

The John Roan School

Post Ofsted / School Improvement plan

Autumn Term 2018

Cath Smith, Executive Headteacher

Vision 2021

John Roan students to be the best that they can be

The John Roan Pledge

The governors of The John Roan School pledge to provide a broad, rich and deep education such that all students are able to make excellent progress whatever their starting points.

The John Roan Family

The John Roan School will be a learning community that involves all groups of parents and has strong links with feeder primary schools and local employers.

The John Roan Contribution

Students will develop a strong sense of pride in their association with The John Roan School. They will be increasingly involved with their community and will uphold local values.

The John Roan Adventure

Young people attending the John Roan School will grow and develop over their 7 years at the school. They will experience a rich and exciting curriculum that stimulates them through innovative learning experiences.

By 2021

- Progress rates will be positive and rising
- The community profile will be positive and improving
- John Roan staff and students will be leading others
 - Through our support of other schools
 - In our successes in local competitions and events
- The school will be oversubscribed and financially sound
- Greenwich will be proud of the school

Key Ofsted Action Points from last report (March 2018)	
AFI 1	Improve the effectiveness of leadership and management, including governance, by:
AFI 1a	Ensure that teachers' assessment of pupils' learning and progress are accurate and reliable
AFI 1b	Hold staff to account for the progress and learning of pupils they teach
AFI 1c	Ensure that additional funds are spent effectively to improve the progress of pupils who have special educational needs and / or disabilities
AFI 1d	Ensure that additional funds are spent effectively to improve the progress of pupils who start the school with low attainment in reading, writing and mathematics
AFI 1e	Ensure that additional funds are spent effectively to improve the progress of pupils who are disadvantaged
AFI 2	Improve teaching, assessment and pupils' learning, by:
AFI 2a	Ensure that teachers have consistently good subject knowledge and receive training when this is not the case
AFI 2b	Improve the teaching of reading, writing and mathematics skills and knowledge across the curriculum
AFI 2c	Support all staff to follow the school's behaviour policy and promote a consistently calm learning atmosphere so that pupils are actively engaged in their own learning and make progress
AFI 3	Improve pupils' personal development and behaviour by:
AFI 3a	Improve the attendance and punctuality of pupils
AFI 3b	Reduce the number of fixed term exclusions
AFI 3c	Ensure that the curriculum matches pupils' needs and engages and motivates them
AFI 3d	Provide effective guidance for pupils when they make subject choices for GCSE
AFI 4	Undertake an external review of the school's use of the pupil premium funding to assess how this aspect of leadership and governance may be improved

Objectives for 2018-2019	
Overarching key objective for the school	<i>To ensure that across all year groups and in a wide range of subjects, including in English and mathematics, current students make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. In particular that the progress of all key groups is at or improving towards that of other students with similar starting points. No one group should be achieving significantly less well than others.</i>
Objective 1	To improve leadership and governance through the implementation of robust systems of accountability
Objective 2	To improve outcomes for all students such that the school data is at least in line with local and national accountability measures
Objective 3	To have a relentless focus on improving teaching, learning and assessment in the school such that students typically experience challenging and engaging lessons that are planned to match their needs
Objective 4	To support all staff to follow the school's behaviour policy and promote a consistently calm learning atmosphere so that pupils are actively engaged in their own learning and make progress and exclusion rates are reduced
Objective 5	To ensure that attendance and punctuality rates for all groups of students improve to at least national expectations
Objective 6	To ensure that funds, including specific additional funds, are spent effectively to drive rapid school improvement in all areas
Objective 7	To develop and implement a high-quality Pupil Premium Strategy that enables the school to close the gap between the attainment and progress of disadvantaged and non-disadvantaged students
Objective 8	To deliver a high quality, highly successful curriculum to students at Post 16

Objective 1	To improve leadership and governance through the implementation of robust systems of accountability							
Action	Timescale	Lead	Resource implications	Resources confirmed		Monitoring	Success criteria	AFI
Senior leaders and governors to relentlessly pursue excellence through their ownership of a shared vision for the school that underpins all that they do	On-going with development event – September 2018	CSM CoG	Saturday morning development session - facilitator			GB mins	LM a, b, i	1b
Governors to have clearly defined responsibilities within the GB that support their work in holding senior leaders to account and providing appropriate challenge	July 2018	CSM CoG	Additional meetings and responsibilities	Enhanced clerking service to provide support		GB mins	LM b	
Enhanced clerking for Governing Body supports the demands of the school (e.g. all additional meetings required including HR, PX, complaints etc)	Autumn Term 2018	CSM CoG	Additional committees, plus additional meetings (HR, PX etc)	Enhanced clerking service				
Senior leaders to provide to provide robust and regular reports for governors on all areas for monitoring	Each meeting	CSM	Development of reporting templates (DBU)			GB mins LM mins	LM c, f	1c,d,e
Appraisal process for senior leaders to include an audit of leadership competencies and identify training and development needs	September 2018	CSM JOK	Blue Sky introduced (cost + training)			Appraisal	LM e	
Review of job descriptions for all leaders and TLR post holders to ensure that there are clearly defined	July 2018 – October 2018	CSM	Some possible safeguarding	SLA with RGB HR			LM c	1b

expectations around the current school priorities			of deleted posts - TBC					
To plan and deliver a comprehensive training programme to develop leaders at all levels (governor through to TLR post holders), linked to the appraisal process and robust audits of leadership skills	September 2018	JOK RWI	Facilitators for any training sessions				LM e	1b, 2c
To establish and develop a culture of strong line management that supports, develops and holds to account	September 2018	CSM JOK					LM a, b, c	All
Attendance and contribution at RBG meetings (LIP etc) to share good practice, engage in problem solving, receive RBG updates	Termly	CSM		LIP meetings				
To ensure that the leadership of the school have a clear overview of practice across the school through the maintenance of a high visibility profile in classrooms and around the buildings.	At all times	All SLT	Time for lesson observations, learning walks, work scrutiny and general patrol			Reports to governors, overall knowledge of the school and its needs	LM a, c, d	

Objective 2	To improve outcomes for all students such that the school data is at least in line with local and national accountability measures							
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI
LA to work with the CoG and HT via the LASMM process in order to <ul style="list-style-type: none"> • Monitor the impact of actions in SIP • Follow up on previously agreed actions and their impact • Agree further actions to accelerate the pace of improvement (if required) • Use the LASMM forum to engage in joint problem solving 	Monthly meetings	CSM CoG LA		Facilitating the LASMM process and resourcing as required				
Hold rigorous and detailed exam analysis meetings with each subject leader to review outcomes and plan actions and support going forwards	September 2018	CSM JOK MRO BWI		LA officers to attend meetings				1b
To facilitate each subject area having up to date training from exam boards to review 2018 outcomes and understand assessment and content needs for 2019	Autumn 2018	CSM	CPD and cover costs			Records kept of training – termly reports		1a, 2a, 3c
Review and re-formulate a clear assessment policy outlining expectations around formative and summative assessment, moderation and standardisation	September 2018	<u>JOK</u> SPA MRO BWI RWI				GB - policy	TLA a, d, h	1a
Ensure the process of transition into year 7 is smooth and informed by good data	July / September 2018 +	<u>JOK</u> LWA SPA	Chasing of missing data	Support with transition				

	then annually							
Establish a Raising Attainment Meeting schedule for internal and external monitoring of student data	September 2018 - monthly	CSM JOK	Additional meetings	LA attendance at these for advice and review		Governor attendance at meetings Reports to GB	LM b, c, d, f	1b
Use Targeted Interventions to ensure that all students needing focused support are identified and interventions are in place	ongoing	<u>JOK</u> SPA MRO BWI	Visits to other schools to see good practice	LA to provide links to other schools			LM b, d, f	
Provide training for middle and senior leaders in the analysis of data and the planning and monitoring of subsequent interventions	September 2018	RWI DBU	Half day training session for ML/SL			LM mins	LM b, d, e	
Review and improve the communications with parents around assessment data and how they can support their child in progressing	September 2018	JOK MRO					TLA j	1a, b
Embed the practice of using question level analysis to inform planning and target setting at department, class and student level	Autumn Term 2018	<u>JOK</u> SPA MRO BWI RWI				L mins RAMeetings	LM c TLA j	1a, b
Provide additional sessions – through John Roan Plus – on Saturdays, after school and in the holidays – to create a culture of extended learning, to provide additional study sessions and to support students in establishing good study skills	Autumn Term 2018	CSM MRO	Coachbright University of Greenwich Revision classes on Saturdays and in holidays	Support for additional costs from LA and bids to the JRF		Participation + tracking	Narrowing of gaps	

Engage external support to review the content of all long-term planning documents	September 2018	JOK	CPD as identified	LA to provide links with other schools as requested			LM g	3c
Establish and then use curriculum links between KS3 lead teachers and our local primary schools to review the Year 7 & 8 curriculum offer and to understand the KS2 curriculum	September 2018 + then ongoing throughout the years	JOK SPA	Time for visits	Facilitate links with primaries + support curriculum development			LM g	3c
Review all data that is required for governor meetings, establishing templates for reports and a schedule of reporting points	September 2018	CSM DBU	Creation of reporting templates (DBU)			LMc		1c,d,e
Improve the cross curricular delivery of literacy and numeracy – led by newly appointed post holders and using a staff working group for greater whole school involvement	October 2018 to appoint	JOK MRO SPA	TLR posts x 2 + training	Provision of LA officer to support the working parties + post holders		LM b TLA f		2b
Support Middle and Senior Leaders in preparing to present their data to external audiences	Autumn 2018	CSM JOK DBU	Facilitation of 1:1 mock interview sessions + feedback					

Objective 3		To have a relentless focus on improving teaching, learning and assessment in the school such that students typically experience challenging and engaging lessons that are planned to match their needs							
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI	
Maintain an overview of the subject specific training and development for each member of staff	From September 2018	RWI	Set up (use Blue Sky software?)			LM mins Termly reports	LM c	1a 2a, c	
Set up a calendar of external evaluation reviews (Deep Dives) for all subject areas such that <ul style="list-style-type: none"> Outcomes include a clear action plan Good practice is identified Strategic leadership of the area is supported 	From September	CSM JOK RWI	Intensive support of Science department (SWI)	Intensive support for the Maths department Links to local schools and LA officers to support each Deep Dive					
Ensure that outcomes of each of the Deep Dives is reported in to the LASMM process in order to identify specific support needed	From September	CSM		Specific support as identified and required					
Review the quality of teaching and learning through a full 2-day review of provision	March 2019	CSM	External team to conduct full Teaching, Learning and Assessment Review	Provision of external team		Report in to GB	Progress seen in all areas over the 12 months since the Ofsted inspection		

Review and establish clarity around the Teaching and Learning Policy and Handbook and the implementation of this	July 2018	RWI			Support in the development of the handbook (UST – Summer term 2018)		LM e	2b
Ensure that senior leader monitoring, evaluation and review plans are clearly scheduled, shared with staff and used to move practice rapidly forwards	July 2018	JOK RWI	Set up of templates on Blue Sky			Outcomes of processes	LM b, d, e	1b 2c
Support middle leaders in establishing and implementing robust self-evaluation of their areas	Autumn Term 2018	JOK	ML meeting time	Deep Dive support		Termly reviews	LM c	
Regularly use student voice activities to contribute to the overall evaluation of TLA	Half termly	LWA RWI	Add detail in to Blue Sky			SLT mins	LM c	1b 2c 3c
Ensure that there are robust systems and practices to support those teachers who need additional support to improve their practice	July 2018	<u>CSM</u> JOK RWI	CPD, coaching	HR meeting support as required Provision of additional resource to focus on support plans and HR processes		HR processes	LM c, e	1b 2a, b, c 3c

Establish clear and universally implemented basic entitlements and expectations for each lesson	July 2018	RWI				Learning walks		2c 3b
Develop a comprehensive programme of Teaching and Learning CPD for the year – making good use of the directed time calendar and a focus on sharing good practice	July 2018	RWI		Support for some of the CPD sessions (or their planning)		Learning walks, lesson observation	LM e	1a 2a, b, c
Set up a programme for staff to visit other schools and observe good practice	October 2018	RWI	Cover costs Blue Sky logging	Facilitation of some visits		Impact on TLA	LM e	1a 2a, c
Ensure that there are good training and mentoring opportunities and systems for NQTs and RQTs, including visits to other schools and peer observations	September 2018	RWI	Appropriate Body registration Cover costs		Appropriate Body - SPWTS	Termly NQT reports	LM e	
Build a strong teaching and learning working group, led by the Lead Practitioners	September 2018	RWI				Meeting minutes	LM e	
Use the improved PHSE / SMSC / CEIAG programme map to strengthen the work of the form tutors and the use of assemblies – including providing training as necessary	On going	LWA BWI		Continued support for planning and mapping		Mapping feedback	LM h,i,j,k	
Improve the use by teachers of student ILPs and the sharing of information about those students with SEND	September 2018	JCL RWI	CPD			All MER		1c
Provide training and on-going support to all staff about working with students with ASD	September 2018	JCL RWI	CPD + coaching			Behaviour and SEN reviews	LM i	1c

<p>Start the implementation of the ICT strategy such that</p> <ul style="list-style-type: none"> • The network is more robust and runs more quickly • Teaching tools are fit for purpose • There is adequate provision of IT to prevent a negative impact on teaching and learning 	September 2018	CSM DTU	Funding for the full strategy is not in the budget	Funding towards capital works to improve some ICT teaching areas and additional laptops		MER and data analysis		
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Objective 4		To support all staff to follow the school's behaviour policy and promote a consistently calm learning atmosphere so that pupils are actively engaged in their own learning and make progress, and exclusion rates are reduced						
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI
Identify a clear leadership team in each of the buildings	July 2018	CSM	timetabling	Cost of the Associate Headteacher			LM a	2c 3c
Provide training for all staff on the implementation of the Behaviour for Learning Policy	September / October 2018	JCL	CPD Humanutopia	To provide whole staff CPD To cover the cost of 2 days of Humanutopia input		Overview of Behaviour records	LM a	2c 3a, b
Monitor the implementation of the Behaviour for Learning Policy and intervene to improve practice as necessary	ongoing	JCL				Behaviour logging	LM c, e	2c 3a, b
Ensure that the timetable supports the provision of 'home base' classrooms	July 2018	DBU	timetabling			MER processes	LM a	2c 3b
Establish basic expectations and responsibilities around the learning environment of each classroom and the corridor spaces in each building	September 2018	JOK JCL RWI					LM a	2c 3b
Ensure that all staff are fully implementing the rewards and praise policy	ongoing	JCL	Rewards budget			MER processes		2c 3b
Improve practice around the support for students at risk of fixed term exclusion	ongoing	JCL	PRIDE Room ILPs				LM i	2c 3b

Review practice around the use of detention, restorative meetings, seclusion and exclusion such that a development plan is created to identify key priorities and actions required	ongoing	JCL	CPD	Provision of specialist officer time to review practice and support the action plan				2c 3b
Fully develop the PRIDE room at Maze Hill to improve provision for SEMH such that it provides effective support for students and good value for money	September 2018	JCL	JD / post holder	Advice, guidance and support to set up and monitor effectiveness		Behaviour and SEN logging		1c 2c 3b
Target mentoring support for the most vulnerable learners to support their SEMH and academic needs and enable them to develop improved behaviours for learning	ongoing	JCL		Continue to provide learning mentors (Autumn Term)			TLA g, h	
Review and develop the work of the pastoral teams, including defining the role of the form tutor	September 2018	JCL LWA				LM h, i, j, k		
Regular reviews of safeguarding practices to be undertaken and the outcomes reported in to a safeguarding committee and on to governors	Termly safeguarding committee	JCL	Costs of improving both reception areas	Trembly audits of provision against key standards			LM j	1 c,d,e 2c 3a,b,d
Improvement to the layout of some key 'hot spots'	Summer 2018	DTU	Capital works	Funding towards some of the necessary works (Media				3b

				and breakout area)				
Increased CCTV coverage of the buildings	Summer 2018	DTU	Capital works				PDBW m	3b
Increase the use of student voice through surveys, focus groups and a regular, high profile School Council, in order to ensure that the students have an input into the ongoing development of our policy on behaviour for learning	Autumn 2018	LWA						

Objective 5		To ensure that attendance and punctuality rates for all groups of students improve to at least national expectations							
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI	
Establish an understanding that 'Attendance is Everyone's Business' so that <ul style="list-style-type: none"> • Roles and responsibilities are clear with a whole school approach • Lesson attendance and punctuality is challenged to bring about change and demonstrate high expectations • The link between attendance and attainment is shared • Communication to parents and parental engagement becomes an expected part of the process 	September 2018	JCL	CPD briefing time	Provision of briefing / workshop for all staff		Attendance and punctuality data			
Establish good practice in the monitoring of attendance and punctuality with GALs	September 2018	JCL BWI		Training, briefing and advice for GALs		LM mins	LM a	3a	
Establish year group, group and individual attendance and punctuality targets for regular tracking	September 2018	JCL	Use of GAL meeting time	Support with target setting and tracking					
Weekly Year Team briefings to focus on sharing of attendance and punctuality information	September 2018	JCL	10 mins directed time			Minutes	LM j	3a	

Embed the monitoring of lesson punctuality and the consequences for lateness	September 2018	RWI JCL				Data on punctuality		3a
Strengthen the work of the Pastoral Coordinators in targeted family work with <95% attendance	September 2018	JCL	Additional Pastoral Coordinator			Attendance data	LM j	3a
Targeted work with PA families	September 2018	JCL		AAO support		PA data	LM j	3a
LA to allocate a link Early Help Officer to support the school in addressing PA	September 2018	JCL		Early Help Link officer		PA data	LMj	3a
GALs to use attendance data to identify those at risk of PA	September 2018	JCL		Advice and training for GALs				
Half termly full analysis of attendance data to develop and agree actions and strategies for further attendance improvements	Half termly	JCL		AAO to convene and chair the meetings		Attendance and PA data		

Objective 6		To ensure that funds, including specific additional funds, are spent effectively to drive rapid school improvement in all areas						
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI
Fortnightly monitoring of expenditure against school improvement priorities	From July 2018	CSM DTU		Chairing the monitoring meetings		GB mins		1 c, d, e
Provide support and training to the SENDCO to maximise the use and impact of all SEN funding	From June 2018	DTU JCL		SENDSCO support on finance and planning			LM f	1c
Report regularly to governors on the performance and progress of students with SEND	Termly	JCL	Template for reporting (DBU)			GB mins	LM f	1c
Develop a clear action plan for intervention work with those students eligible for Year 7 catch up funding, reporting regularly to governors	September 2018	JCL JOK SPA	Template for reporting (DBU)			Tracking data	LM f	1d
Thoroughly review the impact of the Pupil Premium Strategy for 17/18 with governors	September 2018	JOK		External PP review		Tracking data	LM f	1 e
Develop a clear, measurable and thorough Pupil Premium strategy for 18/19 (see Objective 7)	September 2018	JOK		Attendance at PP network meetings			LM f	1 e
Track the impact of PP funding throughout the year in regular reports to governors	ongoing	JOK	Template for reporting (DBU)				LM f	1 e

Objective 7		To develop and implement a high-quality Pupil Premium Strategy that enables the school to close the gap between the attainment and progress of disadvantaged and non-disadvantaged students						
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI
Ensure that all staff understand their accountabilities and responsibilities around the performance of all groups of students, including those who are disadvantaged	September 2018	JOK				LM mins	LM a, b	1b
Monitor and report on the performance data for disadvantaged students against their non-disadvantaged peers at every data collection point for every year group, including actions taken and planned to address any inequalities	ongoing	SPA MRO BWI				GB mins LM mins	LM f	1e
Monitor and report on the attendance and PA data for disadvantaged students against their non-disadvantaged peers every half term for every year group, including actions taken and planned to address any inequalities	ongoing	JCL				GB mins LM mins	LM f	1e
Monitor and report on the involvement of disadvantaged students against their non-disadvantaged peers in all John Roan Plus activities (including sporting fixtures and all trips and visits), including actions taken and planned to address any inequalities	ongoing	SPA MRO BWI LWA	Use of Evolve software to track engagement			GB mins LM mins Evolve reports	LM f, g	1 e

Monitor and report on the attendance rates of the parents of disadvantaged students against those of their non-disadvantaged peers at Parent Evenings, including actions taken and planned to address any inequalities	ongoing	JCL				GB mins LM mins	LM f	1e 3a
Monitor and report on the exclusion rates of disadvantaged students against their non-disadvantaged peers, including actions taken and planned to address any inequalities	ongoing	JCL JOK	Aim to reduce AP expenses			GB mins LM mins	LM f	1 e 3 b
Establish a new governor committee with a focus on community engagement and a key aim to address ways in which the school can engage and work with 'hard to reach' families	July 2018	CSM CoG				GB mins		
Develop a template for reporting data to governors that supports their monitoring of the impact of the PP strategy. This will include information of change over time, comparing with previous years.	September 2018	JOK				Reports to governors	LM c	1e
School leaders to attend and contribute to relevant LA forums in order to <ul style="list-style-type: none"> Engage with local, regional and national data Share best practice Engage in joint problem solving Receive relevant LA updates specific to secondary schools 				LA meetings				
Termly interviews with relevant leaders to monitor the effectiveness of PP and CEIAG action plans	Termly	JOK		Officers to hold termly				

				interviews in school				
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Objective 8		To deliver a high quality, highly successful curriculum to students at Post 16						
Action	Timescale	Lead	Resource implications	LA		Monitoring	Success criteria	AFI
Thoroughly review and evaluate the study programmes so as to ensure that learners are able to undertake highly individualised and challenging courses	September 2018	BWI		Post 16 Deep Dive			LM g	3c
Monitor the teaching, learning and assessment to ensure that it supports and challenges all learners	Ongoing – at least termly	BWI RWI		Post 16 Deep Dive		Reports to governors / SLT	LM a	1 a, b 2c 3c
Use regular Raising Attainment Meetings to identify learners for targeted interventions as necessary	Half termly	BWI		LASMM process		Data tracking	LM c	1b
Monitor the impact of the CEIAG / PHSE and SMSC programmes at Post 16 to ensure that all learners are able to develop clear, ambitious and realistic plans for their futures	Autumn 2018	BWI LWA		CEIAG audit		LM mins	LM g, h, i, j, k,	3c (d)
Review the ethos and vision for the Post 16 cohort to ensure that learners are developing excellent personal, social and employability skills and they are confident and conduct themselves well.	September 2018	BWI LWA	Post 16 team – mini conference			Student voice LM mins	LM g, h, i, j, k	2c
Report regularly to governors on the attainment and progress data of the Post 16 cohorts, together with actions proposed and in place for those identified as not on track	Termly	BWI				GB mins	LM c	1b
Report to governors regularly on the destinations plans and outcomes for	Termly	BWI				GB mins	LM c	(3d)

Post 16 students, monitoring any concerns that arise and putting actions in place as necessary								
Monitor the delivery and effectiveness of the learners on GCSE English and Maths courses	Half termly	BWI				LM mins	LM c	2b
Post 16 leader to attend and contribute to the Post 16 forum in order to <ul style="list-style-type: none"> Engage with local, regional and national data Share best practice Engage in joint problem solving Receive relevant LA updates specific to Post 16 	Termly	BWI		LA Post 16 meetings				
Develop a clear action plan with a focus on securing the step change from RI to Good	September 2018	BWI		Specific support for BWI in developing the plan				
Evaluate the provision at Post 16 through the undertaking of a Deep Dive the outcomes of which will inform the ongoing action planning and support	September 2018	BWI		Undertaking the Deep Dive and providing support going forward				

References:

Ofsted areas for improvement – reference table

AFI 1	Improve the effectiveness of leadership and management, including governance, by:
AFI 1a	Ensure that teachers' assessment of pupils' learning and progress are accurate and reliable
AFI 1b	Hold staff to account for the progress and learning of pupils they teach
AFI 1c	Ensure that additional funds are spent effectively to improve the progress of pupils who have special educational needs and / or disabilities
AFI 1d	Ensure that additional funds are spent effectively to improve the progress of pupils who start the school with low attainment in reading, writing and mathematics
AFI 1e	Ensure that additional funds are spent effectively to improve the progress of pupils who are disadvantaged
AFI 2	Improve teaching, assessment and pupils' learning, by:
AFI 2a	Ensure that teachers have consistently good subject knowledge and receive training when this is not the case
AFI 2b	Improve the teaching of reading, writing and mathematics skills and knowledge across the curriculum
AFI 2c	Support all staff to follow the school's behaviour policy and promote a consistently calm learning atmosphere so that pupils are actively engaged in their own learning and make progress
AFI 3	Improve pupils' personal development and behaviour, by:
AFI 3a	Improve the attendance and punctuality of pupils
AFI 3b	Reduce the number of fixed term exclusions
AFI 3c	Ensure that the curriculum matches pupils' needs and engages and motivates them
AFI 3d	Provide effective guidance for pupils when they make subject choices for GCSE
AFI 4	Undertake an external review of the school's use of the pupil premium funding to assess how this aspect of leadership and governance may be improved

Ofsted handbook – Leadership and Management

L&M	GOOD criteria (Jan 2018)
LM a	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
LM b	Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
LM c	Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
LM d	Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
LM e	Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
LM f	Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
LM g	The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
LM h	Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
LM i	Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
LM j	Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
LM k	Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Ofsted Handbook – Teaching, Learning and Assessment

TLA - GOOD criteria	
TLA a	Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
TLA b	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
TLA c	Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
TLA d	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
TLA e	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
TLA f	Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
TLA g	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
TLA h	Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
TLA i	Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
TLA j	The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
TLA k	Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Ofsted Handbook – Pupil development, behaviour and welfare

	PDBW - GOOD criteria
PDBW a	Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
PDBW b	Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
PDBW c	Pupils show respect for others' ideas and views.
PDBW d	In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
PDBW e	Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
PDBW f	Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
PDBW g	Pupils conduct themselves well throughout the day, including at lunchtimes.
PDBW h	The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
PDBW i	Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
PDBW j	Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
PDBW k	Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
PDBW l	Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
PDBW m	The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
PDBW n	Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Ofsted Handbook – Outcomes

	outcomes - good criteria
OUT a	Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
OUT b	In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
OUT c	Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
OUT d	Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
OUT e	From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
OUT f	Where attainment overall is low, it shows consistent improvement.
OUT g	Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Ofsted Handbook – 16 – 19

	16 - 19 good criteria	16 - 19 outstanding criteria
1619 a	Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.	Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.
1619 b	Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.	Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.
1619 c	Learners without GCSE legacy grades A* to C (reformed grades 9–4) in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards legacy grade C (reformed grade 4).	Learners without GCSE legacy grades A* to C (reformed grades 4-9) in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards legacy grade C (reformed grade 4) or above.
1619 d	Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.	High quality and impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.
1619 e	Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.	Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
1619 f	Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.	Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.
1619 g	Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.	Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.

1619 h	The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.	Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
1619 i	The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
1619 j	Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.	Progress on level 3 qualifications in terms of value added is above average

Staffing codes used in this plan

CSM	Cath Smith	Headteacher
JOK	Josephine Okokon	Associate Headteacher
DTU	Debbie Turner	School Business Manager
JCL	Jemma Clark	Deputy Headteacher
LWA	Lois Ward	Assistant Headteacher
SPA	Sanj Pathak	Assistant Headteacher
MRO	Mark Rogers	Assistant Headteacher
RWI	Roddy Wilson	Assistant Headteacher
BWI	Ben Williams	Director of Post 16
SWI	Stacey Williams	SLT consultant
COG	Jill Todd	Chair of Governors
LA	Local Authority Officers	
ML	Middle Leaders	
SL	Subject Leaders	