



Washington Academy

Post Ofsted Improvement Plan

Sept 2019

Executive Headteacher James Inman

Head Teacher: Sue Hamilton

Improvement Plan

Academy: *Washington Academy*

PRIORITIES FOR IMPROVEMENT

1	<p>Effectiveness of Leadership and Management</p> <ul style="list-style-type: none"> 1.1 Self-evaluation to be revised to include the recognised areas for improvement 1.2 Adjust the improvement plan to fully address the revised priorities 1.3 Ensure all key stakeholders are aware of the priorities for improvement and provide appropriate CPD to realise these 1.4 Ensure all planned actions are undertaken 1.5 To ensure curriculum plans are aligned with Trust expectations 1.6 To enhance mechanisms for student voice to be recognised 1.7 To increase the quality and depth of monitoring and evaluation systems 1.8 To implement strategies for the use of pupil premium and year 7 catch-up 1.9 To implement the restructure of the student support positions to ensure a greater depth of student support and improve attendance 1.10 Review of the quality of SEND provision including ERP (ERP) 1.11 Adopt the revised safeguarding policy and deliver associated training to staff 1.12 Better monitoring of the uptake of extra-curricular activities 1.13 Expansion of the governing body 1.14 Ensure SLT roles within the academy can be strategic and less operational 1.15 Greater focus on the views of parents and carers
2	<p>Quality of Teaching and Learning and Assessment</p> <ul style="list-style-type: none"> 2.1 Subject directors to support middle leaders in review and development of curriculum content and planning utilising the new schemes of learning across core subjects as they become available 2.2 To establish greater consistency in curriculum planning 2.3 To ensure greater consistency of quality of teaching 2.4 To ensure more appropriate use of assessment to inform next steps teaching 2.5 To ensure the level of challenge is appropriate for each class and all ability levels, particularly the most able 2.6 To create more engagement in lessons and develop more resilient learners 2.7 To ensure there is greater consistency in the quality of students' work in books and increased pride in their work for all groups of students 2.8 To ensure the quality of teaching of students in ERP is consistently high and focussed to their specific needs 2.9 To introduce a deep dive evaluation process based upon Ofsted direction to ensure a more carefully planned and sequenced curriculum is

	covered in enough depth and detail to support all learners
3	Personal Development, Behaviour and Wellbeing 3.1 Improve attendance for all groups of students, particularly for SEND and PA 3.2 Review and further develop the curriculum for PHSE for all year groups 3.3 Create appropriate time for delivery of PHSE, particularly for Key Stage 4 3.4 Continue the work to create an ethos of mutual respect 3.5 Reduce bullying and increase student confidence that this will be dealt with effectively 3.6 Eliminate the low level disruption and antisocial or boisterous behaviour
4	Outcomes for students 4.1 Although the academy is already a high performer in comparison to national statistical neighbours to continue to improve progress for all groups of students to be at least in line with national averages 4.2 To continue the work to further close the progress gap between disadvantaged students and national non-disadvantaged 4.3 To enhance appropriate provision for SEND students to improve progress for this group 4.4 To review and revise the outcomes for students in the Enhanced Resource Provision to be more appropriate for their needs 4.5 To review the current practice with accelerated reader to ensure greater improvement across all group, particularly those with the lowest reading ages

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1.1	To revise the SEF to accurately describe the priorities for improvement.	SEF produced and regularly reviewed by the SLT in consultation with the Trust. SEF will reflect honest evaluation based on robust evidence.	DA, LI, ERO, LM, SH,	SH, JI,	<p>Request updated information from all relevant areas.</p> <p>Senior team to re-write the SEF in line with inspection report and new Ofsted framework.</p> <p>Senior Team to liaise with Regional Director in construction of this important evaluative tool.</p> <p><i>SEF Review Meeting with CEO planned to take place 29th November 2019 to monitor progress against plan.</i></p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 Jan 2020</p> <p>Review 3 Mar 2020</p> <p>Review 4 May 2020</p> <p>Review 5 June 2020</p> <p>Final review and re-write Sept 2020</p>

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1.2	To revise the academy Improvement Plan/Ofsted action plan to incorporate the identified priorities from the inspection report.	Succinct improvement plan written with clear, measurable outcomes and milestones.	Jl, SH	Jl, CEO	<p>Re-write the improvement plan.</p> <p>Share improvement plan with governors</p> <p><i>Plan completed and deemed fit for purpose by Ofsted in Sept 2019.</i></p> <p><i>Initial plan shared with Governors. Updated plan due to be shared 14th Nov.</i></p>	<p>Aug 2019</p> <p>Sept 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 Jan 2020</p> <p>Review 3 Mar 2020</p> <p>Review 4 May 2020</p> <p>Review 5 June 2020</p> <p>Final review and re-write Sept 2020</p>
1.3	<p>SEF and Improvement Plan communicated to the Exec. Team, relevant Subject Directors, Trustees and Local Governing Body.</p> <p>Audit of CPD needs across the academy.</p>	<p>All key stakeholders have clarity regarding the priorities and plans to be implemented and how they are to be monitored.</p> <p>A costed CPD plan including generic and specific CPD needs is costed and scheduled.</p>	SLT	<p>Exec. Team, LGB, Trust</p> <p>SLT, SJ, MD</p>	<p>All stakeholders can articulate priorities of plans and key actions being implemented.</p> <p>CPD training sessions are timetabled for 2019/2020. July 2019 planned</p> <p>Strategic support to be identified from another Trust school</p> <p><i>Support being provided by leader of teaching and learning from Buile Hill Academy (Leadership and Management graded Good).</i></p> <p><i>CPD plan for the year in place – several sessions taken place since April 2019 focussed on improving capacity for improvement.</i></p>	<p>Staff – June 2019, Governors – Sept 2019, Trust – Oct 2019</p> <p>Sept 2019</p> <p>June 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>

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1.4	Curriculum review takes place to incorporate Trust's aligned document and priorities from the inspection report.	Review completed. Revised curriculum plan is in place for 09/19 which better meets the needs of the students. Outcomes for students will improve on those in 2018/19 (see outcomes section) – annual uplift in P8 of 0.3 until in line with NA.	SLT	SLT	Review Plans incorporated into the new timetable for 09/19 Production of any new teaching materials completed - <i>Initial materials completed but on-going throughout the year in line with long-term plans that are now in place.</i> <i>Review completed and a series of actions implemented including reverting to a 3yr KS3 and revising time allocations to ensure the curriculum is broad and balanced. PSHE now a specific timetabled lesson across all year groups.</i>	May 2019 May 2019. July 2019.	Review 1 Dec 2019 Final review May 2020
1.5	To create a Student Council To provide training for members of the Student Council. To devise a system for student feedback on a range of social, curriculum, ethos and experiences.	Senior students identified/selected including Head Boy/Girl. Training completed. Student Council is in operation. System for feedback on issues identified has the first run-through. Student voice is incorporated into development planning. Student voice is positive about their experiences at Washington.	Support via NLE LI, Year Leaders KO	JI, SH	J Parkinson (NLE) to work with LI on development of school council – <i>Ongoing work in terms of establishing student council and identifying student ambassadors</i> Identify key action points from feedback from student voice and produce a plan. Schedule implementation of ideas from Autumn half term 2019 <i>Student voice now received (and continues to be received weekly). Plan/schedule of implementation in progress. Now targeted for completion by end of November 2019.</i>	Sept 2019 Oct 2019 Oct 2019	Review 1 Jan 2020 Final review July 2020

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1.6	Identify best monitoring practice from other academies in the Trust. Identify appropriate metrics to assist monitoring cycle.	Processes identified. Along with appropriate quantitative and qualitative measures. Identified good practice is shared across the Trust. The quality of teaching and learning improves. Outcomes improve on the 2018/19 outcomes for students (see outcomes section) – 0.3 uplift in P8 score until in line with NA.	SLT	CEO/JI SLT	Best practice shared and communicated by Regional Directors and other Trust Heads at Summer term leadership conference <i>Trust support (leader of T&L from Buile Hill) supporting through the identification and sharing of best practice. Current monitoring evidence suggests T&L is improving and that inadequate practice has been eradicated. The focus is shifting towards improving the consistency of good teaching and learning, and the impact of this focus will be monitored in Dec 2019.</i>	July 2019	Review 1 Sept 2019 Review 2 Dec 2019 Review 3 Mar 2020 Final review summer results 2020
1.7	Create a monitoring and evaluation cycle that is congruent with key monitoring points within the annual academic cycle.	Cycle clearly communicated to all stakeholders. Monitoring identifies good practice which is shared. The quality of teaching improves and student outcomes demonstrate a clear trajectory of improvement.	DA/LM	JI	High quality model implemented after any minor adjustments to meet the needs of Washington Academy. <i>Model of QA being developed in conjunction with the Trust. See whole school calendar.</i>	July 2019	Review 1 Jan 2020 Review 2 May 2020 Final review Sept 2020
1.8	To implement strategies for the use of pupil premium and year 7 catch-up	Pupil premium and year 7 catch up fund strategies effectively embedded and demonstrating impact. The gap between PP and	LM/LI/GC	JI, SLT	Pupil Premium review Action plan identified from pupil premium review Pupil premium plan displayed on school website	Nov 2019 Nov 2019 Nov 2019	Review 1 Nov 2019 Review 2 May 2020 Final review Sept 2020

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		national all reduces on the 2018/19 outcomes. Disadvantage project findings are used to improve teaching and learning and support students more effectively across the school. Outcomes improve as a result (see outcomes section)			Completion of Disadvantage project work with findings reported back to staff and plans of action produced <i>Pupil Premium Review scheduled to take place 20/11 – strategy for the year in place, subject to recommendations raised during the review which will be actioned immediately.</i>	Nov 2019	
1.9	To implement the restructure of the student support positions to ensure a greater depth of student support and improve attendance	New staff are in post and clear of their roles and responsibilities. Attendance improves on the 2018/19 figure of 89.8%, to at least 92.5%. PA improves on the 2018/19 figures for all groups from 27.6% to 22%.	LI, GC	SLT	Current staff are moved across to new roles Recruitment of staff to additional posts Induction of new staff into their roles <i>Some gaps in the structure exist following the robust application of the Academy's capability procedure. Recruitment is ongoing here.</i> <i>PA currently stands at 18.8% and attendance is 92.2%. Leaders recognise that further improvements to attendance are a key priority for improvement.</i>	June 2019 June 2019 June 2019	Review 1 Nov 2019 Review 2 Jan 2020 Review 3 Mar 2020 Review 4 May 2020 Review 5 June 2020 Final review Sept 2020
1.10	Review of the quality of SEND provision including ERP	Mainstream teachers are better trained to support and identify SEND needs of their students. SEND students make better progress as a result reflected in an	SENDCO	LI/SH	Review SEND support across the main school provision, identify where support is needed Planned training for all staff in adaptation of work for SEND students. Greater training for staff in relation to SEND needs of mainstream students.	May 2019 Nov 2019	Review 1 Dec 2019 by local authority and termly reviews thereafter Review 2 May 2020 Final review Sept 2020

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		improvement in P8 for this cohort. EHCP plans completed for students in the main school provision and appropriate support put in place Review of ERP provision conducted with LA and action plan implemented and having effect			Additional support (EHCP) put in place for those students currently lacking this support Review of ERP provision with LA Implementation of action plan Review of actions of plan <i>Action plan implemented in response to the recommendations raised in the LEA review completed in Summer Term 2019.</i> <i>All students with EHCPs now receiving more streamlined, focussed and effective support within the ERP. Improvements to identification of needs across the rest of the school are ongoing.</i>	Sept 2019 May 2019 Sept 2019 Dec 2019	
1.11	Adopt the revised safeguarding policy and deliver associated training to staff	Safeguarding policy adopted and displayed on website. Staff fully trained and adhere to their safeguarding responsibilities.	LC	LI	Policy adopted by governors Policy displayed on website All associated training completed with staff <i>Complete – validated by the Trust Safeguarding review completed Oct 2019.</i>	June 2019 April 2019 June 2019	Review 1 June 2020 Final review and amend Sept 2020
1.12	Better monitoring of the uptake of extra-curricular activities	Central record created of extracurricular opportunities with tracking of students accessing these and students not accessing activities being positively encouraged to do so	Year Leaders, KO, HOD - PE	LI	Audit of extra-curricular opportunities available Tracking of which students are engaging in these <i>Work ongoing – audit completed of activities available and tracking of each individual student's involvement with extra-curricular activities ongoing. Additional</i>	Sept 2019 October 2019	Review 1 Jan 2019 Final review July 2020

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					<i>focus to be placed on tracking involvement by student group to ensure equal participation for all.</i>		
1.13	Expansion and development of the governing body	Governing body expanded with a range of skills and an ability to challenge and support school development	SH, JL, Chair of governors	SH/ Trust	<p>Skills audit conducted with current governing body</p> <p>Identify skills gaps.</p> <p>Identify and recruit suitably skilled governors</p> <p>Consilium trustee linked to the school's governing body</p> <p>All actions and minutes to be reviewed and scrutinised at Consilium trustee meetings.</p> <p>Regional director to monitor and evaluate the school plan and feedback through the central trustee quality assurance system</p> <p><i>SIP evaluated by Regional Director and CEO prior to re-submission to Ofsted in Sept 2019. Plan deemed fit for purpose.</i></p> <p><i>Key area for development identified for LAB is knowledge/understanding of curriculum development. Training planned to be delivered by RD (Dec 2019) who is also a practicing Ofsted Inspector.</i></p> <p><i>CEO will scrutinise minutes of all governors meetings and report progress Trustees.</i></p> <p><i>CEO/RD planning regular meetings with School Leaders to monitor the progress against the plan and the impact of actions taken. First meeting planned for 29th Nov.</i></p>	<p>June 2019</p> <p>Sept 2019</p> <p>July 2019 and ongoing</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>GB review 1 Sept 2019</p> <p>GB review 2 Dec 2019</p> <p>GB review 3 Mar 2020</p> <p>GB review 4 May 2020</p> <p>Final GB review Sept 2020</p> <p>Trustee Review 1 Oct 2019</p> <p>Trustee Review 2 May 2020</p> <p>Final T review Sept 2020</p>

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1.14	Ensure SLT within the academy can be strategic and less operational	SLT, whilst supporting staff visibly in the academy are able to operate strategically during the school day and are not operational throughout the day Diaries reflect this with less operation and more strategic diary commitments	SLT	SH, JI	<p>Audit of current working patterns including a deep dive into daily practice</p> <p>Analysis of calendar commitments of members of SLT to identify other staff who could fulfil roles and tasks</p> <p>Opportunity for members of SLT to visit other schools and see the 'practice' of other senior leaders</p> <p>With expansion of the Pastoral team, identify staff who can provide the support currently given by SLT</p> <p><i>SLT and, increasingly, MLs have a clear understanding of the strategic priorities of the school and are therefore working in a more focussed and effective way.</i></p> <p><i>Leaders are continuing to build capacity across the school and develop the culture of the school to enable them to become more strategic.</i></p>	<p>June 2019</p> <p>June 2019</p> <p>June 2019</p> <p>Sept 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 Mar 2020</p> <p>Final review Sept 2020</p>
1.15	Greater focus on the views of parents and carers	Greater understanding of the views of the majority of parents Improved parental opinion of the school on Parentview	Jl, KO	SH,	<p>Monthly comparison of feedback on parent view</p> <p>Establish online questionnaires around key issues or areas impacting on families</p> <p>Increase opportunities for parents/carers to positively engage with the academy – introduction of Parent Forum meetings run by Year Leaders, overseen by Pastoral Assistant Head</p> <p>Written response to parents informing them of the progress the school has made in response to the inspection outcome, including access to the action plan via the website</p>	<p>Sept 2019</p> <p>September 2019</p> <p>Nov 2019</p> <p>Sept 2019</p>	<p>Review 1 Oct 2019 and monthly thereafter</p> <p>Review 2 Nov 2019</p> <p>Review 3 Dec 2019</p> <p>Review 4 Jan 2020</p> <p>Review 5 Feb 2020</p> <p>Review 6 March 2020</p> <p>Review 7 April 2020</p>

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					<p><i>Parent View demonstrates that 73% would recommend the school compared to 30% at the time of the last inspection.</i></p> <p><i>The school is increasing the number of opportunities for parents to come and discuss the progress of their child. These events are also utilised as an opportunity for the school to gather further feedback from parents.</i></p> <p><i>Next step is to focus on parents who are not engaging with these opportunities to ensure that there is a clearer understanding of the reasons for their lack of engagement.</i></p>		<p>Review 7 May 2020</p> <p>Review 8 June 2020</p> <p>Review 9 July 2020</p> <p>Final review Sept 2020</p>

2

Quality of Teaching and Learning and Assessment

- 2.1 Subject directors to support middle leaders in review and development of curriculum content and planning, utilising the new schemes of learning across core subjects as they become available
- 2.2 To establish greater consistency in curriculum planning
- 2.3 To ensure greater consistency of quality of teaching
- 2.4 To ensure more appropriate use of assessment to inform next steps teaching
- 2.5 To ensure the level of challenge is appropriate for each class and all ability levels, particularly the most able
- 2.6 To create more engagement in lessons and develop more resilient learners
- 2.7 To ensure there is greater consistency in the quality of students' work in books and increased pride in their work for all groups of students
- 2.8 To ensure the quality of teaching of students in ERP is consistently high and focussed to their specific needs
- 2.9 To introduce a deep dive evaluation process based upon Ofsted direction to ensure a more carefully planned and sequenced curriculum is covered in enough depth and detail to support all learners

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2.1	HoDs and department staff to enhance curriculum mapping plans in line with Trust expectations as supported by Regional Directors.	<p>Revised curriculum maps in place for September 2019/January 2020.</p> <p>Curriculum maps clearly articulate sequenced teaching leading to expectations of 'deep learning', knowing more and remembering more and episodes of recall.</p> <p>Student outcomes improve as more effective curriculum maps drive logical and progressive teaching sequences, resulting in improvements</p>	HoDs	DA, Regional Director	<p>HoDs are available to meet with regional director. HoDs to follow Subject Directors advice regarding revision of subject curriculum maps.</p> <p>HoDs to be guided by expectation that where possible KS4 examination course content be included in Y9 curriculum planning.</p> <p>HoDs/subject teams review and revise overview and medium-term schemes of learning in accordance with advice received in readiness for Sept 2019 implementation.</p> <p>All department staff contribute to review and are aware of expectations for September 2019.</p>	<p>Oct 2019</p> <p>June 2019</p> <p>July 2019</p> <p>July 2019</p> <p>July 2019</p>	<p>Review 1 Dec 2019</p> <p>Final review April 2020</p>

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		to P8 scores (set out in outcomes section).			Individual teachers ensure they are sufficiently informed to deliver revised schemes of learning in Sept 2019. <i>Medium term plans were in place for implementation in September 2019 but continue to remain under review through the academic year.</i>		
2.2	Common formats, aligned with Trust expectations, are adopted for all subject curriculum planning documentation.	Curriculum maps will clearly indicate sequenced teaching delivery and schemes of learning will assist teachers in their delivery. Students will have a more secure grasp of the knowledge which will be committed to their long term memory. Outcomes for students will improve on those in 2018/19 (see outcomes section)	HoDs HR costs	DA	In discussion with Trust Leaders the academy adopts appropriate curriculum planning formats Subject staff teams review and revise curriculum documentation in readiness for implementation. DA to monitor progress towards production of revised curriculum documentation. (July 2019) <i>Implemented in accordance with timeline, but subject to ongoing review.</i>	June 2019 July 2019	Review 1 Dec 2019 Review 2 April 2020 Final review summer results 2020
2.3 a	The academy utilises existing good teaching to improve consistency of teaching across all curriculum areas.	Lesson observation reports provided by the QA system depict improving consistency of high quality teaching across all curriculum areas.	ER, LM	SHA/JI	Senior leader i/c T&L to audit quality of teaching by teacher. A programme of peer observation/peer mentoring/peer coaching is implemented. Lesson observations result in clear identification of areas for improvement for individual teachers. Identified improvement areas form particular foci following observations.	July 2019 Nov 2019 July 2019 July 2019	Review 1 Jan 2020 Review 2 May 2020 Final review Sept 2020

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2.3 b	The CPD programme is revised and implemented to include greater focus on improving standards of teaching.	<p>All teaching matches national standards and much exceeds those standards.</p> <p>Students are more engaged in their learning, remember more and have a secure and broad knowledge base which helps them to continue learning demonstrated by a reduction in reported incidents of disrupted learning.</p>	ER, LM	SH/JI	<p>Evidenced based effective teaching techniques are explored.</p> <p>A CPD programme utilising internal and external expertise, in as practical form as possible, to upskill the teaching workforce is implemented.</p> <p><i>Programme of CPD for the year in place and several CPD activities have taken place since the last inspection.</i></p> <p><i>Leaders are beginning to engage staff in action research projects to further develop the capacity to improve teaching and learning.</i></p>	<p>July 2019</p> <p>July 2019</p>	<p>Review 1 Jan 2020</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>
2.3 c	To use appraisal as a tool to improve teaching across the school	All teaching matches national standards and self evaluation evidence demonstrates that the implementation of the curriculum is consistently improving.	ER, LM	SH/JI	<p>Lesson observations, book scrutinies and student outcomes are used to identify teachers in need of individual professional development plans.</p> <p>Appraisal targets are set to address individual needs and are time limited to ensure rapid progress or progression to next necessary actions. Trust to monitor progress of teachers identified for capability and advise as to progression as required.</p> <p><i>Formal support plans utilised where monitoring evidence suggests this is necessary. Some examples of clear improvements to practice. Where this is not the case, the individuals have left the Academy.</i></p>	<p>Sept 2019</p> <p>Oct 2019</p>	<p>Review 1 Jan 2020</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>
2.4	Ensure assessment is used with appropriate frequency, but not to the expense of subject content. That the	In challenge and support meetings teachers and middle leaders can demonstrate sound rationale for use of	HoDs	ER/LM /DA	Support and challenge meetings at HoD/class teacher and SLT/middle leader levels include focus on purposeful use of assessment. Meetings to be led by Deputy Head for consistency	Sept 2019	<p>Review 1 Sept 2019</p> <p>Review 2 Dec 2019</p>

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	evaluation of results informs next steps planning and teaching delivery.	assessment and how results of assessments are used to inform dynamic sequences of teaching. Internal tracking data indicates increasing proportions of students are making expected, or are exceeding expected levels of progress.			<p>That the QA system ensures there are robust standardisation procedures in place to secure validity of tracking results evaluation.</p> <p>Lesson observations to include review of links between prior assessment and delivery planning.</p> <p>Departments to discuss with middle leaders the use of assessment and to analyse identify and realign when this is at the expense of subject content</p> <p><i>Monitoring evidence demonstrates that teachers are more effectively using assessment information to support planning. The focus remains on ensuring that stronger practice becomes more consistent across the Academy.</i></p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 3 Mar 2020</p> <p>Final review summer results 2020</p>
2.5	The level of challenge in all lessons to be appropriate to the abilities of students and all ability levels, particularly the most able.	<p>Lesson observation records note that students are more stimulated by and engaged in lessons.</p> <p>Good learning is noted in lesson observation reports.</p> <p>Improved progress, matching expected standards, is noted via the academy's internal progress tracking system across all pupil groups</p> <p>Specific focus on SEND in both mainstream and ERP indicates appropriate work</p>	Teachers /HoDs	SLT	<p>Teachers plan lessons in accordance with revised curriculum plans as they are developed.</p> <p>Academy QA system includes review of target setting to ensure level of challenge is appropriate. Across all groups, including SEND and high to low ability with the incorporation of the deep dive process</p> <p>Internal tracking data is evaluated by SLT and rigorous discussions conducted with middle leaders where student groups are identified as underachieving. These discussions result in effective actions to address underachievement.</p> <p>Trust to monitor tracking evaluations with SLT and intervene as required via the new regional director post</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Nov 2019</p>	<p>Review 1 Jan 2020</p> <p>Review 2 May 2020</p> <p>Final review July 2020</p>

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		and challenge with learners making progress Student progress outcomes at KS4 move towards the national averages (see outcomes section), including for the most able.			<i>Trust monitoring and evaluation to commence during next meeting on 29th Nov.</i>		
2.6	Students to be more engaged in learning activities in lessons.	Lesson observation reports clearly depict students' interest and enthusiasm for their learning. Student voice indicates increasing 'love of learning'. Student books depict pride in work produced. Students are able to clearly articulate the knowledge that they are learning and can say how their learning is sequenced to enable them to make links both within and between subjects.	Teachers /HoDs	Members of SLT/ QA team	Leaders at all levels set high expectations for classroom craft. Teachers plan lessons in accordance with revised curriculum plans, teaching plans are reviewed as curriculum documentation is further developed. Staff devise a variety of stimulating approaches and materials for deployment in teaching activities. Internal tracking data is evaluated by SLT and rigorous discussions conducted with middle leaders where student groups are identified as underachieving. These discussions result in effective actions to address underachievement. Trust to monitor tracking evaluations with SLT and intervene/reshape support/challenge as required. ongoing	Sept 2019 Sept 2019 Sept 2019 Nov 2019	Review 1 Jan 2020 Review 2 May 2020 Final review July 2020
2.7	Students' books to provide a useful learning tool and to indicate pride in work and increasing	Students' work in books is well presented, well organised and can be used	Teaching staff/ HoDs	ER/ SH/ JI	Leaders at all levels adopt higher expectations regarding students' work	Sept 2019	Review 1 Oct 2019 Review 2 December 2019

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring and Evaluating	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
	love of learning.	<p>as an effective revision resource.</p> <p>Students' work reflects the variety of tasks utilised in learning and challenge appropriate to their abilities.</p> <p>Students' work clearly indicates that the learning is sequenced, there are recall opportunities and that there are challenging curricular goals.</p>		Consilium senior officers	<p>A common set of standards is established for students' book work, which is applied across all curriculum areas.</p> <p>Book scrutinies are undertaken as an integral part of the academy's QA system. Initially these are at a higher frequency than previously.</p> <p>Findings from scrutinies are recorded and systems established (e.g. via support and challenge meetings between SLT and middle leaders) to ensure evaluations are acted upon. Previous areas for improvement are rechecked during subsequent scrutiny exercises.</p> <p><i>Monitoring evidence demonstrates an improvement in the quality of students' books compared to the time of the previous inspection. Where this was identified as a key weakness in English previously, this is now emerging as a strength.</i></p>	<p>July 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 3 February 2020</p> <p>Review 4 March 2020</p> <p>Final review June 2020</p>
2.8	To ensure the quality of teaching of students in ERP is consistently high and focussed to their specific needs	<p>Quality of work in students' books indicates the challenge students are given.</p> <p>Assessment data indicates that students are making progress across an established and understood data set</p>	SENDCO, DA, LI	QA team, JI, SH	<p>The LA review to, identify action points for improvement</p> <p>Ensure lesson observation program for any member of staff teaching students in ERP includes at least one observation of work with ERP students</p> <p>Book scrutinies to be timetabled in across the academic year</p> <p>More robust challenge of SENDCO</p> <p>Commission regular external reviews and support of the work of the SENDCO</p>	<p>June 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>July 2019</p> <p>Nov 2019</p>	<p>Review 1 Dec 2019 by local authority and termly reviews thereafter</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring and Evaluating	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
					<i>Challenge for the SENDCO is ongoing and improvements are embryonic. Issues of capacity remain which are being addressed through interim leadership appointments. External Review commissioned by SEND consultant through the Trust to take place November 2019.</i>		
2.9	To introduce a deep dive evaluation process based upon Ofsted direction to ensure a more carefully planned and sequenced curriculum is covered in enough depth and detail to support all learners	<p>At each deep dive review there will be clear connections between intent, implementation and impact of the curriculum.</p> <p>Students will be able to describe their learning in detail and will begin to make links with other subject areas.</p>	LM, DA	SH, JI	<p>To follow the revised monitoring cycle for Teaching and Learning and identify connectedness of the curriculum from planning to implementation</p> <p>To follow the curriculum alignment policy issued by the trust, approved in May 2019</p> <p><i>Revised monitoring cycle implemented in conjunction with support from the Trust. Feedback from faculty leaders demonstrates that the new process is providing more insightful feedback which is supporting a more focussed approach to improvement.</i></p>	<p>Sept 2019</p> <p>June 2019</p>	<p>Review 1 Oct 2019</p> <p>Review 2 December 2019</p> <p>Review 3 February 2020</p> <p>Review 4 March 2020</p> <p>Review 5 June 2020</p> <p>Final review summer results 2020</p>

3	Personal Development, Behaviour and Wellbeing 3.1 Improve attendance for all groups of students, particularly for SEND and PA 3.2 Review and further develop the curriculum for PHSE for all year groups 3.3 Create appropriate time for delivery of PHSE, particularly for Key Stage 4 3.4 Continue the work to create an ethos of mutual respect 3.5 Reduce bullying and increase student confidence that this will be dealt with effectively 3.7 Eliminate the low level disruption and antisocial or boisterous behaviour
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ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
3.1	<p>To identify priority groups and individuals.</p> <p>To develop strategies for improvement in attendance using the Heworth Grange strategy.</p> <p>To develop more effective communications with parents regarding attendance.</p>	<p>Policies and procedures embedded</p> <p>Key member of staff full trained and empowered to work effectively</p> <p>Tracking and monitoring demonstrates improvement in attendance of all groups across the academy.</p> <p>Attendance improves from the baseline of 89.8% to 92.5%.</p> <p>PA is reduced to 22%</p>	<p>Support from Heworth Grange attendance manager</p> <p>Attendance Lead, Year leaders, Attendance 100</p>	<p>LI, SLT,</p>	<p>Dedicated attendance lead in place focussing solely on this role</p> <p>Training and support in place using attendance manager from Heworth Grange</p> <p>Development of policy and practice in this area</p> <p>Development of the external support from Attendance 100 to enable effective outreach work</p> <p>Implement new uses of text messaging service to increase attendance e.g., reminders at end of holiday periods when school resumes etc.</p> <p>Rewording of attendance communications to parents to signal more robust stance regarding parental responsibilities for attendance</p> <p><i>New staffing structure for attendance is in place and is beginning to have an impact, though this remains a clear focus for improvement amongst Leaders. Leaders have identified a need for more administrative support for the attendance lead to</i></p>	<p>June 2019</p> <p>Sept 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 Jan 2020</p> <p>Review 3 Mar 2020</p> <p>Review 4 May 2020</p> <p>Review 5 June 2020</p> <p>Final review Sept 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
					<i>allow the lead to work more strategically. This will be implemented by Dec 2019.</i>		
3.2	<p>To share best PSHE practice models to be taken from the Trust (Armthorpe exemplar scheme and resources)</p> <p>To Identify key teachers (including lead) and appropriate training scheduled.</p>	<p>Teachers to deliver the course are identified including lead.</p> <p>Schemes of learning are established.</p> <p>Phase 1 of identified CPD delivered.</p>	Support and work with PSHE lead at other trust schools	SLT lead PSHCE Co-ordinator	<p>Monitor the quality of training for staff.</p> <p>All teaching materials for term 1 in place.</p> <p><i>Teaching staff and Lead have been identified and are timetabled. Appropriate scheme of learning have been established.</i></p> <p><i>Training is ongoing to ensure all staff are appropriately skilled to deliver the curriculum.</i></p>	<p>Sept 2019</p> <p>July 2019</p>	<p>Review 1 Dec 2019</p> <p>Final review April 2020</p>
3.3	<p>To schedule timetabled curriculum lessons for PSHCE curriculum following a review of time allocations at both key stages.</p>	<p>PSHCE timetabled for September 2019 with a selected team of staff.</p> <p>Student voice depicts that they are much more aware of fundamental British Values, diversity and inclusion, tolerance and difference.</p> <p>PSHCE impacts positively on students' ability to be responsible, respectful and active citizens in modern Britain.</p>	PSHE lead	SH, LI	<p>Lessons timetabled for the start of the autumn term following the trusts preferred allocation of time model.</p> <p>Programs of study for both KS3 and KS4 identified and resourced. Ensure both have a focus on British values and personal safety</p>	<p>July 2019</p> <p>July 2019</p>	<p>Review 1 Dec 2019</p> <p>Final review April 2020</p>
3.4	To continue modelling positive behaviours to	External review provides a positive view of the academy. Qualitative	All staff	SH, JH, SLT,	External review commissioned via NLE support	Sept 2019	Review 1 Jan 2020

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
	<p>students and staff.</p> <p>To ensure that all policies relating to behaviour, safeguarding and attendance are monitored meticulously.</p> <p>To review messaging through the visual environment, website, social media and assemblies is overwhelmingly positive.</p> <p>To create opportunities for rewards for positive attitudes, behaviour and achievement are in place and receive positive feedback.</p> <p>To ensure that the ethos of the academy is in line with the aims and Charter of the Trust.</p>	<p>evaluation positive. Quantitative evaluations positive from all stakeholders.</p> <p>Monitoring and evaluation of behaviour and extra-curricular experiences in place.</p> <p>External review and advice provided on messaging and marketing.</p> <p>Rewards experiences planned in line with those of other academies in the Trust culminating in the 'London Experience'.</p> <p>Evaluation of impact conducted through stakeholders by the Trust.</p> <p>Attendance improves for all groups. Attendance improves from a baseline of 89.8% to 92.5%</p> <p>PA is reduced to 22%.</p> <p>FTE figures demonstrate a reduction due to an improved climate.</p>	<p>DSL, LI, Attendance lead, Year Leaders</p>	<p>Trustees</p>	<p>Updates for website, social media postings scheduled and checked.</p> <p>Reward structure planned to include residential experience.</p> <p>Stakeholder meetings and questionnaires ready.</p> <p>Work in this area is ongoing.</p>	<p>June 2019</p> <p>Nov 2019</p> <p>Sept 2019</p>	<p>Review 2 May 2020</p> <p>Final review July 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
3.5	Reduce bullying and increase student confidence that this will be dealt with effectively	Reduction in the number of incidents of bullying around the academy Students confident through student voice that incidents will be dealt with Students understand the importance of protected characteristics and have respect for each other Attendance improves for all groups of students towards national average (and 92.5% overall).	Year leaders, PSHE lead Form tutors	LI/SH	<p>Increase capacity of pastoral team from 3 HOH to 5 Year leaders, enabling more time for pastoral leaders to be proactive rather than reactive.</p> <p>Identify amongst the year leaders an anti-bullying co-ordinator</p> <p>Key roles of anti-bullying mentors to be identifies and actioned</p> <p>Identify within the assembly timetable opportunities to challenge bullying and make students more aware of protected characteristics</p> <p>Refine the record keeping of bullying incidents so all incidents must be investigated and resolved</p> <p><i>More robust action around bullying has resulted in a reduction in incidents and a greater awareness amongst leaders of individuals who are a concern and require support.</i></p> <p><i>Increase in capacity amongst Year Leaders has created a greater sense of year group identity (compared to the previous house structure), as demonstrated by student voice.</i></p>	<p>June 2019</p> <p>July 2019</p> <p>Sept 2019</p> <p>Aug 2019</p> <p>July 2019</p>	<p>Review 1 Sept 2019</p> <p>Review 2 Dec 2019</p> <p>Review 3 Mar 2020</p> <p>Review 4 May 2020</p> <p>Final review Sept 2020</p>
3.6	Eliminate the low-level disruption and antisocial or boisterous behaviour	Improvement in purpose around the academy – all students moving quickly and with purpose to lessons	Year leaders Staff	SLT	<p>Reintroduce Academy Absolutes across the whole school consistently</p> <p>Ensure all staff are aware of their duty to work as a team to support other staff and students. Provide challenge to those staff who could better support policy</p>	<p>May 2019</p> <p>May 2019</p>	<p>Review 1 Jan 2020</p> <p>Review 2 May 2020</p> <p>Final review July 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)	Start date	Evaluated Impact on Learning (RAG rated)
		<p>Incidents recorded on Classcharts and CPOMS are reduced</p> <p>Reduction in the number of first aid incidents in relation to boisterous behaviour</p> <p>Reduction in the number of physical assaults</p> <p>Reduction in the number of fixed term exclusions</p> <p>Students who are unable to access mainstream provision due to underlying behaviour issues are provided with bespoke curriculums or, are supported to move to alternative provisions</p>			<p>Identify those students who are unable to cope with mainstream provision. Plan bespoke pathways for these students, or ensure they gain access to more appropriate provisions <i>Ongoing</i></p> <p>Redesign of the way in which incidents are recorded on CPOMS to enable ready analysis of types of incidents and hence intervention with certain types of behaviour</p> <p>Produce an Inclusion offer</p> <p><i>Academy Absolutes strategy has been changed from original plan to become more focussed on improving student engagement.</i></p>	<p>Sept 2019</p> <p>June 2019</p> <p>Aug 2019</p>	

4	<p>Outcomes for students</p> <p>4.1 Although the academy is already a high performer in comparison to national statistical neighbours the academy is to continue to improve progress for all groups of students to be in line with national averages</p> <p>4.2 To continue the work to further close the progress gap between disadvantaged students and national non-disadvantaged</p> <p>4.3 To enhance appropriate provision for SEND students to improve progress for this group</p> <p>4.4 To review and revise the outcomes for students in the Enhanced Resource Provision to be more appropriate for their needs</p>
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ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)		Evaluated Impact on Learning (RAG rated)
4.1	Year on year significant improvement in KS4 overall progress measure (2018 - 0.69) to be in line with national average (2018 - 0.03)	Target 0.30 annual uplift in overall P8 score until academy performance is in line with national averages.	DA/SH/JI	LGB/Trustees Performance Committee	<p>Leaders at all levels are aware of, and communicate to all staff, the priority issues for improvement within individual's spheres of influence.</p> <p>Leaders at all levels support all staff in formulating granulated plans of action.</p> <p>Leaders at all levels implement monitoring and evaluation systems appropriate to their areas of responsibility and operation.</p> <p>Leaders at all levels ensure corrective actions flow from evaluations as required to achieve performance improvements set.</p>	<p>May 2019</p> <p>May 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 1 Sept 2019</p> <p>Review 2 Dec 2019</p> <p>Review 3 Mar 2020</p> <p>Final review summer results 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)		Evaluated Impact on Learning (RAG rated)
					<i>Appropriate monitoring and evaluation systems have been implemented. Leaders are now focussed on improving how these systems are utilised to drive improvement at pace.</i>		
4.2a	To improve the effectiveness of defray of Student Premium funding.	The gap in progress performance between disadvantaged students (2018 -0.62) and national average non-disadvantaged (2018 +0.13) is further reduced and so makes a significant contribution to improving the overall P8 figure in accordance with objective 4.1. Target improvement of 0.3 annual reduction in gap analysis.	DA/SH/JI	LGB/Trustees Performance Committee	<p>To establish a clear overall responsibility position within the senior team for progress of PP students.</p> <p>To establish a clear responsibility position within the LAB for progress of PP students.</p> <p>To review the PP budget plan to achieve a better understanding of intended expenditure.</p> <p>To use the findings of the Pupil Premium review to explore additional gains in the progress of these students</p> <p><i>Pupil Premium Link Governor to be appointed at meeting on 14th Nov.</i></p> <p><i>PP Budget plan is in place for 2019/20 but will be revised in light of any recommendations raised during the review.</i></p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Oct 2019</p> <p>Nov 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>
4.2b	To improve the effectiveness of defray of Yr7 catch-up funding.	Internal progress tracking indicates student group eligible for this funding have closed progress gaps from on-entry base line. Internal progress tracking indicates student group eligible for this funding have closed reading age gaps from on-entry base line.	DA/SH/JI	LGB/Trustees Performance Committee	<p>To establish a clear overall responsibility position within the senior team for progress of catch-up students.</p> <p>To establish a clear responsibility position within the LGB for progress of catch-up students</p> <p>To explore evidence-based programmes which have been shown to be effective elsewhere and implement these as part of the curriculum mapping review within subjects as appropriate.</p>	<p>June 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 1 Nov 2019</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)		Evaluated Impact on Learning (RAG rated)
					<i>Progress in this area has been limited and is therefore a key focus to be reviewed by Dec 2019.</i>		
4.3	To raise progress for SEND (2018 -0.75) students to be in line with national averages (2018 - 0.61) for this group, which constitutes 25% of students within the academy (2017-18).	Target improvement of 0.2 annual reduction in gap analysis compared to national.	SEND/CO/DA	SH/JI/LGB/Trustees Performance Committee	<p>Within the general review and refinement of curriculum planning (objective 2.1) include suitable adjustments to accommodate the needs of SEND students.</p> <p>Implement greater monitoring and evaluation of internal progress tracking at student group level.</p> <p><i>Leaders recognise that progress in this area is limited by capacity. See action 2.8.</i></p>	<p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 1 Sept 2019</p> <p>Review 2 Dec 2019</p> <p>Review 3 Mar 2020</p> <p>Final review summer results 2020</p>
4.4	To review and revise the curriculum offer for students attending the Enhanced Resource Provision to better meet their specific needs.	<p>Internal publication of an umbrella curriculum plan which has sound rationale founded on needs analysis of the students attending the provision.</p> <p>Production of medium term plans which flow from the umbrella document and directly assist staff in preparation of lessons.</p> <p>To be able to describe students' progress over time and snapshot attainment using metrics which are consistent with pathways in KS4.</p>	SEND/CO/LI	SH/JI/LGB	<p>In parallel with the general review and refinement of curriculum planning (objective 2.1) include a thorough review of the specialised ERP curriculum offer</p> <p>Make suitable adjustments to the ERP curriculum to accommodate the variety of needs presented by students attending the provision</p> <p>To agree and implement a robust and valid progress assessment system, appropriate for ERP students, which is used to measure progress over time.</p> <p><i>New assessment system (PRISUM) has been commissioned and is in the process of being implemented. This will provide a more robust assessment of progress over time.</i></p>	<p>June 2019</p> <p>June 2019</p> <p>Sept 2019</p>	<p>Review 1 Dec 2019</p> <p>Final review April 2020</p>

ID	Objective	Success Criteria & milestones	Personnel i/c Costs	Senior Staff Monitoring	Actions (RAG rated)		Evaluated Impact on Learning (RAG rated)
4.5	To review the current practice with accelerated reader to ensure greater improvement across all group, particularly those with the lowest reading ages	Students use this lesson effectively and see its importance, they develop skills of comprehension and inference that they can transfer to subject areas More rapid improvement in reading levels of students from their starting points.	Head of English English department	DA, SH	<p>HOD to review and amend current provision to ensure increased effectiveness of sessions</p> <p>CLIC to be reorganised such that the reading lesson can be held there for all the class and students do not waste time moving between rooms</p> <p>Teacher/HLTA time is used more effectively to support students</p> <p>Monitoring in the improvement in quantity and quality of reading within sessions each half term by group</p> <p><i>Leadership's monitoring suggests that the new appointment to the English Department with responsibility for developing this area is beginning to have a positive impact. Further review to take place towards the end of term.</i></p>	<p>Sept 2019</p> <p>July 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>	<p>Review 1 Dec 2019</p> <p>Review 2 May 2020</p> <p>Final review Sept 2020</p>