Maths and English | 1.1 All Year 11 pupils are fully aware of their predicted grades and can identify the actions needed to improve performance. | | <ul style="list-style-type: none"> • Individual targets shared with Y11 students leading from whole school target wall • Grade criteria shared with students • Students articulate to mentors and teachers areas for improvement |
| | | 1.2 Year 11 Mock exams have been completed and pupils are aware of their results and the actions needed to improve performance. | | <ul style="list-style-type: none"> • Students received colour-coded grades indicating below/on/above targets • Reset maths groups • Refine target white groups based on full Y11 reports (Jan 2011) |

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| 2. Design a consistent approach to tracking performance and interventions across Maths, English and all faculties including whole school approach to APP in the core subjects | <u>LA Monitoring Team Members:</u> | 2.1 SMT undertake detailed analysis of tracking point following Mocks with summaries provided to the RAP Management Group (RMG). Actions agreed and implemented with targeted depts and staff. | | <ul style="list-style-type: none"> LA Plan broken down in milestones – used for specific tracking purposes. Dates and expectations shared with staff on 1st September J Fleming led tracking through faculty review weeks A Dutoy organised focused learning walks S Whitehurst organised 'white group' for below level 4 and targeted one-to-one tuition for Y8/Y11 students |
| | Lesley Oldfield Monitoring & Intervention Manager | 2.2 A revised Year 11 target for 5 A*-C incl E&M is set based upon Mock exams. All staff, pupils and Governors are aware of this revised target | | <ul style="list-style-type: none"> New estimate for end of January 2011 is 48% based on mock exams and interim assessments Governors to consider new FFTD figure of 52% (Jan 11) as new target |
| | Mark Bayley Quality Assurance Manager | 2.3 The Governing Body continues to be informed of tracking data and the actions which have been agreed by the RMG | | <ul style="list-style-type: none"> Chair of Governors attends RMG meetings Outcome of meetings recorded on RAP evaluation sheets and transferred to chronological diary for governors Details shared with Committee A |
| 3. All faculties to use data to assess student performance within and across departments, showing progress every 4 weeks. Departmental policies adjusted to reflect this | | | | |
| 4. Introduce departmental review week each half term to evaluate progress, including, assessment progress checks, work scrutiny, interviews with students | | 4.1 Dates of focused review agreed and specific areas of focus confirmed | | Departmental review dates built into school calendar: <ul style="list-style-type: none"> 20th – 24th September 8th – 12th November Additional review week added 17th to 21st January focusing on differentiation 1st – 4th March 16th – 20th May Learning walks to continue to focus on identified A to D criteria inc. differentiation, marking, questioning and target setting with students Talking to students in lessons re. progress as part of reviews |

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| 5. Establish Inclusion Team to provide alternative programmes for students struggling with mainstream classes | | | | |
| 6. Learning needs for each student who started Year 7 below Level 4 to be identified and addressed | | 6.1 Tracking of Year 8 shows continued improvements in learning of targeted pupils. | | <p>Year 8 Data tracking shows levels of progress for students: Jan 11:</p> <ul style="list-style-type: none"> 12% have reached FFT D (7% increase on Nov 2010) 60% within 2 sub-levels of FFT D (+3%) 27% one level below FFTD (-11%) <p>Improvement from Dec 09 to Jan 11 shows increases in % achieving:</p> <ul style="list-style-type: none"> 1 level progress from 2% to 19% to 26% 1 or 2 sub-levels progress from 15% to 60% to 60% No progress down from 35% to 18% to 12% |
| | | 6.2 New Year 7 pupils identified for intensive support who are below level 4. | | <ul style="list-style-type: none"> All below level 4 students identified on primary visits prior to entry CAT tests conducted Maths and English Basic Skills receiving targeted tuition |
| Benchmark Milestones | | Tracking data points show that a minimum of 60% of pupils are secure in achieving predicted grades following Mock exams | | <ul style="list-style-type: none"> 48% of predicted 43% on track to achieve 5+ A*-C grades at Jan 11 which equals 100% secure in achieving predicted grades following mocks. |
| | | 1:1 Tuition programmes – Completed programmes within Autumn term show at least 80% improved rates of progress. | | <ul style="list-style-type: none"> 1:1 tuition deliberately scheduled for March to May 2011 |
| | | 80% of targeted pupils are receiving high quality mentoring | | <ul style="list-style-type: none"> All targeted students receiving mentoring |
| | | 75% of lessons observed are good or better. | | <ul style="list-style-type: none"> 65% lessons good or better 84% of 6th form good or better Increase in number of Outstanding lessons in recent LA monitoring visit (7 Outstanding, 4 Good with Outstanding features) Nov 10 |

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| | | Year 7 tracking shows 80% of pupils below L4 are on track to be above by year end. | | <ul style="list-style-type: none"> 72% of below level 4 made one sub-level of progress in English. 76% of below level 4 made one sub-level of progress in maths 61% of students in science have moved up to the next level |
| | | No inadequate lessons observed | | 4 inadequate lessons were observed in the LA monitoring visit. All staff consulted and targets for improvement identified |
| Monitoring | Monitoring Group to be established including the Head teacher, QA Manager, M&I Manager, E&E Managers, NCA and Governor | Monitoring Group meeting (half termly) to review progress of RAP plan to met agreed milestones above <u>Date 1st February 2011</u> | | RAP meeting with Mike cooper on 26.01.11 confirmed: English current performance at 65% with aspirational target of 61% (FFTD). Maths current performance of 48.6% with aspirational target of 55% (2% above FFTD). |
| Evaluation | Focused reviews involving LA officers, external commissioned services and the school | Focused one day review by the school with two LA officers | | Date to be agreed. |

OfSTED area for improvement

- Improve the attitudes to learning of a small minority of students by ensuring that:
 - Expectations of behaviour are consistently high
 - Teaching motivates and challenges students to achieve specific outcomes that help them meet their targets

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| 1. Ensure that monitoring, classroom visiting and sharing of good practice is established so that all teaching reaches the standards of the best. | Les Hodgkison – Behaviour for Learning Consultant Kathy Clayton – Behaviour support team Securing good behaviour audit repeated to provide a detailed review of attitudes to learning by end of Autumn Term. | 1.1 Intensive mentoring of individual depts or staff where poor behaviour continues to be observed. | | <ul style="list-style-type: none">Identified need, specified CPD and monitoring impactAdditional teachers used to support identified classes for targeted supportScience targeted for close intervention: AST involved; LA involved; NC Adviser involvedDepartmental reviews confirm pace and questioning and extended to develop differentiationClose targets set for under-performance – inadequately challenged – one teacher resignedINSET with carousel of teaching skills showed good practice – marking workshop |
| 2. Review and establish effective BfL policies in everyday classroom practice, engaging students and teachers | | 2.2 High Focus on out of classroom behaviour and uniform from all staff. | | <ul style="list-style-type: none">Continued emphasis on uniform with orange slip monitoringImportance of good classroom behaviour reiterated by all staffHotspots identified for SLT visitsPowerpoint shared with children through registration – sharing good behaviour |
| | | 2.1 Programme of sharing best practice – buddy support and departmental strategies is successful | | <ul style="list-style-type: none">Introduction of peer observations to share good practice triangulationAST focus on teaching points in briefings and shared faculty reviews of good markingFaculty review templates used as basis for further action |
| | | 2.2 Use of electronic recording system for behavioural incidents shows less reliance on external interventions. | | <ul style="list-style-type: none">Introduction of SIMS package to record incidentsRationalisation of old and new system of recording behaviour now transferred to SIMSUse of new Behaviour Support Team to address disaffected students – wider group of students now targetedElectronic reporting system operating from Autumn term |

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| | | | | <ul style="list-style-type: none"> Y8 teaching groups rearranged from January 2011 |
| 3. Regular assessment tasks to check learning in all subject areas; monthly progress reviews. | | 3.1 Full evaluation of TA / mentor role and impact on attitudes to learning | | <ul style="list-style-type: none"> September meetings with Student Councils and House Officers to assess attitudes to T&L Further analysis of T&L as part of Departmental Review Weeks Report to governors on impact of mentor role – January 2011 Student reviews of mentoring : positive Headteacher meeting with TAs January 11. |
| Benchmark milestones | | 75% of lessons observed are good or better | | <ul style="list-style-type: none"> Sixth form TALO observations show improved performance. 85% good. Departmental TALOs and learning walks (and therefore ungraded) have been undertaken. 65% of lessons were good or better meeting the OfSTED summer target. Any identified as unsatisfactory were revisited and targets set |
| | | Reduction in the number of on-call incidents | | <ul style="list-style-type: none"> Significant reduction in isolation figures from 84 in September-October 2009 to 39 in September-October 2010. Considerable reduction continued throughout second half-term |
| | | Number of fixed term exclusions reduced | | <ul style="list-style-type: none"> Fixed term exclusions for 2009/2010 were 265, a 17% reduction on 2008/09 figure of 319. Fixed term exclusions further reduced in 2010/11: Sept 2010-Jan 2011 : 40 students, 60.5 days Sept 09-Jan 2010 : 129 students, 256 days Reduction: 89 students, 195.5 days Use of ALTERNATIVE PROGRAMME reduced in 2010/11 6 students have been placed on MYAF from September 2010. |

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| Evaluation | Focused reviews involving LA officers, external commissioned services and the school | Focused one day review by the school with two LA officers <u>Date:</u> | | <ul style="list-style-type: none"> Review completed on 8/9 November. Full advisory report submitted confirming school improvement focus on differentiation, marking, teaching and learning inc. recommendation to share good practice observed in outstanding lessons. |

OfSTED area for improvement

- Improve attendance and punctuality by
 - Reducing persistent absence
 - Increasing the effectiveness of rewards for regular attendance
 - Encouraging more support from parents and carers

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| 1 More effective engagement of parental support to recognise the importance of good attendance. | Les Hodgkison – BfL Consultant Anne Vaughan- Griffith – Acting Senior Education Welfare Officer | 1.1 DCSF Securing Good Attendance Action Plan – priorities reviewed each half term – outcomes reported to Govs | | <ul style="list-style-type: none"> Attendance strategies and impact (94% per month Sept-Dec 2010) praised by LA monitoring team. Well above LA target of 91.8. Team invited to share good practice with other CE schools Full review reported to governors in January 2011 Flu epidemic – DfE notified Attendance procedures reviewed and approved by Governors 20.9.10. |
| | | 1.2 Dedicated member of support staff with responsibility for improving attendance has regular meeting with LA to agree short term actions and analyse data. | | <ul style="list-style-type: none"> Full time Attendance Officer having measureable impact from September 2010 (C Shuttleworth) Attendance newsletter distributed to all parents/carers Dec 2010 Power points shared with all tutor groups in registration time Jan 2011 Regular meetings with EWO and LA Consultant |
| | | 1.3 SMT receive fortnightly attendance data returns and agree actions. | | <ul style="list-style-type: none"> SMT receive weekly attendance and punctuality updates Headteacher communicates directly with Attendance Officer and SLT colleague responsible |
| 2 Ensure regular praise /rewards linked to improved attendance | | 2.1 Reward programmes fully in place – end of term celebrations for most improved pupils | | <ul style="list-style-type: none"> New attendance targets and rewards programme shared with all staff and students Reward trip on 4th Feb – 100 of 150 at 98.6 Attendance improved to 91.7 (exceeding 91.6 target) by end of summer term 2010 Attendance sustained at 94% throughout Autumn Term and at 93% during flu epidemic . |

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| 3 Ensure follow-up visits to vulnerable families using Family Liaison Co-ordinator and EWO Service | | 3.1 Targeted families heavily supported by Family support worker and EWS | | <ul style="list-style-type: none">Family Support Worker - Pauline Holt – visiting targeted familiesFamily programmes in placeExtensive home visits and coffee morningEWO Service playing active role in support of school | | | | | | | | | | | | | | | |
| 4 Establish Alternative provision Programme to improve attendance, reduce fixed term exclusions and focus learning | | 4.1 PA returns to DCSF show improved attendance. Mentoring programme established for PA students – impact seen on targeted learners | | <ul style="list-style-type: none">Alternative Programme implemented from October 2009 and having positive effect on student completion of coursework tasks but reduced need since September 2010Attendance improved to 91.7 (exceeding 91.6 target) by end of summer term 2010. 94% December 2010.Behaviour Support Team targeting disaffected learners | | | | | | | | | | | | | | | |
| Benchmark milestones | | PA return shows continuing decline in the number of PA pupils compared to summer data | | PA absence data submitted to DfE <table><tr><td></td><td>6.11.10</td><td>8.1.11</td></tr><tr><td>2009/10</td><td>94/3</td><td>80/21 – 11.17%</td></tr><tr><td>2010/11</td><td>46/0</td><td>32/6 – 4.96%</td></tr><tr><td>Y11 2009/10</td><td>29</td><td>23</td></tr><tr><td>Y11 2010/11</td><td>13</td><td>8</td></tr></table> | | 6.11.10 | 8.1.11 | 2009/10 | 94/3 | 80/21 – 11.17% | 2010/11 | 46/0 | 32/6 – 4.96% | Y11 2009/10 | 29 | 23 | Y11 2010/11 | 13 | 8 |
| | | 6.11.10 | 8.1.11 | | | | | | | | | | | | | | | | |
| | 2009/10 | 94/3 | 80/21 – 11.17% | | | | | | | | | | | | | | | | |
| 2010/11 | 46/0 | 32/6 – 4.96% | | | | | | | | | | | | | | | | | |
| Y11 2009/10 | 29 | 23 | | | | | | | | | | | | | | | | | |
| Y11 2010/11 | 13 | 8 | | | | | | | | | | | | | | | | | |
| | | Overall attendance data shows rate above 92% for the term especially for Year 11 cohort. | | 95% agreed for all year groups. Y11 best figures since 2008 with 93.5% attendance. | | | | | | | | | | | | | | | |
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