

NEWALL GREEN HIGH SCHOOL – DRAFT OFSTED ACTION PLAN

PART 1: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

<p>Expected outcome 1: Leadership of teaching, including subject leadership is able to demonstrate the capacity to bring about the improvements required. The improvement areas are identified and leaders are able to monitor, assess and refine improvement plans regularly and rigorously, so that improvements are rapid and sustained. Measures of progress are timely and ensure interventions are appropriate. This leads to good progress for the pupils.</p>	<p>Expected outcome 2: Those responsible for governance are equipped to bring about the improvements the school urgently requires and can demonstrate rapid progress.</p>
<p>Expected outcome 3: Leaders are able to provide an acceptable quality of education for pupils at the school. All leaders are able to evaluate the impact of their actions on pupils’ progress.</p>	<p>Expected outcome 4: Leaders will use the pupil premium funding so that disadvantaged pupils make the progress that they should. Leaders will manage the Year 7 catch-up funding effectively so that pupils make good progress.</p>

The Prospere Learning Trust has agreed to close Newall Green Sixth Form provision as of 31st August 2018.

Expected outcome 1: Leadership of teaching, including subject leadership is able to demonstrate the capacity to bring about the improvements required. The improvement areas are identified and leaders are able to monitor, assess and refine improvement plans regularly and rigorously, so that improvements are rapid and sustained. Measures of progress are timely and ensure interventions as appropriate. This will lead to good progress for the pupils. See teaching and learning action plan

Strategic Lead: Kyra Jones

Monitoring & Evaluation: Andy Park & Helen Oakley (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
1.1 There is a strategic team delivering a consistent message to staff, students and parents.	KJO	<ul style="list-style-type: none"> - To ensure job descriptions are clear and identify leadership responsibilities - To identify additional support from within the Trust and externally e.g. SEND, Pupil Premium, literacy lead, and key departments such as science/history. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p>

<p>Leaders are able to identify appropriate areas for improvement; take effective and rapid action to address weaknesses, adjusting these as required to ensure success.</p> <p>Leaders are held to account.</p> <p>Milestone 1: By Jun 2018 new Job Descriptions (JDs) with responsibilities in place for restructured leadership team.</p> <p>Milestone 2: By Aug 2018 new JDs in place for all staff.</p> <p>Milestone 3: By Aug 2018 All external support identified and built into Action Plans.</p> <p>Milestone 4: By Aug 2018, First phase of Continuing Professional Development (CPD) plan delivered. CPD plan for 18/19 produced.</p> <p>Milestone 5: By Oct 2018, Development Planning CPD completed and departmental plans completed in draft.</p> <p>Milestone 6: By Nov 2018, Departmental Development Planning implemented and monitored by Curriculum Leaders (CLs) and named Senior Leadership Team (SLT) member.</p> <p>Milestone 7: By Mar 2019, 80%of Departmental Development Plans on track for successful completion as evidenced through Headteacher Review.</p> <p>Milestone 8: By May 2019, ALL Departmental Development Plans on track for successful completion as evidenced through Headteacher Review.</p>	<p>KJO</p> <p>APA</p> <p>KJO</p> <p>NGA</p> <p>KJO</p> <p>KJO</p> <p>KJO</p> <p>KJO</p>	<ul style="list-style-type: none"> - Leadership training is tailored to individual need - e.g. Cambridge Education 5-day observation training, National Professional Qualification for Middle Leaders (NPQML)/ National Professional Qualification for Senior Leaders (NPQSL), Leaders for the Future. - To deliver CPD to ensure all self-evaluation and development plans are of high quality and have measurable milestones with impact. - Quality Assurance (QA) systems to be in place to ensure all leaders are supported and challenged on focus actions. - All department plans will focus on key actions that will accelerate pupil progress. - All department leads to have CPD to ensure their plans include literacy interventions within the subject. - All department leads have training to support the development of the quality of teaching in their area so that it is not less than good. - Training enables Middle / Senior Leaders to tackle underperformance in a timely way. 	<p>Summer Term 2019</p>
<p>1.2 Any weaknesses in leadership collectively or individually are identified, acknowledged, accepted, and successfully/swiftly addressed.</p> <p>Milestone 1: By Sep 2018, All leadership support identified and appropriate training plans in place.</p>	<p>KJO</p> <p>KJO</p>	<ul style="list-style-type: none"> - Leadership training e.g. the NPQML/SL to be undertaken by targeted staff. - Appropriate Leadership developments courses identified through support of Transforming Secondary Schools project (TSSP) Improver Schools. - Performance Management will identify areas of strength and development. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 2: By Nov 2018, All staff, including leadership, have robust PM targets so that they are appropriately accountable for student outcomes.</p> <p>Milestone 3: By Dec 2018, NPQML / NPQSL (& other leadership course) cohorts in place.</p> <p>Milestone 4: By Apr 2019, All staff, including leadership, are on track to successfully meet PM targets as evidenced by mid-year review.</p> <p>Milestone 5: By Jul 2019, NPQML / NPQSL (& other leadership course) cohorts successfully completed by targeted staff.</p>	<p>KJO</p> <p>NGA</p> <p>KJO</p> <p>NGA</p>	<ul style="list-style-type: none"> - Underperformance will be tackled swiftly and CPD/coaching in be in place to support improvements e.g. literacy training/National Graded Reading Tests (NGRT)/subject specific support. 	
<p>1.3 CPD is carefully aligned to whole school priorities as well as the needs of individuals. The impact of CPD on outcomes for pupils is clear.</p> <p>Milestone 1: By Aug 2018, First phase of CPD plan delivered. CPD plan for 18/19 produced.</p> <p>Milestone 2: By Aug 2018, Review of QA systems completed and new system implemented.</p> <p>Milestone 3: By Dec 2018, Training for Curriculum Leaders on evaluation & action planning completed.</p> <p>Milestone 4: By Dec 2018 Improved use of literacy assessments / effective differentiation / interventions evidenced in Lesson Observations (LO)s / Learning Walks (LW)s.</p> <p>Milestone 5: By Apr 2019 Impact of CPD evidenced by 70%+ of lessons using literacy assessments / effective differentiation / interventions evidenced in LOs / LWs.</p> <p>Milestone 6: By Aug 2019 Impact of CPD evidenced by 80%+ of lessons using literacy assessments / effective differentiation / interventions evidenced in LOs / LWs.</p>	<p>KJO</p> <p>NGA</p> <p>NGA</p> <p>KJO</p> <p>SGR</p> <p>NGA</p> <p>NGA/ SGR</p>	<ul style="list-style-type: none"> - CPD to be devised in line with priorities for improvement. - Training to be kept under constant review by the SLT and impact assessed. - A QA calendar for data input and analysis identifies performance of all groups and prompt action is taken and impact measured e.g. focus on Special Educational Needs & Disability (SEND) pupil progress. - All teachers have CPD in order to use data to inform their teaching- Reading Age/Writing level/Spelling Punctuation & Grammar (SPAG)/ target grade. - To develop a whole school approach to raise literacy across school (<i>see literacy action plan</i>). - Interventions only undertaken after research shows proven impact and based on removing barriers to learning. - CPD to be differentiated according to the needs and experience of staff. - CPD to be delivered by those with appropriate expertise internally (including from within the trust); external support also to be sourced where appropriate - e.g. training on reading. 	

<p>1.4 Impact is measured for all action areas. The measures are accurate and areas for intervention are actioned. Actions are monitored. All staff are aware of their impact on teaching and learning and pupil progress.</p> <p>Milestone 1: By Aug 2018, CPD on impact measures delivered to all Senior / Middle Leaders.</p> <p>Milestone 2: By Nov 2018, All Senior / Middle Leaders can effectively use SIMS / SISRA to track student outcomes and monitor progress.</p> <p>Milestone 3: By Jan 2019, All Senior / Middle Leaders can effectively use and analyse data and identify appropriate interventions to maximise student progress.</p> <p>Milestone 4: By Oct 2018 Standard PM targets developed so that all teachers / leaders can be set targets directly linked to improving student outcomes.</p>	<p>KJO</p> <p>APA</p> <p>KJO</p> <p>KJO</p> <p>KJO</p>	<ul style="list-style-type: none"> - CPD on impact measures Identified, interventions are measured for success and effectiveness. - Teacher assessment and data is moderated termly through a robust system. - Performance Management and pupil progress targets are set to tackle underperformance and have links to focus improvement areas e.g. reading, oracy, subject knowledge, behaviour management. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>1.5 Department leads are successful in achieving good progress for pupils in their area of responsibility.</p> <p>Milestone 1: By Oct 2018, Revised departmental targets set in all subject areas for all year groups and shared with appropriate staff.</p> <p>Milestone 2: By Nov 2018 (LB2), All Curriculum Leaders (CLs) have effectively evaluated student progress and identified & implemented appropriate course of intervention for named students.</p> <p>Milestone 3: By Mar 2019 (LB3), All Curriculum Leaders have effectively evaluated student progress and can detail which students have made appropriate progress, with additional intervention in place for targeted students.</p>	<p>KJO</p> <p>KJO</p> <p>KJO / SLT</p> <p>KJO / SLT</p>	<ul style="list-style-type: none"> - Training for identified leads on subject knowledge. - Strong leads are partnered with leads who require development. - The Trust expertise is utilised for key departments. - Fisher Family Trust (FFT) used to generate student targets across all subject areas. - Collaborative planning time is built into timetable for key subjects to plan across the Trust. - Ensure parents understand the curriculum and route their child takes. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

Milestone 4: By May 2019 (end of LB3), 70% of students in a curriculum area have secured their target grade for the year.	KJO / SLT		
Milestone 5: By Aug 2019 (end of LB4), 80% of students in a curriculum area have secured their target grade for the year.	KJO / SLT		

Monitoring & Evaluation: Andy Park & Helen Oakley (School Improvement Board)

Expected outcome 2: Those responsible for governance are equipped to bring about the improvements the school urgently requires and can demonstrate rapid progress. The academy must undertake a review of governance. The Trust has taken prompt action and the governing body has been dissolved and a Strategic Improvement Board (SIB) is now in place.

Strategic Lead: Andy Park

Monitoring & Evaluation: Linda Jones & Jenny Andrews (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
2.1 Leaders and governors are ambitious for all pupils and promote improvement effectively. Leaders and governors have an accurate and comprehensive understanding of the quality of education overall at the school.	APA	<ul style="list-style-type: none"> - The Trust has taken prompt action and the governing body has been dissolved. - New governors are suitably qualified and understand the role of a Strategic Improvement Board (SIB), and have experience in this area. - A Strategic Improvement Board is now in place with the appropriate skills set to drive up standards. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
Milestone 1: By Jul 2018 Strategic Improvement Board established, with new governors and meets.	APA	<ul style="list-style-type: none"> - Senior leaders are being supported to present accurate reports for all areas which ensure that governors have all information required to bring about improvements. 	
Milestone 2: By Jul 2018 Strategic Improvement Board has approved Action Plans and has a monitoring schedule clearly in place for all aspects of School Improvement.	APA	<ul style="list-style-type: none"> - Governors strategic workplan will detail scrutiny, analysis and monitoring of information provided by 	

<p>Milestone 3: By Sep 2018 Leadership Reporting Structure created with support from SIB members so that SIB is provided with appropriate School Improvement Information in a timely fashion.</p> <p>Milestone 4: By Oct 2018 Governors workplan for the academic year produced and implemented. Feedback from scrutiny will inform and shape future development planning.</p>	<p>APA</p> <p>APA</p>	<p>Leadership Team. This will include visits to school, observation of lessons, discussions with staff, students and parents.</p> <ul style="list-style-type: none"> - SLT are trained on reporting and impact measures - A no excuses culture is fostered. 	
<p>2.2 Governors hold senior leaders stringently to account for all aspects of the school's performance. Leadership has greater impact on the quality of teaching and learning; pupil outcomes and progress. Actions have secured improvements that can be clearly identified.</p> <p>Governors are presented with clear data which enables them to identify precisely how well pupils are achieving and where further support is needed.</p> <p>Milestone 1: By Oct 2018, appropriate levels of support and challenge evidenced in SIB minutes.</p> <p>Milestone 2: By Nov 2018 support plans will be in place for identified staff.</p> <p>Milestone 3: By Dec 2018 Strategic Improvement Board monitoring schedule clearly shaping the future direction of School Improvement Planning. Evidenced by 90% of target milestones met and plan adapted accordingly to address issues raised by SIB Scrutiny.</p> <p>Milestone 4: By Apr 2019 Leaders for targeted curriculum areas will have reported on impact of intervention on student progress directly to SIB.</p> <p>Milestone 5: By Apr 2019 100% of identified staff have successfully completed support plan.</p>	<p>APA</p> <p>APA / Clerk</p> <p>KJO</p> <p>APA</p> <p>KJO</p> <p>KJO</p>	<ul style="list-style-type: none"> - The Strategic Improvement Board are established and meet monthly to scrutinise and monitor the effectiveness of leadership in implementing the Post-Ofsted Action Plan. - The agenda of each meeting has a focus on data and outcomes. There is clarity around impact and this enables governors to identify precisely how well pupils are achieving. - SIB minutes show appropriate levels of support and challenge. - All teachers identified as inadequate or persistently requires Improvement have support plans that identify clear and measurable targets for improvement alongside a robust plan for support and challenge 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

Monitoring & Evaluation: Linda Jones & Jenny Andrews (School Improvement Board)

Expected outcome 3: Leaders are able to provide an acceptable quality of education for pupils at the school.
 All leaders are able to evaluate the impact of their actions on pupils' progress- please see the teaching and learning plan for this area.

Strategic Lead: Kyra Jones
Monitoring & Evaluation: Andy Park & Helen Oakley (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
3.1 School leaders are confident and accurate in judgements in all areas of school life.	KJO	<ul style="list-style-type: none"> - CPD/support for quality judgements on Teaching and Learning, rates of progress, marking, homework. - Cambridge Education 5-day observation training. - Evaluations are tested and moderated by other schools in the Trust and external QA. 	Summer Term 2018
Milestone 1: By May 2018, Teaching & Learning (T&L) judgements Quality Assured by External QA Process. T&L Review published & new baseline established.	NGA		Autumn Term 2018
Milestone 2: By Oct 2018, appropriate levels of support and challenge evidenced in SIB minutes.	APA / Clerk		Spring Term 2019
Milestone 3: By Dec 2018, additional 2 leaders trained in 'Cambridge' lesson observation training.	KJO		Summer Term 2019
Milestone 4: By Oct 2018, T&L judgements Quality Assured by External QA Process. 60% of T&L Good or better.	NGA		
Milestone 5: By Jan 2019, T&L judgements Quality Assured by External QA Process. 70% of T&L Good or better.	NGA		
Milestone 6: By May 2019, T&L judgements Quality Assured by External QA Process. 80% of T&L Good or better.	NGA		

<p>3.2 Action planning shows clear impact for each focus area. Action plans have a consistent format and are of high quality.</p> <p>Milestone 1: By Aug 2018, consistent Action Plan format developed for use across the school.</p> <p>Milestone 2: By Dec 2018, appropriate CPD provided for Middle and Senior leaders on Action Planning and evaluating impact of actions.</p> <p>Milestone 3: By Aug 2018, All staff aware of key foci of Ofsted Action Plan and about how we are going to measure impact of our actions.</p> <p>Milestone 4: By Dec 2018, All staff are aware of subject specific action plans / their role in each action focus and about how impact of actions will be measured.</p>	<p>KJO</p> <p>KJO</p> <p>KJO / APA</p> <p>KJO</p> <p>KJO / CLs</p>	<ul style="list-style-type: none"> - CPD and support for CLs on action planning. - All teachers in each department are aware of action plan and work towards areas for improvement. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>3.3 Leaders rapidly address low quality of teaching and marking.</p> <p>Milestone 1: By Dec 2018, key whole school policies (e.g. Marking & Feedback / Behaviour) implemented consistently.</p> <p>Milestone 2: By Dec 2018 Impact of implementation of policies reviewed and evaluated through Lesson Observations / Learning Walks and Book reflections. Feedback given via Collaborative Planning & Whole staff CPD.</p> <p>Milestone 3: By April 2018, Feedback from Learning Walks etc. is clearly shaping the CPD provision from Summer term 2019 onwards.</p>	<p>KJO</p> <p>KJO</p> <p>KJO / NGA</p> <p>NGA</p>	<ul style="list-style-type: none"> - A culture of collective accountability in relation to implementing whole school policies is developed that links with objectives for individual and collective performance. - Clear depersonalised feedback is given to staff and they are provided with the necessary support and guidance to ensure rapid improvement. - Celebrate consistency and good practice by sharing within school. - Planned staff CPD modelling good practice. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>3.4 Teachers are held to account for their impact on pupil achievement.</p> <p>Milestone 1: By Oct 2018, Regular SLT / CL meetings calendared and implemented across the school.</p>	<p>KJO</p> <p>KJO</p>	<ul style="list-style-type: none"> - SLT to hold fortnightly discussions with Curriculum Leaders about student attainment / progress within subject areas. - HT to hold formal review of student progress with CL after each Learning Block. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 2: By Oct 2018 Standard PM targets developed so that all teachers / leaders can be set targets directly linked to improving student outcomes.</p>	KJO	<ul style="list-style-type: none"> - Learning Block CL Analysis to extend from just student progress analysis to a Quality of Teaching and Learning Analysis which will focus on <ul style="list-style-type: none"> • Learning provided to individuals and groups- SEN/PP/HAP • Marking and presentation across the curriculum area • Targets (& progress towards) for all students including SEN/PP/HAP • Implementation of policies within the curriculum area. 	
<p>Milestone 3: By Dec 2018 HT Review of student progress implemented across the school in each Curriculum Area.</p>	KJO	<ul style="list-style-type: none"> • CPD to be provided on identified areas from Curriculum Analysis. This will be an organic system responsive to individual and group need. 	

Monitoring & Evaluation: Andy Park & Helen Oakley (School Improvement Board)

Expected outcome 4: Leaders will use the pupil premium funding so that disadvantaged pupils make the progress that they should. Leaders manage the Year 7 catch-up funding effectively so that pupils make good progress.

Strategic Lead: Kyra Jones

Monitoring & Evaluation: Andy Park & Helen Oakley (School Improvement Board)

<p>What will success look like? Milestones</p>	<p>Lead</p>	<p>Actions</p>	<p>Impact</p>
<p>4.1 Disadvantaged pupils make the same progress as others nationally. Leaders and teachers understand what measures to take to improve the progress of disadvantaged pupils.</p>	KJO	<ul style="list-style-type: none"> - Internal review of PP by qualified Trust reviewer undertaken. - External Review and action plan developed supported by external reviewer. - PP Action plan communicated to all staff. - CPD for staff to raise PP attainment- see Literacy/Pupil premium action plan. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Improved reading ages and improved confidence of readers when accessing exam papers.</p> <p>Improved standards/ outcomes in key subjects. Closing the gap to meet national expectations. The Year 7 catch-up will be used well to improve basic skills.</p> <p>Milestone 1: By Aug 2018 Pupil Premium (PP) External Review completed.</p> <p>Milestone 2: By Aug 2018 PP Acton plan developed and implemented across the school.</p> <p>Milestone 3: By Aug 2018, First phase of CPD plan delivered. CPD plan for 18/19 produced.</p> <p>Milestone 4: By Nov 2018, First phase of Improving Teacher Programme implemented.</p> <p>Milestone 5: By Aug 2018, T&L Leadership Team established.</p> <p>Milestone 6: By Oct 2018, 60% of T&L Good or better.</p> <p>Milestone 7: By Dec 2018, Excellent Teacher programme implemented.</p> <p>Milestone 8: By Jan 2019, 70% of T&L Good or better.</p> <p>Milestone 9: By May 2019, 80% of T&L Good or better.</p> <p>Milestone 10: By Aug 2019, 100% of T&L Good or better.</p> <p>Milestone 11: By Nov 2018 Curriculum Intervention after school and during AR implemented to focus on targeted groups of PP students.</p>	<p>KJO</p> <p>PFE</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>PFE</p> <p>PFE</p>	<ul style="list-style-type: none"> - Develop Quality First teaching as a culture across the school. - Retention and recruitment of experienced staff with specialist knowledge and skills in challenging, urban schools. Especially in Science / Humanities and Maths. - CPD to deliver improvement in quality first teaching in Humanities, Languages, Maths, English and Science. Improved outcomes across each year group. Gaps narrowing towards national others. - Develop Faculty Intervention & Revision materials, preparation and delivery. Purchase of PiXL membership. Purchase of Doodle software. - Support for exam preparation for pupils with little support at home - provision of place, time and expertise to address shortfall. - One to one tuition and small group tuition by staff after school and at lunchtimes for pupils in Y11 cohort. Subject dependent on need. - Monitored through pupil tracking and data analysis of outcomes by SLT and CLs fortnightly, monthly and at end of Learning Block. - Literacy support- Purchase of sound training / Accelerated Reader. Purchase and use of additional reading schemes. Development of Grow 3 literacy model and new Year 7 Oracy project. - Numeracy support- Development of resources to deliver whole school strategies to improve basic skills. - Introduce the Singapore Maths / Mastery approaches being trialled at Chorlton High School (CHS) ready for a Sept 2018 implementation. 	
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<p>Milestone 12: By Nov 2018 Targeted groups of PP students accessing appropriate literacy intervention packages and making good progress in improving their reading age.</p> <p>Milestone 13: By Jan 2019 Singapore / Mastery Maths implemented across whole Year 7 Maths Curriculum. LWs / Los evidence good level of structured discussion and practical application of Maths during lessons.</p> <p>Milestone 14: By May 2019, 90% of Improving Teacher Programme cohort successfully complete programme.</p> <p>Milestone 15: By May 2019, 90% of Excellent Teacher Programme cohort successfully complete programme.</p>	<p>PFE</p> <p>NGA</p> <p>NGA</p>		
<p>4.2 The attendance of disadvantaged pupils matches that of other pupils nationally.</p> <p>Milestone 1: By Aug 2018 Individual Attendance Plans in place for all targeted students led by Special Educational Needs & Disability (SEND) or Pastoral Leader (PL) Teams.</p> <p>Milestone 2: By Aug 2018 Information collected from Primary transition – targeted Year 7 students identified and individual plans / strategies in place.</p> <p>Milestone 3: By Nov 2018 Early Help Assessments (EHAs) underway for all identified students led by SEN or PL Teams.</p> <p>Milestone 4: By Nov 2018 Vulnerable Group Attendance to be at least 94.5%</p> <p>Milestone 5: By Jan 2019 Vulnerable Group Attendance to be at least 94%</p> <p>Milestone 6: By April 2019 Vulnerable Group Attendance to be at least 93.0% and maintained throughout summer term</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>KBU</p> <p>KBU / JHO</p> <p>KBU / JHO</p> <p>KBU / JHO</p>	<ul style="list-style-type: none"> - Action plan to identify specific actions for vulnerable groups (SEN, PP, Boys) using pupil premium funding and SEN Team - Multi agency approach for vulnerable students – identifying potential triggers for non-attendance, using the Manchester Early Help Strategy - Attendance tracking of SEND pupils by SEN Team - Attendance tracking / Assertive mentoring of PP students by Pastoral Leaders (PLs) - Improved information gathering at primary transition to aid early identification of students at risk of poor attendance. - Improved range of information / communication material regarding attendance available for parents (website & leaflet form) - Define and further develop the curriculum to provide detailed career advice to pupils to meet local need and develop aspiration. - To improve aspiration by use of role models. To provide detailed career advice to pupils - Identification and early help by continued development by of Early help interventions 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>4.3 Disadvantaged pupils are not more likely to be excluded from the school than others. Exclusions decrease for all groups year on year.</p> <p>There is early identification and help for vulnerable students and a reduction over time in the number of students requiring alternative provision.</p> <p>There will be more suitable provision with measurable outcomes for KS4, and improved engagement access to education for both KS3 and KS4 pupil premium pupils.</p> <p>Milestone 1: By Aug 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.</p> <p>Milestone 2: By Oct 2018, targeted students have EHA process initiated.</p> <p>Milestone 3: By Dec 2018, First phase of Multi-Agency Meetings successfully completed. Appropriate support in place.</p> <p>Milestone 4: By Dec 2018, No more than 2% (1.5% disadvantaged) of student cohort receives a Fixed Term Exclusion (FTE).</p>	<p>JHO</p> <p>JHO</p> <p>KBU</p> <p>KBU</p> <p>JHO</p>	<ul style="list-style-type: none"> - CPD for all staff on school policies/behaviour management strategies. - Ensure teachers / staff are persistent, insistent and consistent when applying the behaviour policy. - Develop a whole school culture where staff, students and parents/carers' work together to reduce fixed-term exclusions. - Further develop Multi Agency approach using Early Help Assessments (EHAs) to ensure that individual and targeted support and interventions are in place for identified pupils. - Internal Alternative Provision to provide a suitable outcome driven alternative for students at risk of permanent exclusion. - Improved responsibility of pupils for their own learning, improved active learning, and improved outcomes. Pathways planned for all students including at post-16 transition. - External Alternative provision to include provision of alternatives for Pupil Premium students with Social, Emotional, Mental Health (SEMH) needs. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><u>Monitoring & Evaluation: Andy Park & Helen Oakley (School Improvement Board)</u></p>			

