



## **Ofsted Response Plan March 2017 – June 2017**

# Ofsted Response Plan March 2017

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

### **Schedule of Review**

**Plan shared with Fiona McNally, external consultant**

**March 2017**

**Plan shared with Full Governors and submitted**

**3<sup>rd</sup> April 2017**

**Plan shared with parents via school website**

**April 2017**

**Revised and updated plans shared with Fiona McNally and all governors**

**May 2017**

**Governors first full review**

**May 22<sup>nd</sup> 2017**

**Chair of Governors commentary to parents published**

**June 5<sup>th</sup> 2017**

**Governors second full review**

**July 3<sup>rd</sup> 2017**

**Chair of Governors commentary to parents published**

**July 10<sup>th</sup> 2017**

PRIORITY 1: <b>Improve outcomes for all groups of pupils</b> – especially PP, SEND, HAS and for all groups in science						
Objective	Action	Staff	Cost	Success Criteria	Timescale	Evaluated by?
<b>Raise levels of progress and attainment for students eligible for the Pupil Premium</b>	<p>Commission external review of the use and effectiveness of pupil premium funding through Steel City Schools Partnership (review completed awaiting report from NS)</p> <p>Further review Closing the Gap plan to ensure that appropriate actions are taking place to accelerate progress and attainment for Disadvantaged students. (twice-termly review minted through SLT. Closing Gap action plan updates – 3 students with applications to post-16, in-school maths &amp; English gap forecast to close: basics 9-5 15% gap, 9-4 12% gap. Basics 9-4 gap pp vs National other to close from 41% in 2016 to 19% in 2017. CL &amp; LT development sessions in-house to review established best practice with dept. (see guidance booklet from April 2017)).</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> <p>In-school gaps and gaps to non-PP national show clear and sustained evidence of narrowing.</p>	<p>By May 2017</p> <p>April 24<sup>th</sup> 2017 and half-termly thereafter</p>	Governors through CRAG and through Full Governing body meetings.
<b>Raise levels of progress and attainment for high-attaining students</b>	<p>Develop comprehensive strategy for HA students (separate document available) (Strategy and action plan available separately)</p>	JWT, AJM & SLT & governing body	Nil	Levels of progress and attainment for identified learners increase.	By April 2017	Governors CRAG committee
<b>Raise levels of progress and attainment for students with identified additional learning needs.</b>	<p>The SEND team will review the current SEND Policy. (Review completed as part of external review March 2017)</p> <p>Appoint specialist SENCo to oversee the implementation of the outcomes of the SEN review (March 2017 – see above). (Appointment due w/c 22/05)</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</p>	<p>By April 2017</p> <p>June 2017</p>	<p>Governors CRAG committee</p> <p>Headteacher</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. (Profiles investigated to be put on to on-line package. AJM putting in place for sept)</p> <p>The Assistant Headteacher (KS3 Progress &amp; 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. (On-going work. Progress meetings held with Aspects and SEN team, Y11 data and actions agreed and reviewed. See P8 tracking sheet for impact)</p>	EMN  EMN		<p>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>April 2017</p> <p>June 2017</p> <p>With immediate effect</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>
<b>Secure improved outcomes in Science</b>	<p>Secure interim Director of Science to review current provision. (BBD appointed March 2017)</p> <p>Review current situation with ISAs and ensure opportunities to maximise outcomes are identified and taken. (review undertaken and interventions arranged in March/ April 2017)</p> <p>Comprehensive overhaul of KS3 curriculum (due to begin once Y11 finished)</p> <p>Comprehensive overhaul of procedures and protocols to support deep learning and increased progress across all year groups. (On-going work. Actioned in line with school-wide review of T&amp;L standards. Further actioned by BBD and science leadership through regular review of operating standards)</p>	JWT, AJM & BBD	£150k per annum	<p>Clear Department Development and interim Action Plans in place.</p> <p>Improved outcomes in Science 2017</p> <p>Accelerated rates of progress evident across all 5 year groups.</p> <p>Department evaluation and M&amp;E activities show improved teaching and learning across the department and increased</p>	<p>February 2017</p> <p>March 2017</p> <p>For September 2017 start</p> <p>April 2017</p>	<p>Headteacher and Governors CRAG committee</p>

	<p>Key appointments made and commitment to overstaff department for September 2017 in event of further long-term absences to ensure no repeat of current issues. (two colleagues now left; two more coming to end of phased return. Appointments secured for 2017)</p>		<p>Approx. £60k per annum (1-year spend)</p>	<p>levels of pupil engagement/satisfaction.</p>	<p>March 2017</p>	
<p><b>Increase progress across all subjects for all groups.</b></p>	<p>Data analysis meetings will continue to follow each data input, identifying individual concerns and patterns across all year groups. These will be commissioned by the Deputy Headteacher (Curriculum) for Y9 – Y11 and involve the Curriculum Leader, Deputy Headteacher, SLT link and Headteacher. In Y7 &amp; Y8, these will be commissioned by the Assistant Headteacher (KS3 Progress &amp; Attainment) and involve the SLT link and Lead Teacher.</p> <p>Each department to review Department Development Plan to incorporate areas identified under inspection. Regular monitoring of this work undertaken by SLT links.</p> <p>Assistant Headteacher (KS4 Progress and Attainment) to continue to identify and commission appropriate interventions to address concerns identified through data analysis. (Comprehensive package of intervention that is impactful for Y11 – one to one, after school, registration, PET, holiday study support, topic focus days etc. Jan data entry cohorts re adjusted, March matching meeting to inform PET provision)</p>	<p>JWT, CES, RSC, EMN &amp; all SLT &amp; governing body</p>	<p>Nil</p> <p>Nil</p> <p>Additional £10000 added to intervention budget</p>	<p>Progress 8 is in line with or above national and gaps (to national) for vulnerable groups narrow from 2016 results.</p> <p>In-house variation is reduced and outcomes for students in all subjects in line with or above national.</p>	<p>With immediate effect</p> <p>With immediate effect</p> <p>With immediate effect</p>	<p>Headteacher</p> <p>Headteacher &amp; SLT</p> <p>Headteacher</p> <p>Deputy Headteacher (Curriculum) and Assistant</p>

	<p>Heds 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 (On-going. 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). (Y9: 48% on Ebacc pathway to take an MFL at KS4 (from 68% in Y10). Y9: 50% increase in take-up for BTEC H&amp;S, Engineering, new Business BTEC &amp; NCFE Food courses with use of iAchieve. Y10: transferred ECDL students to BTEC IT course.)</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. (Completed)</p> <p>SLT links to work with all Curriculum Leaders to refine rigorous monitoring systems for teaching and learning and marking and assessment. (After all Department reviews CL invited to present to SLT. Monitoring regular through SLT links. Examples include Science scrutiny more robust – moderation in place for History and Geography)</p>		<p>Nil</p> <p>£2000 contingency for additional training</p> <p>Nil</p> <p>Nil</p>		<p>By July 2017</p> <p>March 2017</p> <p>April 2017</p> <p>With immediate effect</p>	<p>Headteacher (Innovations in Teaching &amp; Learning)</p> <p>Headteacher</p> <p>Headteacher</p>
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<b>Increase rates of progress in mathematics and English</b>	<b>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.</b> (Work on-going. Has informed cohorts for PET and other targeted interventions).	JWT, CES, AWD, EH/CPB & SLT and governing body	Nil	The percentage of students achieving maths OR English (but not both) is reduced.	With immediate effect	Deputy Headteacher (Curriculum) and Headteacher
	<b>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.</b> (Action plans updated and reviewed at SLT termly as well as through on-going SLT line management)		Nil	Outcomes are in line with national for progress and attainment in English and Maths and are sustained and improved in subsequent years.	With immediate effect	Headteacher
	<b>The Deputy Headteacher (Curriculum) will review the curriculum offer for the least able who need additional support in English and Maths.</b> (All year groups now timetabled a minimum of 8ppf for maths and English. Increased allocations in Y9 and Y10 in English to 9ppf. 9ppf in Y11 in Maths. For current Yr 8: 'StudyPlus English and maths classes in timetable for Y9. Y9 students not taking Hist./ Geog. To receive extra English and maths classes in option blocks in Yr 10.)		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	March 2017	Headteacher
<b>Developing provision for improved numeracy</b>	<b>The Director of Mathematics will commission an audit of numeracy across the curriculum.</b> (Pending. Action plan written).	JWT, AWD, BBD & AWE & AJ	Nil	Common misconceptions are eliminated and progress in those subjects that depend on mathematical/ arithmetical competency is accelerated.	May 2017	Headteacher & Governors CRAG committee
	<b>A Numeracy Policy is consulted upon with staff, approved by governors and shared with all staff.</b> (Pending. Action plan written).		Nil		May 2017	



<b>Developing provision for improved literacy</b>	Curriculum Leaders to increase opportunities for students to develop extended writing skills and tier two vocabulary.		Nil	Targeted provision for Disadvantaged and SEND students within the curriculum to support improved progress.	By November 2017	Deputy Headteacher (Curriculum) and Headteacher
	Develop and launch literacy competency framework - SPaG Matters and Word Power campaigns.		Nil	Gaps closing in KS4 English attainment for key cohorts.	By November 2017	
	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. (Deputy Director of English role appointed with Literacy Across the Curriculum focus. Work to commence in September 2017)		Nil	Students' books to demonstrate attention to literacy and extended writing development	September 2017	

PRIORITY 2: <b>Improve the quality of teaching and its impact on learning for all groups of pupils</b> – especially PP, SEND, HAS and for all groups in science						
Objective	Action	Staff	Cost	Success Criteria	Timescale	Evaluated by?
<b>Improve the accuracy and rigour of monitoring across the school</b>	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 the focus of monitoring teaching quality is on the impact on learning and outcomes for pupils. (Teaching and Learning Standards introduced in sections during March 2017 to all classroom-based staff. 'Expect it' standards have been assessed during learning walks in March 2017 and 1-2-1 conversations have taken place with anyone where concerns have been raised. 'Challenge them' standards assessed during engagement day (25 <sup>th</sup> April) when 40+ teachers were observed.)	JWT, AJM & 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.		
<b>Ensure that monitoring is used to inform next steps and that the impact against these steps are regularly reviewed and measured</b>	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. (Draft new T&L spreadsheet has been created to enable assessments against the teaching and learning standards to be made for each teacher, department and the whole-school. Further refinements needed to ensure this is as developmental a tool as possible and cannot be distorted by inaccurate entries and not linked to PD.)	JWT & AJM & 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.	With immediate effect	Headteacher and Governors' Personnel Committee
<b>Ensure that monitoring is done broadly, taking into</b>	Increased monitoring of teachers to ensure a triangulated understanding of teaching quality – through:	AJ & All SLT	Nil	Monitoring is thorough and provides a rounded	With immediate effect	Governors

<p><b>consideration all key aspects of teaching, learning and assessment</b></p>	<p>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.). (On-going work)</p>			<p>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.</p>		
<p><b>Ensure greater consistency in classroom management, teaching and learning</b></p>	<p>Develop and refine expected classroom standards for teaching and learning ('Expect it' standards introduced and first whole-school learning walk undertaken (March 2017). Dates for next set of learning walks is undertaken by SLT/HOH/CLs and LTs need to be confirmed alongside plan for the remainder of the year and calendared and adhered to for 2017-2018. AJM to meet with teachers who missed the launch of the T&amp;L standards before Easter.)</p>	<p>JWT, AJM &amp; SLT</p>	<p>Nil</p>	<p>Consistent best practice is set and understood by all. These standards then become the focus of increased monitoring to ensure rigour.</p>	<p>March 2017</p>	<p>Governors CRAG committee</p>
<p><b>Ensure increased accuracy of data across the school</b></p>	<p>All HOD CLs will ensure that their department has a progress tracker in place that has been discussed with their line manager. (Exploring the potential to move all these to SIMS, allowing for greater commonality of approach and accessibility)</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. (Work to be undertaken in summer 2 half-term)</p> <p>Comprehensive review of KS3 assessment framework, including reporting to parents (CF to undertake parent voice through parents forum as well as general survey of parents through survey monkey in summer 2 half-term)</p> <p>SLT links ensure that CLs are making thorough data checks and responding to the data collections by</p>	<p>CES  CES &amp; EMN  CES  All SLT</p>	<p>Nil  Nil  Nil  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>By July 2017  By July 2017  By July 2017  With immediate effect</p>	<p>Deputy Headteacher (Curriculum)  Headteacher  Headteacher  Deputy Headteacher (Curriculum)</p>

	<p>identifying issues arising and developing consequent actions which are shared at Dept. Evaluation Meetings with the Headteacher. (On-going work to ensure best practice in this area).</p> <p>Student Assessment trackers are apparent in books and used regularly during schemes of learning. (On-going work to allow department trackers to reflect revised SoL in KS3).</p>	Curriculum middle leaders	Nil	Students are clear about where their strengths and areas for development lie.	With immediate effect	Deputy Headteacher (Curriculum)
<b>Ensure increased effectiveness of data use in planning learning sequences across the school</b>	<p>Increased monitoring to ensure that all teachers establish differentiated success criteria are shared with students at the start of the lesson/sequence of learning. (On-going work. This aspect is built into Teaching and Learning Standards (launched in March 2017)).</p>	AJM & 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 progress and to meet targets from</p>	With immediate effect	Headteacher

				their various starting points.		
<b>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.</b>	<p><b>Review of schemes of learning to ensure stretch and challenge.</b> (On-going work. SoL are reviewed for stretch and challenge during curriculum development time in HT6. Curriculum Leadership Team (CLT) Development time in June 2016 prior to training day (28<sup>th</sup> June) are heavily used to review KS3 and new KS4 and plan/adapt accordingly. Plans shared with SLT links before the Summer holidays long with how and when this will be monitored (included with MEA calendar).</p> <p><b>Department level Professional Learning on stretch and challenge at individual subject level.</b> (Joint CL/LT session planned for 6<sup>th</sup> June 2017 has a primary focus on new HAS definitions and curriculum leadership and their teams identify the 'Talent Cohort' in the department development session (13<sup>th</sup> June)).</p>	JWT, AJM & all SLT	Nil	<p>Lesson observation, work scrutiny demonstrate teachers' application of Professional Learning</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>	By July 2017	Governors CRAG committee
<b>To develop improved behaviours for learning through the GRIT initiative.</b>	<p><b>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.</b> (ATL criteria reaffirmed with staff and students including GRIT. Info on website and in reports for parents and at Sept info evenings. Thinking devices session with CLs in April 2017.)</p> <p><b>Expand range of opportunities in school, especially within the House system (and VM groups) which encourage pupils to be self-reliant, aspiring, independent learners, including through development of the GRIT passport.</b> (Grit passport launched through SLT and trial due to begin with identified KS3 students)</p>	CES, CF & all SLT	Nil	<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</p>	By July 2017	Governors CRAG committee
			£2000			

	<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). (See Grit Passport above. Other initiative to be launched September 2017 with launch of revised approach to literacy and numeracy).</p> <p>Train Pastoral staff to support learning conversations (Training scheduled for early June 2017)</p>		Nil	models for their peers.	<p>By September 2017</p> <p>By July 2017</p>	
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**PRIORITY 3: Improve Standards of Personal Development, Behaviour, Welfare and Safety**

Objective	Action	Staff	Cost	Success Criteria	Timescale	Evaluated by?
<b>To improve behaviours for learning.</b>	The Deputy Headteacher (Pastoral) will conduct a full review of systems, procedures and protocols that support students deemed at risk of permanent exclusion. (To be undertaken as part of wider review by Mary Lanovy-Taylor (see below)).	JWT & RWK	Nil	The number of permanent and fixed-period exclusions is reduced	By May 2017	Governors Pastoral committee
	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. (Mary-Lanovy Taylor engaged. Day 1 of 2-day review completed. 2nd day imminent)		£5000 for external review	Reduction in number of C3s.	By May 2017	
	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. (On-going work. Heads of House identify students with highest numbers of behaviour points and instigate interventions accordingly).		Nil	Reduction in instances of low-level disruptive behaviour.	With immediate effect	
	Review of procedures and systems for managing sanctions to ensure both consistency and a clear escalation in sanctions. (To be completed once Y11 have left)		Nil	Reduction in number of C3s, fixed-term and permanent exclusions	By June 2017	

PRIORITY 4: To improve the effectiveness of Leadership and Management						
Objective	Action	Staff	Cost	Success Criteria	Timescale	Evaluated by?
<b>To improve the effectiveness of the governing body.</b>	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. (Review commissioned in February 2017. Initial audit completed and shared with governors 22/05/2017 along with comprehensive training programme)	JWT & AF	£1200 + £1000	Governor actions and decisions as evidenced by minutes demonstrate governor understanding and accurate analysis of post Ofsted priorities	By May 2017	All governors and external consultant
<b>To improve the effectiveness of senior leaders</b>	<p>Expand SLT capacity through appointment of Director of Science (BBD engaged in march 2017)</p> <p>Redefine responsibilities of SLT to ensure effective leadership of the school (Completed April 2017)</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 (Increased commitment from SIP (Fiona McNally) in recent months. Three sessions since January 2017 with more planned for summer term. Her focus on HAS as other areas covered by other consultants).</p> <p>Introduce Senior Leader standards based on Level 5 leadership and an unwavering commitment to student achievement. (Scaffold created and ready to share with governors and SLT).</p> <p>Identify additional roles as Professional Learning opportunities for Middle Leaders to carry out an Associate SLT role with a whole school remit. (ASLT posts advertised internally. Due to close w/c 22/05)</p>	JWT	<p>(see above)</p> <p>Nil</p> <p>£5000</p> <p>Nil</p> <p>£10000</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>	<p>By March 2017</p> <p>By April 2017</p> <p>With immediate effect</p> <p>By June 2017</p> <p>By June 2017</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. (While much of this work is on-going, a more comprehensive programme will be developed for summer 2 and Spring terms to allow SLT to focus on Y11).</p>		£500 for expenses		By September 2017	
<p><b>To improve the quality of middle leaders so that all are as effective as the very best</b></p>	<p>The Headteacher and Assistant Headteacher (Innovations in T&amp;L) will review current practices for department review to ensure that they are grounded in outcomes for pupils. (Review completed and programme under construction for 2017/18)</p> <p>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. (CL and LT voice undertaken - awaiting returns).</p> <p>Establish uniform process for the line management of all Middle Leaders including link meetings, SLT specific leaders' impact, use of data and timetabled QA processes undertaken and evaluated by SLT link and Middle Leader together. (Scaffold structure and uniform resources developed).</p> <p>Introduce Middle Leader standards based on level 5 leadership. (Awaiting completion of the SL standards).</p>	<p>JWT, AJM, CES &amp; all SLT</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Feedback reports are challenging and grounded in outcomes for pupils.</p> <p>Consistency in practice across departments / key stages. Outcomes for pupils are in line with national with reduced in-school variation.</p> <p>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</p>	<p>By May 2017</p> <p>By June 2017</p> <p>By September 2017</p> <p>By September 2017</p>	

				raising standards of performance across the school.		
			<b>Total costs</b>	<b>£240950</b>		