



Ofsted Response Plan March 2017 – June 2017

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In January 2017, the school was placed into Special measures following a section 8, converting to section 5, inspection on Tuesday 10th and Wednesday 11th January, 2017. The final report was published on 14th March, 2017.

The key concerns raised by the inspection team were:

- **The progress and attainment of Disadvantaged students;**
- **The progress and attainment of the most-able students**
- **The progress and attainment of students eligible for SEN support**
- **Standards of teaching and learning and outcomes in Science**

In response to these concerns, the school is proposing to take the following priority actions, detailed below.

- 1) **Improve outcomes for all groups of pupils** – especially PP, SEND, HAS and for all groups in science
- 2) **Improve the quality of teaching and its impact on learning for all groups of pupils** – especially PP, SEND, HAS and for all groups in science
- 3) **Improve Standards of Personal Development, Behaviour, Welfare and Safety**
- 4) **To improve the effectiveness of Leadership and Management**

PRIORITY 1: Improve outcomes for all groups of pupils – especially PP, SEND, HAS and for all groups in science				
Objective	Action	Staff	Cost	Success Criteria
Raise levels of progress and attainment for students eligible for the Pupil Premium	<p>Commission external review of the use and effectiveness of pupil premium funding through Steel City Schools Partnership</p> <p>Further review Closing the Gap plan to ensure that appropriate actions are taking place to accelerate progress and attainment for Disadvantaged students.</p>	<p>External commission (Nicola Shipman, SST)</p> <p>Headteacher and Governing Body (CRAG and Full governors)</p>	£1250	<p>Clear priorities for further or revised spending of PP funding identified.</p> <p>Improved outcomes (progress and attainment) for Disadvantaged students in 2017.</p>
Raise levels of progress and attainment for high-attaining students	Develop comprehensive strategy for HA students (separate document available)	JWT, AJS & SLT & governing body	Nil	Levels of progress and attainment for identified learners increase.
Raise levels of progress and attainment for students with identified additional learning needs.	<p>The SEND team will review the current SEND Policy.</p> <p>Initiate a comprehensive review of the SEND department, incorporating external advisors</p> <p>Individual student profiles will be re-distributed to ensure all staff are confident regarding their use and that all SEN pupils are appropriately supported.</p> <p>The Assistant Headteacher (KS3 Progress & Attainment), SENCo and Manager of Additional Learning Provision will analyse the progress of all SEND students at each data collection and ensure high quality support and / or intervention.</p>	JWT, EMN/ RSC, MB & governing body	£2000 for external advisors	<p>Our universal offer is comprehensive and well-understood by staff and all parents/carers.</p> <p>All teachers understand the individual needs of all students and are able to plan lessons which enable them to make progress in line with targets and to close gaps with their peers.</p> <p>All interventions impact upon the progress of the individual.</p> <p>Levels of progress and attainment for identified learners increase.</p>

	<p>Assistant Headteacher (KS4 Progress and Attainment) to continue to identify and commission appropriate interventions to address concerns identified through data analysis.</p> <p>Heads of department will review schemes of work from Year 7 to Year 11 to ensure that stretch and challenge are built into schemes, enabling students to make accelerated progress and achieve outstanding outcomes by the end of Year 11 (Review and update after each unit)</p> <p>The Deputy Headteacher (Curriculum) will review KS4 pathways to introduce a wider range of qualifications, including additional approved vocational options that offer progression post-16 (February 2017)</p> <p>Following March school exams the Assistant Headteacher (KS4 Progress and Attainment) and Assistant Headteacher (KS3 Progress and Attainment) will review provision for students who require adjustments.</p> <p>SLT links to work with all Curriculum Leaders to refine rigorous monitoring systems for teaching and learning And marking and assessment.</p>		<p>Additional £10000 added to intervention budget</p> <p>Nil</p> <p>£2000 contingency for additional training</p> <p>Nil</p> <p>Nil</p>	
<p>Increase rates of progress in mathematics and English</p>	<p>The Directors of English and Maths will continue to work closely together to identify target students at risk of achieving one subject and not the other at grade 5 by January 2017.</p> <p>The Heads of English and Maths will refine short-term action aimed at current Year 11 by April 2017 to ensure that pupils and groups of pupils achieve in line with national in 2017.</p>	<p>JWT, CES, AWD, EH/CPB & SLT and governing body</p>	<p>Nil</p> <p>Nil</p>	<p>The percentage of students achieving maths OR English is reduced.</p> <p>Outcomes are in line with national for progress and attainment in English and Maths and are sustained and improved in subsequent years.</p>

	The Deputy Headteacher (Curriculum) will review the curriculum offer for the least able who need additional support in English and Maths.		Nil	The percentage of students achieving English and Maths at Grade 5 or above is close to national, taking into account prior attainment for this cohort. The progress of pupils, measured by the English and Maths elements of Progress 8 is in line with national and gaps for vulnerable groups narrow from 2016 results
Developing provision for improved numeracy	The Director of Mathematics will commission an audit of numeracy across the curriculum. A Numeracy Policy is consulted upon with staff, approved by governors and shared with all staff.	JWT, AWD, BBD & AWE & AJ	Nil Nil	Common misconceptions are eliminated and progress in those subjects that depend on mathematical/ arithmetical competency is accelerated.
Developing provision for improved literacy	Curriculum Leaders to increase opportunities for students to develop extended writing skills and tier two vocabulary. Develop and launch literacy competency framework - SPaG Matters and Word Power campaigns. Provide staff training on supporting extended writing, embedding new terms used in the reformed KS2, marking for technical accuracy and questioning for more sophisticated responses.		Nil Nil Nil	Targeted provision for Disadvantaged and SEND students within the curriculum to support improved progress. Gaps closing in KS4 English attainment for key cohorts. Students' books to demonstrate attention to literacy and extended writing development

PRIORITY 2: Improve the quality of teaching and its impact on learning for all groups of pupils – especially PP, SEND, HAS and for all groups in science				
Objective	Action	Staff	Cost	Success Criteria
Improve the accuracy and rigour of monitoring across the school	All senior and middle leaders' accuracy in monitoring checked and, working internally or with external support, where further support is required, leaders are trained to ensure they focus of monitoring teaching quality is on the impact on learning and outcomes for pupils	JWT, AJS & SLT	Nil	All leaders are able to accurately identify strengths and areas for improvement in teaching across the curriculum and the impact of teaching on different groups, especially PP, HALs and SEND. All teachers seen weekly to a greater or lesser degree, with increased focus on weaker teachers and those being supported.
Ensure that monitoring is used to inform next steps and that the impact against these steps are regularly reviewed and measured	Information from monitoring is synthesised to provide timely feedback to teachers and their line managers which is succinct and useable and also informs bespoke support and training as necessary	JWT & AJS & SLT	Nil	Feedback and actions identified through feedback lead to improvements in teaching, impacting positively on the learning of all groups, especially PP, SEND and HALs, and seen in their outcomes.
Ensure that monitoring is done broadly, taking into consideration all key aspects of teaching, learning and assessment	Increased monitoring of teachers to ensure a triangulated understanding of teaching quality – through: a) checks on lessons (to understand their habitual classroom practices and the impact on learning, as well as teachers' relationships with pupils), b) work scrutiny (to understand how well pupils progress over time, how well they respond to, and use feedback, how high teachers' expectations of pupils are etc.), and c) assessment information (to check that assessment information inputted by teachers matches what books show and to see how close pupils are to their targets etc.).	All SLT	Nil	Monitoring is thorough and provides a rounded understanding of areas for improvement, thus feeding into a training program which closely meets teachers' needs and improves the outcomes of different groups of pupils, including PP, HAPs and SEND.

Ensure greater consistency in classroom management, teaching and learning	Develop and refine expected classroom standards for teaching and learning	JWT, AJS & SLT	Nil	Consistent best practice is set and understood by all. These standards then become the focus of increased monitoring to ensure rigour.
Ensure increased accuracy of data across the school	<p>All HOD CLs will ensure that their department has a progress tracker in place that has been discussed with their line manager.</p> <p>All assessments in KS3 reviewed and analysed to identify gaps in knowledge, understanding and skills. Knowledge gleaned from this activity used to inform on-going planning and wave 1 interventions.</p> <p>Comprehensive review of KS3 assessment framework, including reporting to parents</p> <p>SLT links ensure that CLs are making thorough data checks and responding to the data collections by identifying issues arising and developing consequent actions which are shared at Dept. Evaluation Meetings with the Headteacher.</p> <p>Student Assessment trackers are apparent in books and used regularly during schemes of learning.</p>	<p>CES</p> <p>CES & EMN</p> <p>CES</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Increased department level understanding of current picture re. student progress and greater pupil-level understanding of gaps in knowledge. Appropriate actions to close gaps in knowledge are being taken at all levels</p> <p>CLs rigorously check accuracy of data and respond to data.</p> <p>Students are clear about where their strengths and areas for development lie.</p>
Ensure increased effectiveness of data use in planning learning sequences across the school	Increased monitoring to ensure that all teachers establish differentiated success criteria are shared with students at the start of the lesson/sequence of learning.	JWT & all SLT	Nil	<p>Teachers and pupils will be clear about current progress and the skills / knowledge they need to show to move to the next grade or the target grade. They will be better enabled to drive their own progress</p> <p>Pupils will be clearer about what they have to do to progress towards target grades and beyond.</p> <p>Teachers will use assessment information about pupils to inform planning and push pupils on to make rapid</p>

				progress and to meet targets from their various starting points.
Ensure that standards and expectations are raised across the board to avoid 'teaching to the middle', while supporting those students with additional barriers to learning.	<p>Review of schemes of learning to ensure stretch and challenge.</p> <p>Department level CPD on stretch and challenge at individual subject level.</p>	JWT, AJS & all SLT	<p>Nil</p> <p>Nil</p>	<p>Lesson observation, work scrutiny demonstrate teachers' application of CPD</p> <p>Tracking shows that progress is accelerating for pupils who had fallen behind.</p> <p>Lesson observations show that teaching is good because pupils make good and outstanding progress.</p>
To develop improved behaviours for learning through the GRIT initiative.	<p>Review schemes of learning to ensure that teaching and learning activity enables students to develop these skills and recognise the importance of independent learning and positive mind-set.</p> <p>Expand range of opportunities in school, especially within the House system (and VM groups) which encourage pupils to be self-reliant, aspiring, independent learners.</p> <p>Increase menu of opportunities for recognising and celebrating students' achievements including students' ownership to achieve (GRIT passport, home learning, literacy and numeracy competency award)</p> <p>Train Pastoral staff to support learning conversations</p> <p>Increase opportunities in lessons for students to step out of comfort zone.</p>	CES, CF & all SLT	<p>Nil</p> <p>Nil</p> <p>£3000</p> <p>£2000</p> <p>Nil</p>	<p>Students are confident to tackle difficult tasks and to push themselves to achieve challenging targets.</p> <p>Engagement in lessons increases for all groups of pupils.</p> <p>Students take on opportunities to be leaders and role models for their peers.</p>

PRIORITY 3: Improve Standards of Personal Development, Behaviour, Welfare and Safety

Objective	Action	Staff	Cost	Success Criteria
<p>To improve behaviours for learning.</p>	<p>The Deputy Headteacher (Pastoral) will conduct a full review of systems, procedures and protocols that support students deemed at risk of permanent exclusion.</p> <p>The school will commission a full review of full review of the school’s behaviour management systems to ensure that systems are appropriate, consistently followed and that sanctions are clear.</p> <p>Further review of C1-C3 data to identify patterns in low-level disruptive behaviour leading to interventions with individual students, teachers or departments, as identified.</p> <p>Review of procedures and systems for managing sanctions to ensure both consistency and a clear escalation in sanctions.</p>	<p>JWT & RWK</p>	<p>Nil</p> <p>£5000 for external review</p> <p>Nil</p> <p>Nil</p>	<p>The number of permanent and fixed-period exclusions is reduced</p> <p>Reduction in number of C3s.</p> <p>Reduction in instances of low-level disruptive behaviour.</p> <p>Reduction in number of C3s, fixed-term and permanent exclusions</p>

PRIORITY 4: To improve the effectiveness of Leadership and Management				
Objective	Action	Staff	Cost	Success Criteria
To improve the effectiveness of the governing body.	Commission external review of Governors through National Governors and engage National Leader of Governance to provide training to all governors during spring and summer terms	JWT & AF	£1200	Governor actions and decisions as evidenced by minutes demonstrate governor understanding and accurate analysis of post Ofsted priorities
To improve the effectiveness of senior leaders	<p>Expand SLT capacity through appointment of Director of Science</p> <p>Redefine responsibilities of SLT to ensure effective leadership of the school</p> <p>Strategic leadership actions and outputs monitored by School Improvement Partner and governors through termly reviews with the first review being completed by May 2017</p> <p>Introduce Senior Leader standards based on Level 5 leadership and an unwavering commitment to student achievement.</p> <p>Identify additional roles as Professional Learning opportunities for Middle Leaders to carry out an Associate SLT role with a whole school remit.</p> <p>Develop a programme of regular visits to outstanding academies by school leaders; focusing on key issues and developing effective strategies to improve outcomes and behaviours for learning.</p>	JWT	<p>(see above)</p> <p>Nil</p> <p>£5000</p> <p>Nil</p> <p>£8000</p> <p>£500 for expenses</p>	<p>Additional capacity for SLT in place</p> <p>Specific roles clarified for all members of SLT</p> <p>Evaluation reports presented to Governing Body evidences improvements in the leadership of teaching and learning</p>

To improve the quality of middle leaders so that all are as effective as the very best	The Headteacher and Assistant Headteacher (Innovations in T&L) will review current practices for department review to ensure that they are grounded in outcomes for pupils.	JWT, AJS, CES & all SLT	Nil	Feedback reports are challenging and grounded in outcomes for pupils.
	The structure and format of Middle Leader Development sessions will be reviewed to ensure the opportunities for sharing best practice and learning from the best are maximised.		Nil	Consistency in practice across departments / key stages. Outcomes for pupils are in line with national with reduced in-school variation.
	Establish uniform process for the line management of all Middle Leaders including link meetings, SLT specific leaders' impact meeting, link meeting minutes, use of data and timetabled QA processes undertaken and evaluated by SLT link and Middle Leader together.		Nil	Middle Leaders are confidently identifying issues, developing strategies to raise performance from evidence-based research, holding others to account and play a significant role in raising standards of performance across the school.
	Introduce Middle Leader standards based on level 5 leadership.		Nil	
Total costs			£240950	