

# NEWALL GREEN HIGH SCHOOL – DRAFT OFSTED ACTION PLAN

## PART 3: PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

<p><b>Expected Outcome 1:</b> Attendance improves across all groups, is at least in line with the national average and no group is disadvantaged by low attendance. A reducing number of pupils are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved.</p>	<p><b>Expected Outcome 2:</b> Pupils’ attitudes to all aspects of learning are consistently positive; they are punctual and prepared for lessons; they understand what is expected of them and follow staff instructions.</p>	<p><b>Expected Outcome 3:</b> The school is an orderly environment. Pupils conduct themselves well throughout the day including at lunchtimes and key transition points. The number of disadvantaged pupils who are excluded from school is reduced.</p>
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	2016/17 (to HT 5)		2017/18 (to HT 4)	Autumn 2018	Spring 2019	Summer 2019
Whole school attendance	93%		94%			
Disadvantaged students	91.74%		92.91%			
Persistent absence	19.07% (136 pupils)		15.86% (102 pupils)			
Persistent absence Disadvantaged	(65pupils)					
Punctuality to school	98.31%		98.26%			
% pupils with 1 or more fixed term exclusions	8.02% (54 pupils)		4.07% (29 pupils)			
% Disadvantaged pupils with 1 or more fixed term exclusions	(49 pupils)		(28 pupils)			

**Expected Outcome 1:** Attendance improves across all groups, is at least in line with the national average and no group is disadvantaged by low attendance. A reducing number of pupils are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved.

**Strategic Lead: Jenny Hopwood**

**Monitoring & Evaluation: Andy Park & Jenny Andrews (School Improvement Board)**

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
<p><b>1.1 Whole school attendance will have improved from 92.75 % (2016/17) to at least 95% (HT5: 2018/19); the gap to National is significantly reduced.</b></p> <p><b>Milestone 1:</b> By May 2018 whole school attendance will be 94.1% and will be maintained in summer term (HT6) for Y7-Y10.</p> <p><b>Milestone 2:</b> By July 2018 meetings with parents of Y10 have taken place.</p> <p><b>Milestone 3:</b> By Sep 2018 CPD for all staff will have taken place focussing on systems and interventions ready for implementation.</p> <p><b>Milestone 4:</b> By September 2018, new attendance team in place following re-structure with clear roles and responsibilities.</p> <p><b>Milestone 5:</b> By Nov 2018 Whole School Attendance to be at least 96%.</p> <p><b>Milestone 6:</b> By Jan 2019 Whole School Attendance to be at least 95.5%.</p> <p><b>Milestone 7:</b> By April 2019 Whole School Attendance to be at least 95.0% and maintained throughout summer term.</p>	<p>JHO</p> <p>KBU</p> <p>KBU</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Review attendance policy and revise attendance systems using support from Transforming Secondary Schools Pilot (TSSP) Improver School.</li> <li>- Revise attendance strategy developing a clearly targeted Action Plan.</li> <li>- Deliver effective Continuing Professional Development (CPD) for staff on systems and intervention so that all staff across the school know what their responsibilities are.</li> <li>- Introduce new systems to pupils through assemblies &amp; communicate clearly to parents.</li> <li>- Individual meetings to take place with parents of targeted students in Y10. Importance of attendance in Y11 part of that conversation</li> <li>- Review &amp; relaunch use of attendance rewards / celebration assemblies / STRIVE points</li> <li>- Redesign attendance analysis for Senior Leadership Team SLT / Pastoral Leaders (PLs). Including code analysis to support targeted work after Half Term 1 (HT1)</li> <li>- Introduce new weekly attendance updates to form tutors.</li> <li>- Views of students collected through 'Have your say days'.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><b>1.2 All vulnerable groups will have an overall attendance of at least 93% (HT5 2018/2019).</b></p> <p><b>Milestone 1:</b> By Aug 2018 Information collected from Primary transition – targeted Year 7 students identified and individual plans / strategies in place.</p>	<p>KBU</p> <p>KBU</p>	<ul style="list-style-type: none"> <li>- Action plan to identify specific actions for vulnerable groups (Special Education Needs &amp; Disability (SEND), Pupil Premium (PP), Boys) using pupil premium funding and SEND Team</li> <li>- Multi agency approach for vulnerable students – identifying potential triggers for non-attendance, using the Manchester Early Help Strategy</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p><b>Milestone 2:</b> By Oct 2018 Individual Attendance Plans in place for all targeted students led by SEN or PL Teams.</p> <p><b>Milestone 3:</b> By Nov 2018 Early Help Assessments underway for all identified students led by SEN or PL Teams.</p> <p><b>Milestone 4:</b> By Nov 2018 Vulnerable Group Attendance to be at least 94%.</p> <p><b>Milestone 5:</b> By Jan 2019 Vulnerable Group Attendance to be at least 93.5%.</p> <p><b>Milestone 6:</b> By April 2019 Vulnerable Group Attendance to be at least 93.0% and maintained throughout summer term.</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"> <li>- Attendance tracking of SEND pupils by SEND Team</li> <li>- Attendance tracking of PP students by Pastoral Leaders (PLs)</li> <li>- Improved information gathering at primary transition to aid early identification of students at risk of poor attendance.</li> <li>- Improved range of information / communication material regarding attendance available for parents (website &amp; leaflet form)</li> </ul>	
<p><b>1.3 Persistent Absence (PA) will reduce from 18.7% (2016/17) to at least 13% (HT4: 2018/19); the gap to National continues to reduce.</b></p> <p><b>Milestone 1:</b> By Aug 2018 Individual Attendance Plans in place for all targeted students led by SEN or PL Teams.</p> <p><b>Milestone 2:</b> By Nov 2018 Early Help Assessments underway for all identified students led by SEN or PL Teams.</p> <p><b>Milestone 3:</b> By Nov 2018 PA to be no higher than 15%</p> <p><b>Milestone 4:</b> By Jan 2019 PA to be no higher than 14%</p> <p><b>Milestone 5:</b> By April 2019 PA to be no higher than 13% and maintained throughout summer term</p>	<p>JHO</p> <p>JHO</p> <p>KBU</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Review and revise strategies for PA students and implement targeted Intervention Strategy.</li> <li>- Daily monitoring of students at risk of PA – phone calls, home visits, warning letters</li> <li>- Referral to Multi agency approach using EHA to ensure that individual and targeted support and interventions are in place for identified pupils.</li> <li>- PLs to work to support PA students between 85% and 90% attendance -monitored on a weekly basis with attendance cards, phone/letter/text to parents and a tailored rewards programme.</li> <li>- Develop a range of support strategies for parents so that they can engage proactively with the school.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><b>1.4 Punctuality to school for all students will be at 98.5% or above.</b></p> <p><b>Milestone 1:</b> By Jul 2018 Clear expectations on attendance and punctuality delivered to all students. New ‘Lates to lessons’ system in place.</p>	<p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Clear expectations set for all students re punctuality to school and lessons.</li> <li>- Continue with late detentions and expand to include ‘lates to lessons’.</li> <li>- Increased communication between PLs and parents of persistent ‘latecomers’.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<b>Milestone 2:</b> By Aug 2018 Individual Attendance/Punctuality Plans in place for all targeted students led by SEN or PL Teams.	JHO	- All staff to challenge lateness to lessons and ensure that students arrive and lessons begin on time.	
<b>Milestone 3:</b> By Jan 2019 Punctuality to be at least 98.75% for all Year groups	JHO		
<b>Milestone 4:</b> By Jan 2019 Punctuality to be at least 98.75% for all Year groups	JHO		

**Monitoring & Evaluation: Andy Park & Jenny Andrews (School Improvement Board)**

**Expected Outcome 2:** Pupils' attitudes to all aspects of learning are consistently positive; they are punctual and prepared for lessons; they understand what is expected of them and follow staff instructions.

**Strategic Lead: Jenny Hopwood**

**Monitoring & Evaluation: Andy Park & Jenny Andrews (School Improvement Board)**

<b>What will success look like? <i>With Milestones</i></b>	<b>Lead</b>	<b>Actions</b>	<b>Impact</b>
<b>2.1 Student behaviour is conducive to good learning within all classrooms.</b>	JHO	<ul style="list-style-type: none"> <li>- Assemblies introduce and reinforce Newall Green way of starting lessons/conduct on corridors.</li> <li>- Set a clear standard for behaviour for learning in lessons which is consistently applied by all staff.</li> <li>- 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.</li> <li>- Behaviour data reports available to CLs and PLs to intervene with key students and groups as appropriate.</li> <li>- Targeted Behaviour for Learning training delivered as part of CPD cycle for staff.</li> <li>- Revisit Strive to remind pupils of what is expected and rewarded.</li> </ul>	Summer Term 2018
<b>Milestone 1:</b> By Aug 2018 assemblies on expected behaviour delivered to all year groups.	JHO		Autumn Term 2018
<b>Milestone 2:</b> By Sep 2018 Behaviour for Learning training revisited for all staff and built into CPD programme for 18/19.	JHO		Spring Term 2019
<b>Milestone 3:</b> By Oct 2018 assemblies on expected behaviour revisited with all Year groups.	JHO		Summer Term 2019

<p><b>Milestone 4:</b> By Jan 2019 appropriate Behaviour for Learning evidenced in 80% of lessons through LO / LW and External T&amp;L QA Review.</p> <p><b>Milestone 5:</b> By May 2019 appropriate Behaviour for Learning evidenced in 90% of lessons through LO / LW and External T&amp;L QA Review</p> <p><b>Milestone 6:</b> By Aug 2019 appropriate Behaviour for Learning evidenced in 100%+ of lessons through LO / LW and External T&amp;L QA Review</p>	<p>JHO / NGA</p> <p>JHO / NGA</p> <p>JHO / NGA</p>	<ul style="list-style-type: none"> <li>- Learning Walks to focus on student engagement and behaviour for learning</li> </ul>	
<p><b>2.2 Students are punctual and well-prepared for lessons, readily engaging in their learning and are keen to make good progress.</b></p> <p><b>Milestone 1:</b> By Aug 2019 100% of students to be wearing correct uniform consistently around school.</p> <p><b>Milestone 2:</b> By Dec 2018 Work habit training revisited for all staff.</p> <p><b>Milestone 3:</b> By Jan 2019 Good student engagement evidenced in 70% of lessons through LO / LW and External T&amp;L QA Review.</p> <p><b>Milestone 4:</b> By May 2019 Good student engagement evidenced in 85% of lessons through LO / LW and External T&amp;L QA Review.</p> <p><b>Milestone 5:</b> By Aug 2019 Good student engagement evidenced in 100%+ of lessons through LO / LW and External T&amp;L QA Review.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Staff to continue the effective drive on outstanding uniform, kit and equipment across all year groups.</li> <li>- Staff training to develop good learning/work habits (work ethic) in all students across the school.</li> <li>- Continue the work to develop students 'soft skills' and resilience across the curriculum (including RESPECT curriculum).</li> <li>- Continue the work on 'Growth Mindset' across the school focusing on staff CPD and skill development sessions for students.</li> <li>- Develop, Design, and implement a skills portfolio for all students from Year 7 so that they can evidence a wide range of skills to support their learning journey and transition to Post-16 provision.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><b>2.3 Students are keen engage in leadership opportunities and model the high expectations the school has to others.</b></p> <p><b>Milestone 1:</b> By Aug 2018 Application process for prefects completed and successful individuals trained appropriately.</p>	<p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Continue to develop student voice and student leadership opportunities so that all students feel actively engaged and a sense of pride in their school.</li> <li>- Further develop pupil voice linked to school improvement 'Have your say' (HYS). Clear plan for timetabled HYS activities in place across the year.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<b>Milestone 2:</b> By Aug 2018 Head Prefects appointed.	JHO	- Further develop student leadership through student council including cross trust links and representation at SLT / GB meetings.	
<b>Milestone 3:</b> By Oct 2018 Student Council to have completed their input into School Improvement process.	JHO	- Introduce prefects across the school with clear roles and responsibility and appropriate status. Encourage students to take responsibility and model positive behaviour for all.	
<b>Milestone 4:</b> By Dec 2018 Student Buddies / Sports Leaders / Arts Leaders appointed and plan for engagement with Primary Schools implemented.	JHO	- Develop a transition team of 'student buddies' to work within school and across primary feeders to support student transition at Y6. - Work to develop a team of 'Sports Leaders' and 'Arts Leaders' to support the marketing and transition process across targeted feeder schools.	

**Monitoring & Evaluation: Andy Park & Jenny Andrews (School Improvement Board)**

**Expected Outcome 3:** The school is an orderly environment. Pupils conduct themselves well throughout the day including at lunchtimes and key transition points. The number of disadvantaged pupils who are excluded from school is reduced.

**Strategic Lead: Jenny Hopwood**

**Monitoring & Evaluation: Andy Park & Jenny Andrews (School Improvement Board)**

What success will look like Milestones	Lead	Actions	Impact
<b>3.1 The consistent application of the school's behaviour policy ensures that students conduct themselves well around the school at all times.</b>	JHO	- Review and refine behaviour policy (by Jul 2018) implementing appropriate improvements and recommendations.	Summer Term 2018
		- Review and further develop STRIVE through Assembly & AR continuing weekly/ HT focus. Increase percentage of students securing badges.	Autumn Term 2018
	JHO	- Deliver appropriate training for staff in effective behavior for learning management techniques.	Spring Term 2019
<b>Milestone 1:</b> By Aug 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.			Summer Term 2019

<p><b>Milestone 2:</b> By Nov 2018, New behaviour policy implemented and 100% staff are using it consistently.</p> <p><b>Milestone 3:</b> By Nov 2018, All students move around school in a calm and orderly manner.</p> <p><b>Milestone 4:</b> By Jan 2018, All students arrive at lessons punctually with limited intervention from staff.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Equip all staff with a range of strategies to address low level disruption so that there is a consistent approach applied in every classroom / corridor area across the school.</li> <li>- Continue to promote an ambitious vision for outstanding behaviour for learning using STRIVE and work ethic criteria so that student engagement in learning continues to improve across the school.</li> </ul>	
<p><b>3.2 The number of students who receive the sanction of time in the Internal Exclusion Room (IE) as an alternative to a fixed-term exclusion is significantly reduced.</b></p> <p><b>Milestone 1:</b> By Aug 2018, Review of IE complete and all staff, students &amp; parents are clear about its operation.</p> <p><b>Milestone 2:</b> By Nov 2018, Risk factors used to identify students at risk of FTE. Individual plan in place for targeted students.</p> <p><b>Milestone 3:</b> By Dec 2018, 60% of students evidencing progress on BIP.</p> <p><b>Milestone 4:</b> By Apr 2019, 80% of students evidencing progress on BIP.</p>	<p>JHO</p> <p>JHO</p> <p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Review IE operation and procedure and ensure quality of work completed by students is of a high standard.</li> <li>- Review the use of 'Disadvantaged Risk factors' to help with Early Identification of students who may be at risk of exclusion from school.</li> <li>- Introduce a range of key triggers for appropriate follow up from Pastoral Team.</li> <li>- Implement Behaviour Improvement Plans (BIPs) for most vulnerable students engaging parents throughout planning process.</li> <li>- Review multi-agency /Pastoral meetings for KS3 and KS4 students to determine interventions for those students at risk of FTE &amp; PX</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><b>3.3 Fixed Term exclusions (FTE) are reduced from 109 students (16.5% of school cohort) in 2016/17 to 10% or less of cohort in 2018/19.</b></p> <p><b>FTE of disadvantaged students are reduced to 65% of excluded cohort, in line with disadvantaged school population.</b></p> <p><b>Milestone 1:</b> By Oct 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.</p>	<p>JHO</p> <p>JHO</p>	<ul style="list-style-type: none"> <li>- Ensure teachers / staff are persistent, insistent and consistent when applying the behaviour policy.</li> <li>- Develop a whole school culture where staff, students and parents/carers' work together to reduce fixed-term exclusions.</li> <li>- 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.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p><b>Milestone 2:</b> By Oct 2018, targeted students have EHA process initiated.</p> <p><b>Milestone 3:</b> By Dec 2018, First phase of Multi-Agency Meetings successfully completed. Appropriate support in place.</p> <p><b>Milestone 4:</b> By Dec 2018, No more than 2% (1.5% disadvantaged) of student cohort receives a FTE.</p> <p><b>Milestone 5:</b> By Apr 2019, No more than 5% (3.25% disadvantaged) of student cohort receives a FTE.</p>	<p>KBU</p> <p>KBU</p> <p>JHO</p> <p>JHO</p>		
<p><b>3.4 On-site Alternative Provision (Greenacres) is fully open with 16 full-time equivalent places in use. Attendance, Behaviour and Engagement of all students shows a measurable improvement from their starting point.</b></p> <p><b>Milestone 1:</b> By Aug 2018, Review of Greenacres complete and implemented.</p> <p><b>Milestone 2:</b> By Oct 2018, targeted students have EHA process initiated.</p> <p><b>Milestone 3:</b> By Oct 2018, All KS4 students on track to achieve 6 appropriate qualifications.</p> <p><b>Milestone 4:</b> By Nov 2018, Individual Plans in place for all students.</p> <p><b>Milestone 5:</b> By Dec 2018 All termly reviews completed on time.</p>	<p>KBU</p> <p>KBU</p> <p>KBU</p> <p>KBU</p>	<ul style="list-style-type: none"> <li>- Referral process completed with all details for each student prior to admission.</li> <li>- CPD in place for all staff including Team Teach / Managing Actual or Potential Aggression (MAPA).</li> <li>- Greenacres Assessment Protocol to be developed and implemented.</li> <li>- Behavioural Functional Assessment and Boxhall profile completed for each student to establish baseline.</li> <li>- Personalised programme and targets in place (academic / behaviour / attendance) for each student recorded on individual plan.</li> <li>- All KS4 students access appropriate accreditation and all students have a re-integration target.</li> <li>- Review meetings with student and parent/carer take place each term.</li> </ul>	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><b><u>Monitoring &amp; Evaluation: Andy Park &amp; Jenny Andrews (School Improvement Board)</u></b></p>			



