

	Outcomes in some departments are a cause for concern (Business Studies, Art, Textiles, French, <i>Science Double</i>)	Data 1. Standardisation at KSIII and KSIV in all subjects 2. Closer co-ordination between departments	SLT SLT	All HoDs All HoDs	HoDs organising standardisation	
Teaching and Learning	The quality of learning and teaching is improving (75% of teachers teach good or better lessons despite substantial staffing issues in 2014-15. We have no inadequate teachers and we are using the new L+T grid to assess lessons. We have a clearer set of non-negotiables for learning. Our priority is to ensure absolute consistency in the delivery of the non-negotiables	1. Focus on key areas AfL, Tailoring, Marking, and S+C 2. Coaching for RI teachers 3. Move good teachers to outstanding 4. Programme of paired observations for all staff 5. Establishment of clear routines for learning 6. Promote student voice in learning 7. Promote independent learning 8. Establish Stretch and Challenge focus group	EWN EWN EWN EWN AHoS SGN EWN MKY	LP+SLP + JMN LP + SLP + JMN LP + SLP + JMN +CPD budget HoDs AHoS HoDs	IR review suggests T+L = good Launch of T+L guidance planned SBP sessions planned for spring term ML support and coaching	Teachers' knowledge of their subjects is excellent. Planning of learning to meet the needs of the students is excellent and thus students have time to practice and embed their learning. Student behaviour is managed in a highly effective way, inappropriate behaviour to other students is challenged immediately and time is used well especially to check understanding and offer support. Feedback is incisive and in line with the Academy's policy. Homework is set and is appropriate to support learning. Lessons are used to embed the schools literacy policy and where appropriate develop numeracy. Student enjoy their lessons, are resilient, and are eager to improve their learning. Parents are provided with effective information on how their child is progressing.

Behaviour and Attendance	Overall B+A has improved. Attendance (96.4%) shows significant progress. High profile behavioural issues are irregular and key students are being given alternative options, and the process to manage behavioural issues is more secure.	Attendance 1.Targeted interventions for vulnerable groups 2.Implement action plans for early intervention based on liaison with primaries 3.Attendance days each term	NFR	All responsibility holders AHoS	Current = 96.2% PA = 8.74%	Students are confident with excellent attitudes to learning, show respect for others' ideas. Students see how school equips them with the attitudes and behaviours for future success, and are provided. With high quality impartial careers guidance. As a result students value their duration and consequently rarely miss a day at school. Student have impeccable conduct and incidents of low level disruption are rare. Students work hard to prevent all forms of bullying, and any incidents are dealt with effectively. The open culture of the school actively promotes all aspects of student welfare. Students can explain how to stay safe and healthy and the school's SMSC provision equips them to active citizens in the school and wider community. Numerical Targets 96% Attendance
	The key concern remains tackling low level behaviour and lack of engagement. The number of C1/C2 behaviour incidents remains too high	Behaviour 1. Consistency in classroom BfL and within depts. 2.Training and support for staff 3.Meeting time to promote values 4.Active promotion of student voice 5.Active promotion of Academy achievements 6.Promotion of rewards	EWN EWN SGN SGN SGN	HoDs TTR Tutors BWD LKP - All staff All staff	2 PEX	
Leadership and Management	Leadership is developing – it has historically been weak due to staff absence, insufficient support and guidance. We now have a complete	1.Develop role of MLs 2.Promotion of SMSC/Britishness 3.Consolidate further liaison with Primaries 4.Improve use of PA as driver of school improvement	NFY NFR EWN NFY	JMN AHoS + HoDs Leadership	ML training programme – leadership styles and lesson observations SMSC review complete (Dec 2015)	A culture has been established where students excel, where high expectations are embedded and relationships between students and staff is

	<p>middle and senior leadership team.</p> <p>Our priority is to ensure that we can increase the productivity and effectiveness of leadership at all levels</p>	<p>5. Ensure that all students have high quality CEIAG</p> <p>6. Develop engagement with all stakeholders – improve communication</p> <p>7. Improve the environment for learning</p>	<p>RHL</p> <p>NFY</p> <p>SGN</p>	<p>ACE/BWS +All staff LKP</p> <p>LKP</p>		<p>exemplary. The school is consistently focused on improving the outcomes of all students and especially on disadvantaged students. The staff are able to and do reflect on the way they teach and deeply involved in their own professional development, and thus take risks in innovating their teaching to meet the needs of the students. The curriculum is broad and balanced and inspires the students. The school actively promotes SMSC and the promotion of British values, and prevents the development of radicalisation and extremist views. A culture is established where students feel safe and their welfare is actively promoted</p>
Sixth Form	<p>PPE and PPS has risen but is still below target levels.</p> <p>Outcomes</p> <p>A Level subjects PPE – 166 (147) vs 211 PPS – 531(491) vs 773</p> <p>Academic Subjects PPE 168 (147) vs 211 PPS 534 (495) vs 777</p> <p>Vocational Subjects PPE 212 (205) PPS 591 (465) vs 460</p>	<p>1.Increase PPE and PPS for current year 13 – set up intervention plan for target students</p> <p>2.Plan cohesive plan for post 16 pathway/offer</p> <p>3.Promote post 16 pathways</p> <p>4. Review and extend relationship with WSC</p>	<p>AHT</p> <p>AHT</p> <p>RHL/AHT NFY</p>	<p>HoDs</p> <p>ISR</p> <p>ISR + LKP AHT</p>	<p>APs for sixth form completed after parents evening</p> <p>Meeting planned to agree strategy</p>	<p>Leaders pursue excellence in order that provision and outcomes improve rapidly for all learners. Learning programmes are highly individualised and challenging programmes of study that prepare them for future employment. All students have high quality impartial careers guidance and relevant work experience . All teaching</p>

	<p>Value-added A Level subjects -0.15 (-0.26) Academic Subjects --0.15 (-0.26) Vocational Subjects -0.13 (-0.08)</p> <p>Our sixth form provision is not viable and we need to ensure that we can offer an appropriate post 16 progression pathway – our partnership with SW needs to be developed</p>					<p>supports sustained and substantial progress from their own starting point. All students feel safe, are confident and behave well</p> <p>Numerical Targets: PPE: A Level: 204 Academic: 204 Vocational: 223 PPS: A Level: 689 Academic: 689 Vocational: 630</p> <p>VA = 0</p>
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