

NEWALL GREEN HIGH SCHOOL – DRAFT OFSTED ACTION PLAN

PART 2: QUALITY OF TEACHING, LEARNING & ASSESSMENT

<p>Expected outcome 1: The quality of teaching improves to at least consistently good. All teachers have the highest expectations so that students achieve high standards. All teachers have good subject knowledge and use their subject knowledge to plan learning that engages students’ interest, challenges their thinking and consolidates / deepens their knowledge, understanding and skills.</p>	<p>Expected outcome 2: Teachers have high expectations of students’ conduct in lessons. Students focus on their learning because lessons are planned with pace and build on their strengths. Clear tasks are set and skilful questioning is used to probe students’ responses, reshape tasks and explanations and tackle misconceptions. Teachers identify and support effectively students who are at risk of falling behind and intervene quickly to improve their learning. As a consequence, all students including disadvantaged and students with SEND master new concepts and make good progress.</p>
<p>Expected outcome 3: All pupils make the progress they should because work set matches their ability. Feedback gives students personal strategies to consolidate their learning and prepare them for the work ahead. Students respond to feedback and know what they need to do to make progress. Homework is set, in line with academy policy. It consolidates learning and prepares students well for the work ahead</p>	<p>Expected outcome 4: All lessons give all pupils opportunities to develop their oracy, reading and extended writing skills.</p>

Summer 2018		Autumn 2018		Spring 2019		Summer 2019	
Good or better	50%	Good or better		Good or better		Good or better	
Requires improvement	50%	Requires improvement		Requires improvement		Requires improvement	
Inadequate	0%	Inadequate		Inadequate		Inadequate	

	Autumn 2018	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
Teachers	53	51	47			
MPS teachers	8	7	7			

Mat leave	1	2	1		
Long Term Sick	4 (103 days)	7 (215 days)	1 (40 days)		
Fixed term contract					
Part-time	8 (5.20 FTE)	8 (5.20 FTE)	5 (4.40 FTE)		
Supply			2		
UQTs	2	2	2		
NQTs	1	1	1		

Expected outcome 1: At least 80% of teaching is consistently good. All teachers have highest expectations so that pupils achieve high standards. All teachers have good subject knowledge and use their subject knowledge to plan learning that engages pupils' interest, challenges their thinking and consolidates and deepens their knowledge, understanding and skills.

Strategic Lead: Nicky Gardner

Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
<p>1.1 Teaching and learning within the academy will be consistently at 80% good or better and there will be no inadequate teaching.</p> <p>Milestone 1: By Jun 2018, Teaching and Learning (T&L) Review completed and Action Plan written.</p> <p>Milestone 2: By Nov 2018, First phase of Improving Teacher Programme implemented.</p> <p>Milestone 3: By Aug 2018, First phase of Continuing Professional development (CPD) plan delivered. CPD plan for 18/19 produced.</p> <p>Milestone 4: By Aug 2018, T&L Leadership Team established.</p> <p>Milestone 5: By Oct 2018, 60% of T&L Good or better. Evidenced by LO / LW and External T&L Quality Assurance (QA) Review.</p> <p>Milestone 6: By Dec 2018, Excellent Teacher programme implemented.</p>	<p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p>	<ul style="list-style-type: none"> - Externally commission Teaching and Learning Review. - Calendar and deliver CPD sessions that address the identified areas for improvement in the T&L Review (e.g. challenge, questioning, reading, writing and oracy.) - Establish a T&L leadership group (extended leadership team) to move practice forward within the academy focussing on literacy and the improvement of the quality of teaching. - Set up an 'Improving Teacher Programme' Summer 2018 and an 'Excellent Teacher Programme' Autumn 2018. - Use dropdown days to introduce the new systems to pupils e.g. quality of work/extended writing/reading etc. - Publish a termly T&L QA calendar. - Monitor and review the quality of T & L on a half termly basis with a focus on school key and individual areas. Focus training /development on areas of weakness. - Develop the appraisal programme so that it supports teachers to improve their practice. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 7: By Jan 2019, 70% of T&L Good or better. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 8: By May 2019, 80% of T&L Good or better. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 9: By Aug 2019, 100% of T&L Good or better. Evidenced by LO / LW and External T&L QA Review.</p>	<p>NGA</p> <p>NGA</p> <p>NGA</p>		
<p>1.2 There is a well-trained team of TA's supporting students. SEN funding is well spent and leads to improved outcomes for all students with SEND.</p> <p>Milestone 1: By Jun 2018, TA Skills audit completed.</p> <p>Milestone 2: By Aug 2018, First phase of TA training programme completed. 18/19 TA CPD programme produced.</p> <p>Milestone 3: By Jan 2019 TA observations completed.</p> <p>Milestone 4: By Jan 2019, 70% of lessons judged to have appropriate input from TAs. Evidenced by Lesson Observations (LO) / Learning Walks (LW) and External T&L QA Review.</p> <p>Milestone 5: By Aug 2019, 100% of lessons judged to have appropriate input from TAs. Evidenced by LO/LW and External T&L QA Review.</p>	<p>AWO / L.Lynne</p> <p>AWO</p> <p>L. Lynne</p> <p>AWO</p> <p>AWO</p> <p>AWO</p>	<ul style="list-style-type: none"> - TAs to complete skills audit and identify areas for CPD. - TA training programme is developed, built on skills audit and identified need. - Weekly TA CPD in place led by Special Education Needs & Disability Coordinator (SENDSCO) supported by Piper Hill High School (PHHS). - Complete observation of TAs (separate cycle to teachers) beginning November 2018. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>1.3 The new whole school QA programme supports and challenges staff to review and improve their practice.</p> <p>By Summer 2019 100% of departments regularly conduct their own QA programme effectively.</p> <p>By Summer 2019 100% of small departments have teaching that is no less than good.</p> <p>Milestone 1: By Sep 2018, Review of QA systems completed and new system implemented.</p>	<p>KJO</p> <p>NGA</p>	<ul style="list-style-type: none"> - Review QA systems and processes utilising CHS / PHHS support. - Implement new QA process and ensure they are fully understood by all staff. - School provides training and support on expectations for Curriculum Self Evaluation Form (SEF)& Curriculum Action plans - All Curriculum Areas have a consistent development plan that includes T and L targets/outcomes - HOD allocate time to QA own department and support developments - HOD support development of quality of teaching in their department 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</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 Sep 2018, All subject knowledge support coaches in place as appropriate.</p> <p>Milestone 4: By Oct 2018 all curriculum areas to have revised SEF and Development Plan. Approved by HT.</p> <p>Milestone 5: By Dec 2018, National Professional Qualification for Middle Leaders (NPQML) / National Professional Qualification for Senior Leaders (NPQSL) cohorts in place.</p> <p>Milestone 6: By Jan 2019 all curriculum areas to have evidenced improvement in T&L (minimum of 70% of lessons observed are good or better as a result of actions implemented through Departmental Development Plans.</p> <p>Milestone 7: By May 2019 all curriculum areas to have evidenced improvement in T&L (minimum of 80% of lessons observed are good or better) as a result of actions implemented through Departmental Development Plans.</p> <p>Milestone 8: By Aug 2019 all curriculum areas to have evidenced improvement in T&L (minimum of 100% of lessons observed are good or better) as a result of actions implemented through Departmental Development Plans.</p>	<p>KJO</p> <p>NGA</p> <p>KJO</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p>	<ul style="list-style-type: none"> - All departments accountable for development of literacy in their area - Where subject knowledge of teacher requires improvement link quality peers will be found to coach from within the Trust. - NPQML/NPQSL will be used as appropriate to support the development of Middle /Senior Leaders 	
<p>1.4 Assessments build students’ skills and are fit for purpose. Standardised, externally moderated testing is accurate and informs the next steps for children in core subjects.</p> <p>Milestone 1: By Oct 2018, Data led seating plans are in place and used effectively in all lessons.</p> <p>Milestone 2: By Dec 2018, Use of literacy assessments clearly evidenced in staff planning.</p>	<p>NGA</p> <p>NGA</p> <p>NGA / SGR</p> <p>SGR</p>	<ul style="list-style-type: none"> - Data-led seating plans/planning guides introduced, with appropriate training and support. - Literacy assessments used to support effective planning for all students. - GL Assessment progress tests to be purchased for use across KS3. - Internal ‘Big/Progress’ tests to continue to be developed with Chorlton High School (CHS) & Manchester Enterprise Academy (MEA). - Collaborative cross-school groups (CHS, CHS South (CHSS), MEA & NGHS) set up, and meeting, in key subject areas to moderate marking and assessment 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 3: By Dec 2018, Commercially produced tests used to baseline students in Y7, 8 and 9.</p>	SGR		
<p>Milestone 4: By Apr 2019 suite of internally moderated progress tests available in all subjects for use across Y7,8,9,10.</p>			
<p><u>Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)</u></p>			

Expected outcome 2: Teachers have high expectations of students’ conduct in lessons. Pupils focus on their learning because lessons are planned with pace and build on their strengths. Clear tasks are set and skilful questioning is used to probe pupils’ responses, reshape tasks and explanations and tackle misconceptions. As a consequence, all students including disadvantaged and SEN pupils master new concepts and make good progress Teachers identify and support effectively students who are at risk of falling behind and intervene quickly to improve their learning (Ref: PDBW Section, Pupil Premium Action Plan, SEN Action Plan).

Strategic Lead: Nicky Gardner

Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
<p>2.1 By July 2019 Teaching and learning within the academy will be consistently at 100% good or better and there will be no inadequate teaching.</p>	NGA	<ul style="list-style-type: none"> - Training on challenge enables teachers to set tasks that match pupil learning levels. - Training for teachers enables them to understand what good progress looks like from different starting points. 	Summer Term 2018
<p>Milestone 1: By Aug 2018 Target cohorts identified across all Year Groups</p>	PFE	<ul style="list-style-type: none"> - Clear communication strategy about Whole School targets and prior attainment data for each year group / cohort in school so that teachers have detailed knowledge of their students starting points. 	Autumn Term 2018
<p>Milestone 2: By Nov 2018 training on challenge and expectation delivered for all staff.</p>	PFE	<ul style="list-style-type: none"> - Target cohorts identified across each year group in the school so staff are aware of the challenge needed to secure good student outcomes. 	Spring Term 2019
<p>Milestone 3: By Jan 2019 appropriate pace and challenge evidenced in 70% of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	NGA	<ul style="list-style-type: none"> - Culture of high expectation across the school, via assemblies, school display, Careers Education, 	Summer Term 2019

<p>Milestone 4: By May 2019 appropriate pace and challenge evidenced in 80% of lessons. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 5: By Aug 2019 appropriate pace and challenge evidenced in 100% of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	<p>NGA</p> <p>NGA</p>	<p>Information, Advice and Guidance (CEIAG), and classroom expectation.</p>	
<p>2.2 Student behaviour is conducive to good learning within all classrooms.</p> <p>Milestone 1: By Aug 2018 assemblies on expected behaviour delivered to all year groups.</p> <p>Milestone 2: By Sep 2018 Behaviour for Learning training revisited for all staff and built into CPD programme for 18/19.</p> <p>Milestone 3: By Oct 2018 assemblies on expected behaviour revisited with all Year groups.</p> <p>Milestone 4: By Jan 2019 appropriate Behaviour for Learning evidenced in 70% of lessons. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 5: By May 2019 appropriate Behaviour for Learning evidenced in 85% of lessons. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 6: By Aug 2019 appropriate Behaviour for Learning evidenced in 100%+ of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO / NGA</p> <p>JHO / NGA</p> <p>JHO / NGA</p>	<ul style="list-style-type: none"> - Assemblies introduce and reinforce Newall Green way of starting lessons/conduct on corridors. - Set a clear standard for behaviour for learning in lessons which is consistently applied by all staff. - School Information Management System (SIMS) records reviewed to capture behaviours for learning / issues in lessons. This information will also be collected as part of lesson observations and drop-ins. - Behaviour data reports available to Curriculum Leaders (CLs) and Pastoral Leaders (PLs) to intervene with key students and groups as appropriate. - Targeted Behaviour for Learning training delivered as part of CPD cycle for staff. - Revisit Strive to remind pupils of what is expected and rewarded. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>2.3 Pupil Premium (PP) pupils make good progress and the gap diminishes in relation to national (other) and school (other).</p> <p>Milestone 1: By Aug 2018 Pupil Premium External Review completed.</p> <p>Milestone 2: By Aug 2018 PP Acton plan developed and implemented.</p>	<p>PFE</p> <p>PFE</p> <p>PFE</p>	<ul style="list-style-type: none"> - Internal pupil premium review- ST1. - External pupil premium review- ST2. - Strategy and action plan for PP spend and Y7 catch-up in relation to data driven areas. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>2.4 Teachers have high expectations of HAPs; effective stretch and challenge observed regularly in 80% or more of lessons.</p> <p>Milestone 1: By Aug 2018 HAP target groups assigned, information communicated to parents and group effectively monitored by SLT.</p> <p>Milestone 2: By Nov 2018 training on challenge and expectation delivered for all staff.</p> <p>Milestone 3: By Dec 2018 Improved degree of challenge & rigour evidenced in revised Schemes of Work.</p> <p>Milestone 4: By Jan 2019 appropriate pace and challenge evidenced in 70% of lessons. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 5: By May 2019 appropriate pace and challenge evidenced in 80% of lessons. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 6: By Aug 2019 appropriate pace and challenge evidenced in 100% of lessons. Evidenced by LO / LW and External T&L QA Review.</p>	<p>PFE</p> <p>PFE</p> <p>PFE</p> <p>PFE / KJO</p> <p>PFE / NGA</p> <p>PFE / NGA</p> <p>PFE / NGA</p>	<ul style="list-style-type: none"> - Implement a more effective whole school strategy so that pupils, parents and staff are aware of national expectations. - Deliver CPD for all staff on challenge, expectations and moving pupils forward. - Clear identification of target group of HAP students across each year group, progress monitored by key member of staff with interventions in place as appropriate. - Programme of assemblies/Parents events and workshops to promote and engage HAPs. - Develop a range of 'Extra-curricular' activities and experiences for HAP students, ensuring an appropriate calendar is in place. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>2.5 Evidence based interventions are in place across the school and lead to accelerated progress. All teachers and leaders understand their accountability for student progress.</p> <p>Milestone 1: By Oct 2018 all subject areas will have accurately used assessment data to identify target cohorts for intervention and support.</p>	<p>PFE</p> <p>PFE</p> <p>PFE / NGA</p>	<ul style="list-style-type: none"> - Teachers use data effectively to stop pupils falling behind. - CLs use data effectively to stop pupils falling behind - Appropriate interventions selected on the basis of quality research. - Training on intervention delivery to appropriate adults. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 2: By Dec 2018 Teachers planning will include effective strategies for supporting targeted students requiring intervention.</p> <p>Milestone 3: By Apr 2019 data drops will show evidence of good progress for students requiring intervention relative to their starting points.</p>	PFE		
<p>2.6 Pupils with SEND make good progress from their starting points.</p> <p>Milestone 1: By Aug 2018 pupil learning profiles in place for all students with SEN and shared with all staff at full staff meeting.</p> <p>Milestone 2: By Oct 2018 Teachers planning will include effective use of Teaching Assistants within the lesson. Evidenced by Planning Scrutiny, LO / LW and External T&L QA Review.</p> <p>Milestone 3: By Oct 2018 Differentiated activities offered in class so that all pupils with additional learning needs are able to access them and are sufficiently challenged. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 4: By Apr 2019 data drops will show evidence of good progress for students with SEN relative to their starting points.</p>	<p>KBU / AWO</p> <p>AWO</p> <p>AWO</p> <p>AWO / NGA</p> <p>AWO / KBU</p>	<ul style="list-style-type: none"> - SENDCO/teachers and TAs have training to support the range of SEND within the school - SEND review outlines actions and outcomes for improvement - Individual action plan for SEN written and implemented. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>Strategic Lead: Nicky Gardner</p> <p>Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)</p>			

Expected outcome 3: All pupils make the progress they should because work set matches their ability. Feedback gives pupils personal strategies to consolidate their learning and to prepare them for the work ahead. Pupils respond to feedback and know what they need to do to make progress. Homework is set, in line with academy policy. It consolidates learning and prepares pupils well for the work ahead.

Strategic Lead: Nicky Gardner

Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
<p>3.1 Work will match pupil ability in all lessons across the curriculum.</p> <p>Milestone 1: By Aug 2018, First phase of CPD plan delivered. CPD plan for 18/19 produced.</p> <p>Milestone 2: By Oct 2018, 60% of T&L Good or better. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 3: By Jan 2019, 70% of T&L Good or better. Evidenced by LO / LW and External T&L QA Review.</p> <p>Milestone 4: By May 2019, 80% of T&L Good or better. Evidenced by LO / LW and External T&L QA Review.</p>	<p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p> <p>NGA</p>	<ul style="list-style-type: none"> - Full staff teaching and learning CPD programme to include differentiation effective use of other adults, assessment and target setting, questioning including, structured questioning to develop reading, teaching strategies and behaviour management. - Training develops staff skills to differentiate activities to meet pupil ability. - Literacy levels are accounted for by teachers in all lessons and reflected in planning and delivery. - Work challenges all abilities and teachers are confident with Higher Ability Pupils (HAPs) and Lower Ability Pupils (LAPs.) - All subjects to develop 'testing of knowledge' / recall activities into lessons on a regular basis so students are challenged to 'learn' content. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>3.2 All teachers routinely give diagnostic feedback, highlighting strengths and areas for development. Feedback for pupils is consistent and useful in supporting good progress.</p> <p>This consistency of feedback across all departments is evident.</p> <p>Milestone 1: By Aug 2018, key whole school policies (e.g. Marking & Feedback) developed ready for September implementation.</p> <p>Milestone 2: By Oct 2018, 80% of students sampled work consistent with presentation policy.</p> <p>Milestone 3: By Dec 2018, New marking policy implemented and 100% staff are using it consistently.</p> <p>Milestone 4: By April 2018, Time is built into lessons to enable pupils to reflect on their learning and build up resilience.</p>	<p>NGA</p> <p>KJO</p> <p>NGA</p> <p>NGA</p> <p>NGA</p>	<ul style="list-style-type: none"> - Marking policy reviewed (June 2018) and implemented with all staff September 2018. - Systems for feedback to be reviewed and good practice in key departments are consistently used across all departments. - Deliver whole school CPD and share exemplar work to develop absolute consistency in terms of marking / assessment and presentation. - Regular book reflection to check consistency of application of Marking Policy in school, at faculty level and between faculties. - Ensure consistent use of exercise books across all faculty areas. - Ensure that student presentation of work is given a high priority every lesson so that high standards are consistent across every book in every subject area. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 5: By Apr 2019, 90% of students sampled work consistent with presentation policy.</p> <p>Milestone 6: By May 2019, Good quality feedback is evidenced in 90%+ of sampled exercise books.</p>	<p>NGA</p> <p>NGA</p>		
<p>3.3 Pupils take responsibility for their own learning</p> <p>Staff consistently use the Homework Policy – homework consistently completed by 80% of pupils.</p> <p>Milestone 1: By Dec 2018, New homework policy implemented and 100% staff are using it consistently.</p> <p>Milestone 2: by Aug 2018 GCSE Pod launched to Year 10 & Year 9. Accessed by 50% of cohorts.</p> <p>Milestone 3: By Dec 2018, homework consistently completed by 80% of pupils.</p> <p>Milestone 4: by Dec 2018 subject content / vocab checklist and resources produced in all curriculum areas.</p> <p>Milestone 5: by April 2019 GCSE pod accessed by 70% of cohort</p>	<p>PFE</p> <p>PFE</p> <p>PFE</p> <p>PFE</p> <p>PFE /SGR</p> <p>PFE</p>	<ul style="list-style-type: none"> - Homework policy reviewed (June 2018) and implemented across the school September 2018 - Promote home learning through assembly, form time and with parents - Use school messaging systems and face-to-face meetings to alert parents to key tasks, revision activities, deadline etc. - Develop the use of ICT/online resources to support learning, ensuring all students have appropriate access - Develop a ‘cultural passport’ for implementation across all Year groups in the school, encouraging independent research and experience in holidays and at weekends. - All subjects to create appropriate subject content/vocab checklists linked to appropriate resources that students can access to develop knowledge/vocab. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>3.4 Parents fully support their son/daughter – attendance at all Parents’ Evenings exceeds 75%.</p> <p>Milestone 1: by Aug 2018 parental engagement strategy & calendar produced.</p> <p>Milestone 2: by Nov 2018 All parents contacted re attendance at Autumn Parent’s Evenings.</p> <p>Milestone 3: by April 2019 All parents contacted re attendance at Spring Parents’ Evenings.</p> <p>Milestone 4: by Aug 2019 All parents contacted re attendance at Summer Parents’ Events.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> - Social media used to promote Parents’ Evenings. - Personal contact – phone calls, letters, text used to encourage parents to attend. - Review of Parents’ Events across the school calendar to encourage engagement with school. - Combine Parent’s Evening with other events - Develop and deliver a range of training programmes to encourage parents to support their children’s learning. - Implement a range of engagement sessions for parents about developing and supporting literacy and numeracy skills (link to cultural passport). - Individually meet all parents of Y10 & Y11 target group to engage them in learning process. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)

Expected outcome 4: All lessons give all pupils opportunities to develop their oracy, reading and extended writing skills (Ref: Literacy Strategy Action Plan)

Strategic Lead: Sarah Green

Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
<p>4.1 Most students will have a reading age that at least matches their chronological age and those below this will accelerate their learning in this area.</p> <p>Staff understand they are all accountable for increasing pupils' reading skills and for promoting enjoyment of reading.</p> <p>Milestone 1: By Aug 2018, First phase of literacy CPD plan delivered. Literacy CPD encompassed in CPD plan for 18/19.</p> <p>Milestone 2: By Aug 2018 Timetable adjusted to build in specific intervention time for targeted groups.</p> <p>Milestone 3: by Oct 2018 All students will have completed new reading test. Test outcomes shared with all staff to support planning.</p>	<p>SGR / NGA</p> <p>NGA</p> <p>KJO / SGR</p> <p>SGR</p> <p>SGR</p>	<ul style="list-style-type: none"> - New group reading test administered termly Y7 -10. - Action Plan to rapidly accelerate and sustain reading skills for all pupils is in place. - Intervention identified and key staff trained on delivery of interventions. - Impact of interventions assessed, tracked and measured. - Staff training on reading skills and how to plan for different reading ages. - Reading for pleasure is promoted by all staff and a range of opportunities are offered e.g. book club/peer books reads. - Use of academic review time reviewed and reallocated to support literacy. - Grow 3 programme implemented to targeted group to develop phonics skills. - inference skills training for pupils. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 4: By Oct 2018 Reading for pleasure promoted to all parents and students. All Y7, & Y8 students have personal reading book to take home to read.</p> <p>Milestone 5: By Dec 2018 Grow 3 and other targeted interventions in place for appropriate students.</p>	SGR		
<p>4.2 All subjects will consistently support the development of writing and provide planned opportunities for extended and other types of writing.</p> <p>Literacy marking policy consistently applied.</p> <p>Milestone 1: by Aug 2018 Excellent writing example produced for all current Y7 and Y8 students.</p> <p>Milestone 2: by Oct 2018 Excellent writing example produced for all new Y7.</p> <p>Milestone 3: By Dec 2018, New marking policy implemented and 100% staff are using it consistently.</p> <p>Milestone 4: By Dec 2018, Good levels of written work are evidenced in 70% of student exercise books (LW / Book Reflection).</p> <p>Milestone 5: By Apr 2019, Good levels of written work are evidenced in 80% of student exercise books (LW / Book Reflection).</p>	<p>SGR / NGA</p> <p>SGR</p> <p>SGR</p> <p>NGA</p> <p>SGR / NGA</p> <p>SGR / NGA</p>	<ul style="list-style-type: none"> - Excellent writing example to be shared in all workbooks for each pupil across the curriculum. - CPD for staff on SPAG/extended writing/scaffolding. - Literacy marking policy developed & incorporated into whole school marking policy. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>4.3 Pupils' oracy will be improved across the curriculum.</p> <p>Pupils will be articulate and confident speakers.</p> <p>Milestone 1: By Oct 2018, First phase of oracy CPD plan delivered to all staff. Additional oracy CPD encompassed in CPD plan for 18/19.</p>	<p>SGR / NGA</p> <p>SGR</p>	<ul style="list-style-type: none"> - Use of Oracy 21 programme and Voice 21 partnerships programme so that the development of oral communication skills complements the work on developing vocabulary and technical literacy. - Staff training on oracy and strategies to develop oracy skills 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 2: By Jan 2019 Good levels of verbal contribution by students in 60% of lessons as evidenced through Learning Walks.</p> <p>Milestone 3: By May 2019 Good levels of verbal contribution by students in 80% of lessons as evidenced through Learning Walks.</p> <p>Milestone 4: By Aug 2019 Oracy 'Ignite' speeches delivered by 80%+ of Year 7 & Year 8 students.</p>	<p>SGR / NGA</p> <p>SGR / NGA</p> <p>SGR / NGA</p>		
<p>4.4 The profile of the importance of literacy is raised with parents.</p> <p>Milestone 1: By Nov 2018 50% of parents are regularly supporting reading at home (evidenced by reading records / book logs).</p> <p>Milestone 2: By Jan 2019 70% of parents (Y7&8) are regularly supporting reading at home (evidenced by reading records / book logs).</p>	<p>SGR / NGA</p> <p>SGR</p> <p>SGR</p>	<p>- Events organised for parents on how to support their child's progress in all areas of literacy/reading events/writing training as part of parental engagement strategy.</p>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><u>Monitoring & Evaluation: Kyra Jones & Debbie Ralls (School Improvement Board)</u></p>			