



ROSE BRIDGE
A C A D E M Y

Respect Believe Achieve

**Rose Bridge Academy
Ofsted Action Plan
February - August 2018**

Community First Academy Trust



Key

ACRONYMS		STAFF NAMES	
CPD	Continuous Professional Development	SP	Suzanne Pountain (Interim Principal Rose Bridge Academy)
RAP	Raising Attainment and Progress	NT	Nova Thornley (Assistant Headteacher Head of Maths RBA)
QA	Quality Assurance	HS	Helen Sharples (Futures Director RBA)
KPI	Key Performance Indicator	SC	Stefan Chilvers (Subject Lead Art/Tech RBA)
AMC	Academy Management Committee	KB	Karen Bromelow (Assistant Headteacher Pupil Premium Lead RBA)
RBA	Rose Bridge Academy	CC	Chris Clothier (SENDCO RBA)
RBA Curriculum	Respect Believe Achieve curriculum	AG	Alison Gormally (Headteacher Golborne High School)
SST	Senior Strategy Team	JM	Jen Machaj (Assistant Headteacher Teaching and Learning RBA)
PP	Pupil Premium	VS	Vicki Schumacker (Deputy Headteacher RBA)
TA	Teaching Assistant	SD	Sue Darbyshire (CEO Community First Academy Trust)
PDBW	Personal Development, Behaviour and Welfare	CH	Craig Holden (HR Director Community First Academy Trust)
GHS	Golborne High School	JC	Jane Chambers (NLE Headteacher Orrell Lamberhead Green)
TLA	Teaching Learning and Assessment	RK	Ruth Kelly (Assistant Headteacher Head of English RBA)
CFAT	Community First Academy Trust	SW	Shane Whoriskey (Head of Maths RBA)
NLE	National Leader of Education	LW	Lynsey Wilson (Behaviour Support RBA)
HT	Head Teacher		
DHT	Deputy Headteacher		
PM	Performance Management		
WAGOLL	What a Good One Looks Like		
ICT	Information Communication Technology		
FFT	Fisher Family Trust		
SLE	Specialist Leader of Education		
SEF	Self Evaluation Form		
HOY	Head of Year		

Key Performance Indicators Y11

	Outcomes 2017	March Milestones			April Milestones			May Milestones			End of Year Target and August Milestones			March	April	May	National Data
		Actual (based on Data 3 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 4 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 5 WA)	FFT 50 Target	FFT 20 Target	Exam Result 2018	FFT 50 Target	FFT 20 Target	Current Predictions (based on Data 3)	Current Predictions (based on Data 4)	Current Predictions (based on Data 5)	
% 5+ in English and Maths (All)	20.7%	8.8%	10.0%	22.0%		19.0%	33.0%		24.0%	39.0%		29.4%	44.1%	24.5%			43.0%
% 4+ in English and Maths (All)	38.8%	34.3%	42.0%	54.0%		52.0%	64.0%		55.0%	69.0%		62.7%	74.5%	47.1%			64.0%
Progress 8 (All)	-0.41	-1.101	-1.287	-0.244		-1.167	-0.124		-1.047	-0.004		-0.927	0.116	-0.699			-0.03
Attainment 8 (All)	37.37	32.74	27.7	35.7		28.14	38.24		30.1	41.24		34.14	44.73	36.71			46.29
% 5+ EBacc (All)	0.09%	0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%			21.3%
	Outcomes 2017	Actual (based on Data 3 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 4 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 5 WA)	FFT 50 Target	FFT 20 Target	Exam Result 2018	FFT 50 Target	FFT 20 Target	Current Predictions (based on Data 3)	Current Predictions (based on Data 4)	Current Predictions (based on Data 5)	National Data
Progress 8 (All)	-0.41	-1.101	-1.287	-0.244		-1.167	-0.124		-1.047	-0.004		-0.927	0.116	-0.699			-0.03
Progress 8 Boys	-0.599	-1.43	-1.51	-0.514		-1.39	-0.394		-1.27	-0.274		-1.15	-0.154	-1.031			-0.24
Progress 8 Girls	-0.135	-0.698	-1.013	0.087		-0.893	0.207		-0.773	0.327		-0.653	0.447	-0.292			0.18
Progress 8 Disadvantaged	-0.412	-1.113	-1.287	-0.279		-1.167	-0.159		-1.047	-0.039		-0.927	0.081	-0.759			-0.4
Progress 8 SEND	-0.437	-1.133	-1.163	-0.384		-1.043	-0.264		-0.923	-0.144		-0.803	-0.024	-0.873			-0.59
More Able (upper)		-1.756	-1.742	-0.383		-1.622	-0.263		-1.502	-0.143		-1.382	-0.023	-1.279			

Key Performance Indicators Y10

		March 2018 Milestone				May 2018 Milestone			End of Year 10 2018 Milestone			October 2018 Milestone			December 2018 Milestone			February 2019 Milestone			April 2019 Milestone			May 2019 Milestone			End of Year 11 Target 2019 and August Milestone			Mar Y10	Apr Y10	Jun Y10	National Data 2017/2018	
		Year 10 Spring 1				Year 10 Summer 1			Year 10 Summer 2			Year 11 Autumn 1			Year 11 Autumn 2			Year 11 Spring 1			Year 11 Spring 2			Year 11 Summer 1			Current Predictions (based on Data 2)	Current Predictions (based on Data 3)	Current Predictions (based on Data 4)					
		End of Year 9 WA	Actual (based on Data 2 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 3 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 4 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 1 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 2 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 3 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 4 WA)	FFT 50 Target	FFT 20 Target	Actual (based on Data 5 WA)	FFT 50 Target	FFT 20 Target	Exam Result 2018	FFT 50 Target	FFT 20 Target					
Year 10 Headlines	% 5+ in English and Maths (All)	6.5%	11.4%	12.4%	15.1%		15.3%	19.4%		18.2%	23.7%			21.2%	28.1%		24.1%	32.4%		27.0%	36.7%		29.9%	41.0%		32.9%	45.3%		35.8%	49.6%	38.2%			43%
	% 4+ in English and Maths (All)	39.8%	43.9%	46.0%	47.1%		49.1%	50.8%		52.2%	54.4%			55.3%	58.1%		58.3%	61.8%		61.4%	65.4%		64.5%	69.1%		67.6%	72.7%		70.7%	76.4%	62.6%			64%
	Progress 8 (All)	-1.234	-1.01	-1.028	-0.935		-0.925	-0.786		-0.822	-0.636			-0.719	-0.487		-0.616	-0.338		-0.513	-0.188		-0.41	-0.039		-0.307	0.1106		-0.204	0.26	-0.17			-0.03
	Attainment 8 (All)	34.7	35.4	36.3	37.2		37.1	38.5		37.9	39.8			38.7	41.1		39.6	42.3		40.4	43.6		41.2	44.9		42.0	46.2		42.79	47.43	43.61			46.29
	% 5+ EBacc (All)		0.0%																															21%
Year 10 Headlines by Group	Progress 8 (All)	-1.234	-1.01	-1.028	-0.935		-0.925	-0.786		-0.822	-0.636			-0.719	-0.487		-0.616	-0.338		-0.513	-0.188		-0.41	-0.039		-0.307	0.1106		-0.204	0.26	-0.17			-0.03
	Progress 8 Boys	-1.312	-1.136	-1.126	-1.037		-1.033	-0.9		-0.94	-0.762			-0.848	-0.625		-0.755	-0.488		-0.662	-0.35		-0.569	-0.213		-0.476	-0.075		-0.383	0.062	-0.311			-0.24
	Progress 8 Girls	-1.133	-0.85	-0.902	-0.806		-0.786	-0.643		-0.67	-0.479			-0.555	-0.316		-0.439	-0.152		-0.323	0.0115		-0.207	0.175		-0.092	0.3385		0.024	0.502	0.009			0.18
	Progress 8 Disadvantaged	-1.168	-1.02	-0.979	-0.889		-0.885	-0.75		-0.79	-0.61			-0.696	-0.471		-0.602	-0.332		-0.507	-0.192		-0.413	-0.053		-0.318	0.0866		-0.224	0.226	-0.201			-0.4
	Progress 8 SEND	-1.032	-1.103	-0.9	-0.824		-0.833	-0.72		-0.767	-0.616			-0.701	-0.512		-0.635	-0.407		-0.569	-0.303		-0.502	-0.199		-0.436	-0.095		-0.37	0.009	-0.467			-0.59
	More Able (upper)	-1.956	-1.387	-1.606	-1.499		-1.431	-1.271		-1.256	-1.043			-1.081	-0.815		-0.905	-0.586		-0.73	-0.358		-0.555	-0.13		-0.38	0.0987		-0.205	0.327	-0.42			

Key Performance Indicators Teaching and Attendance

	March	May		End of year	
	Actual	Target	Actual	Target	Actual
% Outstanding	2.5%	5%		7.5%	
% Good or Better	17.5%	30%		42.5%	
% Grade 3	58.5%	46%		21%	
% Inadequate	17.2%	10%		5%	
% Overall Attendance					
% PA					

	Outcome s 2017	March Actual	May		End of year	
			Target (National)	Actual (Predict)	Target (National)	Actual (Predict)
% Overall Attendance (All)	95.96%	95.08%	95%		95%	
% Overall Attendance Boys	96.39%	94.93%	95%		95%	
% Overall Attendance Girls	95.45%	95.27%	95%		95%	
% Overall Attendance Pupil Premium	95.4%	94.16%	95%		95%	
% Overall Attendance SEND	95.5%	95.65%	95%		95%	
% PA (All)	8.5%	13.34%	10%		10%	
% PA Boys	3.9%	15.22%	10%		10%	
% PA Girls	4.8%	11.15%	10%		10%	
% PA Pupil Premium	5.0%	16.71%	10%		10%	
% PA SEND	4.5%	6.59%	10%		10%	

Objectives

Key Priority 1: Outcomes

- Embed the academy's new systems for tracking pupils' progress so that pupils, teachers and leaders have a clear understanding of how much progress pupils are making
- Improve outcomes for students across a range of national indicators: Attainment 8; Progress 8; Basics (English and Maths 9-5 and 9-4); and EBACC
- Improve the outcomes of distinct groups; most able, disadvantaged, girls and boys
- Increase pupil progress in Years Y7-10 through sharply focused monitoring which leads to timely and appropriate interventions

Key Priority 2: Leadership

- Improve the accuracy and rigour of self-assessment and Improvement planning so that leaders respond more effectively to address areas in need of improvement
- Improve the way that pupil premium funding is deployed, and its impact evaluated so that disadvantaged pupils make faster progress
- Ensure all staff are held to account for the progress that pupils make through the Improvement of the academy's systems for managing the performance of staff
- Ensure that job descriptions and person specifications support the academy's improvement priorities, are appropriate and provide clear information regarding responsibilities and accountabilities

Key Priority 3: Teaching, Learning and Assessment

- Develop training for teachers so there are more opportunities to share strong teaching practice
- Ensure that teachers have a consistently high expectations of what pupils from different starting points and backgrounds can achieve
- Improve the teaching of literacy and numeracy across the curriculum to rapidly develop students' basic skills
- Improve the quality of teaching across the academy through the Improvement of Teacher Profiles that evaluate information from a range of sources so that targets to increase the percentage of teaching that is good or better are met
- Improve pupils' progress through the provision of quality CPD, training and Improvement for all staff
- Ensure that teaching is improving by regularly monitoring the implementation and impact of CPD upon pupil progress

Key Priority 4: Personal Improvement, Behaviour and Welfare

- Ensure that pupils adopt consistently positive attitudes to learning and take pride in their work
- Tackle persistent lateness more effectively so that pupils are punctual to school
- Ensure the academy's core values (Respect, Believe, Achieve) permeate its behaviour for learning, praise and rewards policies

Key Priority 5: Engage and empower stakeholders

- Develop governance, so that governors have a clear understanding of the academy's strengths and weaknesses and hold leaders to account for the quality of education provided
- Widen the range of extra-curricular opportunities, so that more pupils can benefit from these activities
- Improve the systems by which the voices of stakeholders (particularly pupils, parents and carers) influence and contribute to the academy's improvement

Key Priority 1: Outcomes	
<ol style="list-style-type: none"> 1. Embed the academy's new systems for tracking pupils' progress so that pupils, teachers and leaders have a clear understanding of how much progress pupils are making 2. Improve outcomes for students across a range of national indicators: Attainment 8; Progress 8; Basics (English and Maths, 9-5 and 9-4); and EBACC 3. Improve the outcomes of distinct groups; most able, disadvantaged, girls and boys 	
Success Criteria – Review 1 (Easter 2018)	Success Criteria – Review 2 (Summer 2018)
<ul style="list-style-type: none"> • Because the Raising Attainment and Progress (RAP) Improvement Plan is in place, progress towards KPIs can be evaluated • Implementation of the academy's new systems for tracking pupils' progress has provided the AMC with accurate and useful information • Systems for tracking progress across a range of national indicators (as outlined in the RAP Improvement Plan), provide a clear comparison between RBA pupils and pupils nationally • Systems for tracking progress for distinct groups (as outlined in the RAP Improvement Plan), show that the gap between them and their peers is narrowing 	<ul style="list-style-type: none"> • Implementation of the Raising Attainment and Progress (RAP) Improvement Plan, has ensured KPIs are met • Academy's systems for tracking pupil progress are fully embedded and all key stakeholders are able to evaluate the progress pupils are making • Incremental progress from initial starting points (Data Capture 3, March 2018) is closing the gap between RBA pupils and pupils nationally across a range of national indicators • Incremental progress from initial starting points (Data Capture 3, March 2018) has been made for distinct groups shows that the gap has narrowed between them and their peers • Because the AMC will have an accurate and informed view of the academy's improvements (in terms of outcomes and areas for further Improvement) they are able to complete an accurate self evaluation

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
1. Embed the academy's new systems for tracking pupils' progress					
1.1 Deliver training for leadership team on systems and processes for tracking pupil progress	SP/NT	Release costs £360	2 nd March	Staff Growth in Skills Audit Agenda items and minutes of meeting	

1.2 Share with all stakeholders the new systems and frameworks for tracking pupil progress	SP/NT/HS	Internal cover budget	29 th March	Staff Growth in Skills Audit Agenda items and minutes of meeting Weekly report to Senior Strategy Team (SST)	
1.2 Regular monitoring of assessments and weekly pupil progress meetings to scrutinise the progress of all pupils including vulnerable groups to ensure: <ul style="list-style-type: none"> • Pupils are on track • Targets are challenging • Appropriate interventions/support is identified • Impact of interventions is monitored • Teachers are held to account for pupil achievement 	SP/NT	Release costs £720	29 th March 21 st May 9 th July	Weekly report to SST Report to Academy Monitoring Committee (AMC) every three weeks in the first instance Half-termly evaluation by Board of Trustees	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
2. Improve outcomes for students across a range of national indicators: Attainment 8; Progress 8; Basics (English and Maths 9-5, 9-4); and EBACC					
2.1 New Principal to establish a RAP (Raising Attainment and Progress) team and train all leaders in the implementation of plan, do, review strategy for closing gaps of all groups	SP	Internal cover budget	2 nd March	Staff Growth in Skills Audit	
2.2 RAP Team to implement a plan, do, review monitoring cycle which includes the tracking and monitoring of priority groups across key performance indicators which include: <ul style="list-style-type: none"> • Attainment 8 • Progress 8 • Basics (English and Maths 9-5) • Basics (English and Maths 9-4) 	NT	Release costs £720	29 th March 21 st May 9 th July	QA of plans by Senior Strategy Lead for outcomes (supported by SP) Weekly report to SST Report to AMC every three weeks Half-termly evaluation by Board of Trustees	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
3. Improve the outcomes of distinct groups; most able, disadvantaged, girls and boys, and SEND					
3.1 Assign leaders to the regular monitoring and tracking of progress of distinct academy groups which include, team leads to implement a plan, do, review cycle for: <ul style="list-style-type: none"> • More able • Disadvantaged • Girls • Boys • SEND 	SC KB	Use of leadership release time	29 th March 21 st May 9 th July	QA of plans by Senior Strategy Lead for outcomes (supported by SP) Weekly report to SST Report to AMC every three weeks Half-termly evaluation by Board of Trustees	
3.2 Leaders to develop appropriate RAP plans to address outcomes from data captures to improve progress of the distinct groups	NT	Use of leadership release time	7 th May	QA of plans by Senior Strategy Lead for outcomes (supported by SP)	
3.3 Identified leaders to improve the skills of all staff regarding meeting the needs of pupils in distinct groups in day-to-day lessons	NT	Use of leadership release time	7 th May	Staff Growth in Skills Audit	
3.4 Identified leaders to ensure a range of appropriate interventions are in place across the academy to accelerate progress by auditing the needs of pupils and planning appropriate provision	CC	Use of leadership release time	7 th May	Tracking information Intervention monitoring plans	
3.5 SENDCO and PP Lead to ensure appropriate deployment of LSAs to support the learning and progress of pupils with SEND/PP <ul style="list-style-type: none"> • Develop provision map, intervention plan, timetable of LSA support across the academy • Ensure LSAs and teachers access appropriate training to support the specific needs identified by the provision map • Audit resources in the academy, purchase those needed to support the identified needs of pupils 	CC KB	Use of leadership release time	7 th May	Provision Map Tracking information SENDCO and PP Leads impact statements to SST Report to AMC every three weeks	
3.6 Review the deployment of LSAs to improve feedback between teachers and LSAs so that the impact of their work can be measured	CC	Use of leadership release time	21 st May	LSA deployment plan Tracking information Report to SST Report to AMC every three weeks	

3.7 AMC to evaluate the impact of the RAP Improvement Plan in improving outcomes	SP	Release costs	7 th September	Self-evaluation document	
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Key Priority 2: Leadership	
<ol style="list-style-type: none"> 1. Improve the accuracy and rigour of self-assessment and Improvement planning so that leaders respond more effectively to address areas in need of improvement 2. Improve the way that pupil premium funding is deployed, and its impact evaluated so that disadvantaged pupils make faster progress 3. Ensure all staff are held to account for the progress that pupils make through the Improvement of the academy's systems for managing the performance of staff 4. Ensure that job descriptions and person specifications support the academy's improvement priorities, are appropriate and provide clear information regarding responsibilities and accountabilities 	
Success Criteria – Review 1 (Easter 2018)	Success Criteria – Review 2 (Summer 2018)
<ul style="list-style-type: none"> • Appropriate stakeholders able to ensure leaders can respond effectively to areas in need of improvement • Stakeholders can use the Pupil Premium review to clearly identify strengths and areas for Improvement • Staff whose performance is a concern will have been identified and support plans put in place 	<ul style="list-style-type: none"> • The AMC will have an accurate and informed view of the academy's improvements in terms of leadership and areas for further Improvement • Implementation of the recommendations from Pupil Premium Review is improving the progress of PP students • Where underperformance was identified in the previous term, it will have either improved or formal procedures in place

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
1. Improve the accuracy and rigour of self-assessment and Improvement planning					
1.1 SP to conduct initial standards diagnostic that evaluates: <ul style="list-style-type: none"> • Current progress and desired outcomes • The standard of teaching • PDBW 	SP/AG	Release costs Support from AG (GHS) plus 4 SLEs £2100 Use of Golborne High School (GHS) to support with Teaching Review	29 th March	AG Teaching Review Report Weekly report of RAP progress to SST Weekly report of TLA progress to SST Weekly review of PDBW progress to SST Report to the AMC every three weeks Half-termly evaluation by the Board of Trustees	
1.2 Information from standards diagnostic shared with relevant stakeholders to ensure a thorough and accurate self assessment of academy's current provision	AG/SP	Lead at GHS to produce report Support from AG £500	16 th April	AG report shared with Senior Strategy Team and the AMC to report evaluation to the Board of Trustees	
1.3 Establish a RAP team (progress and outcomes) to act upon the information from the standards diagnostic	SP	Use of leadership release time	2 nd March	Agenda items and minutes shared at AMC every three weeks	
1.4 RAP Lead to develop detailed and specific RAP improvement plan	SP/NT	Use of leadership release time	16 th April	SST to QA Improvement plan AMC to approve plan	

1.5 RAP Lead regularly report to AMC regarding the progress and impact of improvement plan	NT	Use of leadership release time	21 st May 9 th July	Independent monitoring officer to evaluate effectiveness of RAP and report to AMC AMC evaluate impact of Improvement plan and report to Board of Trustees	
1.6 TLA Lead to develop a detailed and specific TLA improvement plan	SP/JM	Use of leadership release time	16 th April	Senior Strategy Team and GHS Lead to QA Improvement plan	
1.7 TLA Lead regularly report to AMC regarding the progress and impact of improvement plan	JM	Use of leadership release time	21 st May 9 th July	Independent monitoring officer to evaluate effectiveness of RAP and report to AMC AMC evaluate impact of Improvement plan and report to Board of Trustees	
1.8 Establish a PDBW team to act upon the information from the standards diagnostic	SP/VS	Use of leadership release time	2 nd March	PDBW lead to evaluate PDBW diagnostic and report to SST and the AMC	
1.9 PDBW Lead to develop a detailed and specific PDBW improvement plan	VS	Use of leadership release time	16 th April	Senior Strategy Team and GHS Lead to QA Improvement plan	
1.10 PDBW Lead regularly report to AMC regarding the progress and impact of Improvement plan	VS	Use of leadership release time	21 st May 9 th July	Independent monitoring officer to evaluate effectiveness of PDBW and report to AMC AMC evaluate impact of improvement plan and report to Board of Trustees	
1.11 Develop the skills of other Senior leaders in the school to conduct accurate and effective monitoring and evaluation	SP	Karen Ardley training 4 x days Middle Leadership programme £4500 Additional costs for bespoke training	9 th July	Training notes Senior leaders monitoring and evaluation records	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
2. Improve the way that pupil premium funding is deployed and its impact evaluated					
2.1 CFAT to commission an independent review of Pupil Premium	CFAT	Cost of Independent Review by The Dean Trust £2500	20 th March	Commissioned Report shared with AMC	
2.2 Pupil Premium (PP) Lead to create a PP Improvement Plan, working with the Finance team and key leads within the RAP team to implement the identified areas for improvement	KB	Use of leadership release time	16 th April	Senior Strategy Team and GHS Lead to QA Improvement plan	

2.3 PP Lead regularly report to AMC regarding the progress and impact of Improvement plan	KB	Use of leadership release time	21 st May 9 th July	Independent monitoring officer to evaluate effectiveness of PP improvement plan and report to AMC AMC evaluate impact of Improvement plan and report to Board of Trustees	
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Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
3. Ensure all staff are held to account for the progress that pupils make					
3.1 Ensure that performance management systems are fit for purpose and regularly reviewed with Line Managers	SD	Support from CFAT NLE Additional NLE support £1000	25 th May	Report to the AMC every three weeks Half-termly evaluation by the Board of Trustees	
3.2 SP/VS to ensure that monitoring systems, including Pupil progress meeting and PM reviews are robustly followed. SP to take seek advice from and guidance on capability procedures where required	SP/VS	Install and adopt “Perspectives” Management Information System £2,250 Support from CFAT Central Team	25 th May	Report to the AMC every three weeks Half-termly evaluation by the Board of Trustees	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
4. Ensure that job descriptions and person specifications support the academy’s improvement priorities, are appropriate and provide clear information regarding responsibilities and accountabilities					
4.1 Audit current roles and responsibilities in light of current academy priorities	SP/AG SD/CH	Support from AG (GHS) £500 Support from CFAT NLE/CFAT HR	22 nd March	Audit notes presented to AMC	
4.2 Develop draft staffing structure to reflect academy priorities so that roles and responsibilities are for purpose	SP/AG SD/CH	Support from AG (GHS) 500 Support from CFAT NLE/CFAT HR	26 th April	Draft staffing structure presented to AMC	
4.3 Information from audit shared with AMC	SP	Use of leadership release time	25 th May	AMC Report and minutes	
4.4 Proposal to be submitted to Board of Trustees for approval	SP	Use of leadership release time	26 th June	Trust Board minutes	

Key Priority 3: Teaching, Learning and Assessment

1. Develop training for teachers so there are more opportunities to share strong teaching practice
2. Ensure that teachers have consistently high expectations of what pupils from different starting points and backgrounds can achieve
3. Improve the teaching of literacy and numeracy across the curriculum to rapidly develop students' basic skills
4. Improve the quality of teaching across the academy through the Improvement of Teacher Profiles that evaluate information from a range of sources so that targets to increase the percentage of teaching that is good or better (as detailed in the TLA Improvement Plan) are met

Success Criteria – Review 1 (Easter 2018)

As a result of CPD consistency of practice will ensure:

- That higher standards of presentation will be evident in captured learning
- Pupil productivity in captured learning will have increased
- Increased challenge that reflect higher expectations will be evident in captured learning
- Pupils' captured learning will be regularly marked and include Feedback and Feedforward
- Targets to improve the quality of teaching at this point will be met
- Where teaching has not improved, individual action plans will be in place

Success Criteria – Review 2 (Summer 2018)

Scrutiny of Captured Learning will show:

- Improved numeracy and literacy skills evident across the curriculum
- Close match between pupil's end of year targets and the work produced on day to day basis
- Consistent high expectations across all subjects
- Pupil progress targets will be met
- Teacher targets to improve the quality of teaching will be met
- Individual action plans will have either improved the teaching or moved to formal procedures

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
1. Develop training for teachers so there are more opportunities to share strong teaching practice					
1.1 Use the information from initial evaluations of teaching to develop a programme for Teaching Tuesdays / WAGOLL (what a good one looks like) Wednesdays that focus on: <ul style="list-style-type: none"> • The new TLA Framework • Captured Learning • Presentation Code • Marking / feedforward • Work book Live • Differentiation • Progress Ladders • Sharing best practice 	SP/JM	Use of leadership release time Use of ICT	Weekly 29 th March 21 st May 9 th July	Compliance Learning Walks Growth in skills audits Footage (video and photographic evidence) of: <ul style="list-style-type: none"> • The new TLA Framework • Captured Learning • Presentation Code • Marking / feedforward • Work book Live • Differentiation • Progress Ladders • Sharing best practice Weekly report to the SST Report to the AMC every three weeks	

1.2 Use information from the standards/compliance walks to identify teachers whose teaching practice is strong enough to act as models of good practice for other staff	SP/JM	Use of leadership release time	Weekly 28 ^h March 21 st May 9 th July	Standards database Weekly report to the SST Report to the AMC every three weeks	
1.3 Provide opportunities for identified staff to coach their peers in ensuring consistently good practice	SP/JM	Release costs £900 Reprographics costs met from academy existing budget	Weekly 28 ^h March 21 st May 9 th July	Content of training material Staff skills growth audit	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
2. Ensure that teachers have consistently high expectations					
2.1 Deliver training to all staff regarding National progress expectations and FFT expectations and predictions.	SP	Use of leadership release time	29 th March	Report to AMC	
2.2 Review performance management targets so that teachers know they will be held to account for pupils progress	SD / JC / SP	SP to be supported by 2 NLEs to conduct review of Performance Management £1,000 Management Information Systems £2,250	21 st May	Performance Management review statements RAG of Termly Performance Management.	
2.3 Provide opportunities for prioritised teachers/faculties to compare captured learning of their distinct groups to that of similar students in similar schools who achieve higher outcomes.	JM	Supply release cost £2,340	9 th July	Lesson observation pro-formas Teacher profiles WAGGOL	
2.4 Implement a Quality Assurance process including learning observations, learning walks and book scrutinies to check that teachers have consistently high expectations	SP/JM	Use of leadership release time	21 st May 9 th July	Triangulation of lesson observations, learning walks, data scrutiny and review of captured learning Update teacher and faculty profiles Weekly report to SST Report to the AMC every three weeks Half-termly evaluation by Board of Trustees	
2.5 Provide training, and implement new seating plan software	JM	Seating Plan Software £1,500	21 st May	Teacher portfolios	

2.6 Establish effective communications systems in the academy to ensure all staff are aware of the progress of pupils through pupil progress meetings and staff learning agenda items	SP/JM/NT	Staff learning time	29 th March	Staff meeting agendas (RAP, TLA)	
2.7 Establish effective and consistent communication with parents/careers about the progress of their child at regular intervals	SP/JH	Staff directed time	Parents' Evening (scheduled)	Parental Feedback collected at Parents' evenings Progress Reports to Parents	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
3. Improve the teaching of literacy and numeracy across the curriculum to rapidly develop students' basic skills					
3.1 Introduce a whole school basic skills curriculum ensuring that all staff are appropriately trained and its impact is effectively evaluated	SP / RK	Use of leadership release time Reprographic costs £6,400	21 st May	Lesson observations Teacher Profiles Captured learning Report to AMC regarding Literacy and Numeracy Weekly report to SST Report to AMC every three weeks Half-termly evaluation by the Board of Trustees	
3.2 Standardise the teaching of reading and writing across all other subjects	SP / RK/JM	Use of leadership release time	21 st May	Book Scrutiny Observation of numeracy and literacy across the curriculum Long and Mid term planning	
3.3 Use monitoring and evaluation information from Reviews led by AG to support Numeracy and Literacy leaders to develop detailed Literacy and Numeracy raising attainment plans for Summer term and phase 2	AG / RK/SW	Support from AG (GHS) £1000 Additional release time for SW/RK £780	4 th June	Report to AMC every three weeks Half-termly evaluation by the Board of Trustees	
3.4 Numeracy/Literacy leaders to work with AG and Numeracy/Literacy SLE to ensure that across the curriculum there is a close match between captured work and pupils' literacy and numeracy ability	AG/RK/SW	Release time for SW /RK £1,560 SLE support costs £3,250 Support from AG (GHS) £1000	12 th May	Monitoring of planning Lesson observations Teacher profiles AG Report to AMC	
3.5 Numeracy/Literacy leaders to lead staff training to develop teacher accuracy and confidence in assessment of Numeracy/Literacy skills across the curriculum	RK/SW	Use of leadership release time	18 th June	Monitoring of planning Lesson observations Teacher profiles Content of training material	

Action	Lead	Support/Cost	Monitoring	Monitoring Process	RAG
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			Date	
4. Improve the quality of teaching across the academy through the support of another local successful school				
4.1 Evaluate current practice of Teaching and Learning across academy using lesson observations, learning walks and book scrutinies	AG/SP	School Budget fund 2 day Academy Review support from Golborne High school £2,000	26 th , 27 th March	Lesson observations Teacher Profiles Captured learning Report to AMC
4.2 Collate evidence from evaluations into Teacher profiles software to produce a cohesive overview of the quality of teaching across the academy	AG/SP	Perspectives Software £2,250	29 th March	Teacher profiles Reports to the AMC every three weeks Half-termly reports to the Board of Trustees
4.2 Building on the outcomes from the Teaching Review, prioritise Faculties to be improved and develop an appropriate plan	AG	Academy budget to fund 6 days Faculty Review support from GHS £1,800	7 th May	Faculty profiles Independent Monitoring Officer to report to AMC regarding quality and impact of support
4.3 Using the evidence from the Teaching/Faculty Reviews, AG create CPD programme to improve the quality of teaching. To develop a bespoke programme of CPD for <ul style="list-style-type: none"> Individual teachers Faculty / Department Identified groups 	AG	Support from AG (GHS) £1000 Additional costs for bespoke training	21 st May 9 th July	Independent Monitoring Officer to report to AMC regarding quality and impact of CPD programme
4.4 Where teaching is not improving with required urgency, AG/SP to develop individual action plans specific/identified teachers to receive additional support to improve the quality of teaching and learning	AG/SP	Support from AG (GHS) £2000 Additional costs for bespoke training	9 th July	Independent Monitoring Officer to report to AMC regarding quality and impact of the action plans
4.5 Review medium and long term schemes of learning to ensure appropriate curriculum provision	AG	Support from AG (GHS) £1000 Faculty Leaders	9 th July	Independent Monitoring Officer to report to AMC regarding quality of schemes of learning

Key Priority 4: Personal Development, Behaviour and Welfare

1. Ensure that pupils adopt consistently positive attitudes to learning and take pride in their work
2. Tackle persistent lateness more effectively so that pupils are punctual to the academy
3. Ensure the academy's core values (Respect, Believe, Achieve) permeate its behaviour for learning, praise and rewards policies

Success Criteria – Review 1 (Easter 2018)

- Ofsted pupil surveys completed and information collated (in terms of pupils' attitudes to learning) to inform this strand of the PDBW Improvement Plan
- Consistent implementation of Presentation Code is evident in most books
- Monitoring of punctuality shows an improvement after the introduction of new systems and processes
- The academy's core values are closely reflected in policies related to behaviour for learning, praise and rewards policies

Success Criteria – Review 2 (Summer 2018)

- Improved attitudes to learning are evident as a result of the full implementation of The PDBW Improvement Plan
- Presentation of work is consistently in line with the Academy's Code
- Pupils routinely arrive to the academy on time because systems and processes for improving punctuality are fully embedded
- Observed behaviour for learning reflects the academy's core values
- AMC's evaluation will judge PDBW to be good

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
1. Ensure that pupils adopt consistently positive attitudes to learning and take pride in their work					
1.1 Undertake a diagnostic (Ofsted Pupil Surveys) to establish current attitudes to learning and formulate a strategy to feed into the PDBW improvement plan	VS	Heads of Year support Administrative support ICT support Reprographics cost £700	28 th March 9 th July	PDBW Standards walks across lessons and form time Report to SST Report to AMC every three weeks Half-termly evaluation by the Board of Trustees	
1.2 Support introduction of Presentation Code (in line with section 3 of the TLA Improvement Plan) to ensure a consistent approach across the academy.	SP/VS	Heads of Year support Administrative support Reprographics cost £6,400	29 th March 21 st May 9 th July	PDBW standard walks across lessons and form time Report to SST Report to AMC every three weeks Half-termly evaluation by the Board of Trustees	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
2. Tackle persistent lateness more effectively so that pupils are punctual to school					
2.1 PDBW Lead to conduct initial diagnostic on punctuality	VS	Use of leadership release time Heads of Year directed time	2 nd March	Report to SST	

2.2 Information from diagnostic shared with relevant stakeholders to ensure a thorough and accurate self assessment of academy's current provision	SP/VS	Use of leadership release time	7 th March	Report to SST	
2.3 Punctuality strategy in place as part of the overall PDBW Improvement Plan	VS	Use of Heads of Year directed time Use of Attendance Team directed time Use of leadership release time	6 th March	Report to SST	
2.4 Regular monitoring of punctuality and weekly Deep Support meetings to scrutineer effectiveness of strategy: <ul style="list-style-type: none"> • Pupils are punctual to the academy • Targets for improving punctuality are challenging • Appropriate interventions/support are identified • Impact of interventions are monitored • All relevant stakeholders are held to account 	VS	Use of leadership release time Use of Heads of Year support Use of Attendance Team support Reprographics costings (photocopying)	28 th March	Weekly report to Senior Strategy Team Half-termly scrutiny/evaluation by AMC Report to SST SST RAG rate Improvement Plan Report to AMC every three weeks Half termly evaluation by Board of Trustees	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
3.Ensure the academy's core values (Respect, Believe, Achieve) permeate its behavior for learning, praise and rewards policies					
3.1 Review the RBA curriculum to ensure it is fit for purpose	VS	Use of leadership release time	21 st May	Student Voice QA of current schemes of learning Learning walks Work scrutinies monitor the impact.	
3.2 Information from the RBA curriculum review is shared with relevant stakeholders to ensure a thorough and accurate self-assessment of academy's current provision	VS	Use of leadership release time	9 th July	Report to SST Report to AMC every three weeks Half termly evaluation by Board of Trustees	
3.3 Revised RBA curriculum in place as part of overall PDBW Improvement Plan	VS	Use of leadership release time	5 th September	Learning walks Student voice QA of Improvement Plan by SST SST RAG rate Improvement plan Half-termly evaluation by AMC	
3.4 Review effectiveness of form time provision	VS	Use of leadership release time	16 th May	Student/Staff voice Learning walks	
3.5 Information from review of form time is shared with relevant stakeholders to ensure a thorough and accurate self-assessment of academy's current provision	VS	Use of leadership release time	21 st May	Report to SST Report to AMC every three weeks Half termly evaluation by Board of Trustees	

3.6 Form time strategy in place as part of the overall PDBW Improvement Plan	VS	High quality Reading/literacy materials £2750 Reprographic cost from academy's budget	21 st May	QA of Improvement plan by SST SST RAG rate Improvement plan Half-termly scrutiny/evaluation by AMC	
3.7 Regular monitoring of form time and weekly Deep Support meetings to scrutine effectiveness of strategy: <ul style="list-style-type: none"> No wasted learning time Productive and meaningful start to the day Standards check All relevant stakeholders are held to account 	VS	Use of leadership release time	4 th June	Deep support meetings Half-termly scrutiny/evaluation by AMC Report to SST SST RAG rate Improvement Plan Independent monitoring officer to report to AMC	
3.8 Review current Behaviour for Learning, praise and rewards provision and establish clear and transparent systems	VS	Use of leadership release time	16 th May	Student/Staff voice Learning walks Student Voice	
3.9 Information from the review of Behaviour for Learning, praise and rewards provision is shared with relevant stakeholders to ensure a thorough and accurate self-assessment of academy's current provision	VS	Use of leadership release time	21 st May	Report to SST	
3.10 Behaviour for Learning, praise and rewards strategy in place as part of the overall PDBW Improvement Plan	VS	Use of leadership release time	21 st May	QA of Improvement plan by SST PDBW plan approved by the AMC	
3.11 Regular monitoring of Behaviour for Learning, praise and rewards strategy to scrutine effectiveness of strategy: <ul style="list-style-type: none"> Consistency of application No wasted learning time Equipment on desks(when appropriate) Positive attitudes to learning demonstrated All relevant stakeholders are held to account 	VS	Use of leadership release time	4 th June	Learning walks Deep support meetings Half-termly scrutiny/evaluation by AMC Report to SST SST RAG rate Improvement Plan Independent monitoring officer to report to AMC	
3.12 Review use of Behaviour Support in relation to pupils' attitude to learning	SP/VS	LW support Heads of year support Teaching staff support	21 st May	Present proposed changes to AMC. Report on the impact of the changes on pupils' attitudes to learning to AMC at each meeting.	
3.13 Information from the review of Behaviour Support, is shared with relevant stakeholders to ensure a thorough and accurate self assessment of academy's current provision	VS	No additional cost	21 st May	Report to SST	

3.15 Regular monitoring of Behaviour Support strategy to scrutinise effectiveness of strategy: <ul style="list-style-type: none"> Number of students on report Number of students on accessing isolation Number of students repeatedly accessing isolation All relevant stakeholders are held to account 	VS	LW support Heads of year support Teaching staff support	9 th July	Deep support meetings Half-termly scrutiny/evaluation by AMC Report to SST SST RAG rate Improvement Plan Independent monitoring officer to report to AMC
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Key Priority 5: Engage and empower stakeholders	
<ol style="list-style-type: none"> Develop governance, so that governors have a clear understanding of the academy's strengths and weaknesses and hold leaders to account for the quality of education provided Widen the range of extra-curricular opportunities, so that more pupils can benefit from these activities Improve the systems by which the voices of stakeholders (particularly pupils, parents and carers) influence and contribute to the academy's improvement 	
Success Criteria – Review 1 (Easter 2018)	Success Criteria – Review 2 (Summer 2018)
Academy leadership is appropriately focused upon the objectives yet to be achieved	AMC 's SEF will demonstrate an accurate and informed view of the academy's improvements and areas for further Improvement
Extra curricular plan will have increased the activities of offer to pupils	The % of pupils attending extra curricular activities will have improved

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
1. Develop governance, so that governors have a clear understanding of the academy's strengths and weaknesses and hold leaders to account for the quality of education provided					
1.1 Conduct a governance review of academy	SD / JM	£2,650	29 th March	Review presented to trustees	
1.2 Develop an action plan to improve governance	AMC	No direct cost to academy	4 th May	AMC half termly reports to Board of Trustees	
1.3 Review the role of the Clerk to Governors	SD / JPugh	No direct cost to academy	4 th May	Report to trustees	
1.4 Develop an Academy Monitoring Committee to sharply focus upon the success of this plan in improving the academy provision	SD / JPugh (to appoint Chair)	No direct cost to academy	30 th March	AMC half termly reports to Board of Trustees	

1.5 SP/VS to monitor the progress of the plan and provide regular reports to AMC that provided accurate information regarding: <ul style="list-style-type: none"> • Progress of pupils against targets • Progress of action plan towards targets • Achievement and standards • Assessment data • Quality of teaching and learning and the impact of CPD • Curriculum Improvements • Staff performance management 	SD/JM/VS	Use of leadership release time	28 ^h March 21 st May 9 th July	Report to AMC every three weeks Half termly evaluations by Board of Trustees Independent Monitoring Officer to report to AMC	
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Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
2. Widen the range of extra-curricular opportunities, so that more pupils can benefit from these activities					
2.1 Audit current extra – curricular provision	HS	Use of leadership release time	29 th March	Review presented to Strategy Team	
2.2 Require all departments to deliver a range of extra curricular activities	HS	Use of leadership release time	20 th April	RAG rating	
2.3 Monitor the uptake and engagement of students participating in the extra curricular activities	HS	Use of leadership release time	Fortnightly	Student Voice Fortnightly reports to Strategy Team Report to AMC every three weeks Half termly evaluations by Board of Trustees	

Action	Lead	Support/Cost	Monitoring Date	Monitoring Process	RAG
3. Improve the systems by which the voices of stakeholders (particularly pupils, parents and carers and staff) influence and contribute to the academy's improvement					
3.1 Strengthen the link between Student Council and SLT	HS	Release costs	25 th May	Minutes from meetings Report to Strategy Team on pupil views	
3.2 Establish a “You said, we did” board to respond to pupil and parent voice	HS	Release costs	25 th May	Student Voice Report to Strategy Team on pupil views RAG rating	
3.3 Use Parents’ Evening as opportunities to capture parents’ views on appropriate issues	JH/HOY	Cost of Survey System	Half-termly	Report to Strategy Team on parent views	
3.4 Use newsletters and Principal’s Blog as regular opportunities to communicate to parents and carers the academy’s achievements and improvements	HS/SP	Release costs	Weekly/ Half-termly	RAG rating	