

Current Situation						
<ul style="list-style-type: none"> Focus on 2016-17 was on developing reflectiveness and resourcefulness through a review of feedback for improvement and the introduction of stuck boards, working walls, learning logs etc Sharing of good practice in these areas was facilitated through departmental meetings, lesson observations, SDDs and the Teaching and Learning Group A review of Action Plan 1 and a careful consideration of relevant research has suggested that in 2017-18 the focus across the school should be on Challenge and Excellence 						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials/ staff development including costs	Staff/Lead responsibility	Timescale	Monitoring and evaluation
By June 2018, to implement a whole school approach which will focus on the important role of Challenge in developing pupils as self-regulating learners	Teachers’ resources and planning and students’ assessments show evidence which demonstrates that pupils are experiencing appropriate levels of challenge in their learning Examples of pupils’ writing and tracking of assessments show that pupils are becoming more independent and successful as writers across the curriculum	Staff training on various aspects of challenge and excellence (including modelling, peer assessment, deliberate practice etc) Staff review and revise SoWs and resources to reflect new strategies or approaches Departmental agendas to include sharing good practice Whole school focus supported by literacy focus on modelling and teaching writing to enable pupils to develop their own anatomy of quality	Led by SLT ; time required on SDDs Throughout 2017-18 Staff Time	CMC/SLT/ T&L group HoDs/All staff NMC/Line managers/ HoDs CD/CMC	Throughout 2017-18 Beginning Aug 2017 Throughout 2017-8 Throughout 2017-18	SLT will monitor the implementation of new strategies to support independent learning: <ul style="list-style-type: none"> SoW Teachers’ planning Pupil Book scoops/looks Departmental agendas & minutes PRSD and lesson observations HoDs will monitor the implementation of action plan through: <ul style="list-style-type: none"> Teachers’ planning Pupil book scoops/looks PRSD and lesson observation Line managers’ report progress to SLT

<p>By June 2018, the majority of all lessons observed to be very good or better</p>	<p>All departments are represented on the Teaching and Learning group and through this opportunities to share best practice on a regular ongoing basis are maximised</p> <p>A high quality of T&L is evident in nearly all of the lessons taught</p> <p>Pupils are actively engaged in their learning and developing the ability to be more resourceful and independent in their learning</p>	<p>T&L group to meet and discuss relevant chapters from <i>Making Every Lesson Count</i>;</p> <p>Collate examples of best practice to be shared and reviewed across departments through Learning Areas and T&L group and ongoing sharing of resources in PA9</p> <p>Departmental time on SDDs to be prioritised</p> <p>Develop practice of lesson observations to support staff self and peer evaluation:</p> <ul style="list-style-type: none"> • Principal and Line managers observe all departments • SLT/Line Managers meet with all staff • Line Management and PRSD observations carried 	<p>Lunchtimes throughout the year; feedback to monthly dept meetings</p> <p>In departments and on SDDs</p> <p>£100 to purchase books</p> <p>Staff time</p>	<p>CMC/HoDs</p> <p>CMC/interested staff</p> <p>Principal/Line Managers</p> <p>SLT/HoDs</p>	<p>Throughout 2017-18</p> <p>Throughout 2017-18</p> <p>Throughout 2017-18</p>	
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<p>To achieve targets in external examinations which will see all students fulfilling their potential.</p>	<p>Staff regularly review the effectiveness of teaching, learning and assessment at Departmental/SLT Meetings</p> <p>98% 7+A*-C grades(inc English & Maths) achieved in Summer 2017 examination cycle</p> <p>82% GCSE 7+ A*-B grades achieved (inc Eng and Maths)</p> <p>85% @ 3+ A*-C grades at A2 Summer 2017</p> <p>100% L5 and above in using Maths and Communication; 97%</p>	<p>out according to schedule</p> <p>Line managers provide feedback from observations and support where required</p> <p>Focus on tracking and achievement in all departmental meetings (which will subsequently be communicated to VP)</p> <p>Departments set aspirational but realistic targets which are reviewed twice yearly with Head & VP, and reviewed termly with Line manager</p> <p>Close pastoral& academic monitoring for all 11-14 pupils to ensure intervention as required</p> <p>High standards in</p>	<p>DENI data</p> <p>CCEA exam data</p> <p>Dept results</p> <p>Line man meetings</p> <p>Reports</p> <p>Internal data</p> <p>Exam reports</p> <p>Dept targets</p> <p>Identify pupils</p>	<p>SLT/HoDs/Line Managers</p> <p>T&L groups</p> <p>Throughout 2017-18</p>	<p>Throughout 2017-18</p>	<p>Hods, Hoys, SENCO, NM</p> <p>SLT, Line managers</p>
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	Level 6 and above in Using Maths and Communication achieved	communication and using Maths are maintained.	at risk of underachievement and withdraw on 1:1 basis to focus on Literacy/Numeracy specific targets.	C Simpson and Learning Support		
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