

**Treviglas Community College  
Action Plan 2017-2018**

	<p><b>Priority 1. <u>Improve leadership and management by:</u></b></p> <ul style="list-style-type: none"> <li>ensuring that governance is robust and holds school leaders to account for standards in the school</li> <li>setting a clear vision of high-quality teaching, learning and assessment</li> <li>providing appropriate training opportunities for staff and monitoring the quality of teaching robustly</li> <li>developing a culture where all staff are held to account for the quality of their work</li> </ul> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>College leadership including governance is more evaluative leading to improved outcomes for students</li> <li>Review of the leadership structure enables capacity for the strategic and operational leadership of the school thus enabling the skills of middle and senior leaders to raise standards, to improve the leadership of teaching, learning and assessment and the leadership of pupil premium</li> </ul>	
Objective	Actions	Success Criteria
<p>Set a clear vision of high-quality teaching, learning and assessment</p> <p>(Also supported by Objectives in section 2 s)</p>	<p>Minimum target grades set to give an overall P8 of 0.5 within each year group</p> <p>Vision explained and shared with all stakeholders including governors, parents, students, teachers and support staff</p> <p>CPD, monitoring and appraisal cycle to focus on</p> <ul style="list-style-type: none"> <li>Planning effectively from students' starting points</li> <li>Impactful marking and assessment</li> <li>Effective questioning</li> </ul>	<p>Whole school engagement in having high expectations for quality of learning for every student</p> <p>Monitoring informs rapid intervention where high expectations cannot be met in any area of the school</p>
<p>Consistency of teacher approach to climate for learning experienced by all students</p>	<p>Thirteen non-negotiables (Tools for improvement) to be implemented by every member of staff. Seven of the non-negotiables to focus on teaching and learning and six focus on ensuring students are ready to learn and safeguarding. Teaching and learning emphases are:</p> <ul style="list-style-type: none"> <li>Standard information at the start of lessons</li> <li>Presentation of work</li> <li>Seating plans</li> <li>GRAPs</li> <li>Teacher folder</li> <li>WRITE to progress</li> <li>Written feedback</li> </ul> <p>Adherence to Tfl to be first target in appraisal</p>	<p>All staff to adhere to Thirteen Tools for Improvement. Disciplinary policy to be implemented where directive is not being followed.</p>
<p>Clarity of Senior Leadership roles and responsibilities provided to individuals on the team and their areas of</p>	<p>Restructure of the roles and responsibilities of SLT</p>	

<p>accountability identified in order that impact on standards of teaching and learning can be measured and improvements rapidly implemented and monitored.</p>	<p>Baseline performance of SLT area of accountability agreed at appraisal meetings in Sept 17 and progress towards targets reviewed with Headteacher in a regular meeting structure</p> <p>Learning Hub structure reviewed to become a transparent line management structure</p>	<p>P8 score to increase by 0.05 half termly overall in Year 11 and in all individual subject areas to be above -0.25 (see appendix)</p> <p>Meeting minutes held between SLT and middle leaders and HT and Directors of Hubs stored on One Drive and used to evidence effective actions and impact of those actions on teaching and learning across the college. Monitoring to quality assure actions.</p>
<p>A reorganisation at senior and middle leadership level to take place, in order to build capacity for a stronger focus on raising standards of teaching and learning</p>	<p>Recruitment of</p> <ul style="list-style-type: none"> <li>• LoL Maths</li> <li>• LoL Business</li> <li>• LoL English</li> <li>• LoL Humanities</li> <li>• LoL Foreign Languages</li> <li>• LoL SMSC</li> <li>• HoH Porth</li> <li>• 2 i/c Maths</li> <li>• 2 i/c Science</li> <li>• 2 i/c English</li> </ul>	<p>Director of Hub capacity to lead improved and evidence for appraisal.</p> <p>Percentage of students attaining MTGs to increase each half term by 5% in:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• Science</li> <li>• Business</li> <li>• English</li> <li>• Humanities</li> <li>• Foreign languages</li> </ul>
<p>Increased accountability of SLT for effectiveness of teaching and learning within subject areas.</p>	<p>Evaluative meeting schedule introduced to ensure effective line management through clarity of expectations of the Headteacher which are linked to specific time linked targets with evidentially based success criteria shared with SLT.</p>	<p>Meeting minutes held between SLT and LoL and HT and SLT evidences effective actions and impact of those actions.</p> <p>Monitoring of student performance links to actions identified in the minutes.</p>
<p>Adopt a subject level review for each faculty to teacher level after each data collection point.</p>	<p>Middle Leaders will meet fortnightly with their Hub Director with a focus on teaching and learning in their specific area linked to strengths and areas for development of their team.</p>	<p>P8 score to increase by 0.05 half termly overall in Year 11 and in all individual subject areas to be above -0.25 (see appendix)</p> <p>Overall gaps to close between boys (see appendix).</p>
<p>LoL given greater autonomy for decision making and held accountable for those decisions by SLT with their increased capacity for improvement</p>	<p>Directors of Hubs report on impact of their actions at monthly Governors' meetings under teaching and learning agenda item.</p> <p>Improved setting and monitoring of success towards these targets by SLT</p>	<p>Performance of students within areas:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• Science</li> <li>• Business</li> <li>• English</li> <li>• Humanities</li> <li>• Foreign languages</li> <li>• ICT</li> </ul>

		Improves by 5% each half term to reach 80% and above. P8 score to increase by 0.05 half termly overall in Year 11 and in all individual subject areas to be above -0.25 (see appendix) (see appendix)
Improve robustness and accuracy of Leaders of Learning evaluation of the quality of teaching and learning	An extensive Senior and Middle Leader CPD programme implemented to support acquisition of the appropriate level and skill and knowledge to utilise systems to hold leaders and teachers to account.  Leaders of learning for English, maths and science to attend two day conference with follow up school improvement project	80% of SLT and middle leadership to attend leadership programme
Students understand Mastery Indicator system effectively to articulate what they need to do to improve to attain or improve their target grade	All leaders trained in the use new SIMS based Mastery Indicator system for tracking progress in KS3.	Students' understanding of the Mastery Indicator system evidenced by student voice held during SLT Curriculum Review cycle
Teachers on the upper pay scale to have impact on the standards of teaching and learning of students beyond their own classes	Links made during appraisal meetings between teachers with UPR responsibility and one of the following specific identified groups: <ul style="list-style-type: none"> <li>• Disadvantaged</li> <li>• High Achieving</li> <li>• Boys</li> </ul>	Minutes from appraisal meetings record evidence of UPR teachers' progress towards their targets.
Pay decisions will be accurately linked to teacher performance.	All staff to have PM targets clearly focused on college attainment targets of all the students they teach.	Performance related pay will be successfully implemented by governors. Performance will be successfully correlated to student progress across all Key Stages.
Actions are tracked by Governors following the publishing of the Curriculum Review documentation thus further impacting on student progress	Revision of the Curriculum Review format to provide governors with the opportunity to have regular teaching and learning quality assurance, including work scrutinies by governors, will be established.	Governors will impact on the standards of teaching and learning
College improvement is tracked by Governors thus impacting on student progress	Review of Key Performance Indicators (KPI's) provided to governors to allow them to review performance of students against targets in the action plan.	Governors' knowledge of the impact of school improvement strategies will increase.
Improve governance for new governors in addition to where training need is identified	Governors to attend training programme	Governors develop skills and knowledge across the whole committee on key topics including: strategy, team work, assessment, staffing, financial oversight, elements of effective governance, compliance and collaboration.

Priority 2:  
 Raise standards across key stage 3 and key stage 4 in all subjects, for all pupils, particularly disadvantaged pupils, by improving the quality of teaching, learning and assessment by ensuring that teachers:

- set high expectations of what pupils can achieve
- plan learning activities that challenge pupils to think deeply about their answers

Objective	Actions	Success Criteria
Whole college focus the three pedagogical priorities to support teachers in planning lessons which challenge students: <ul style="list-style-type: none"> <li>• Planning effectively from students' starting points</li> <li>• Impactful marking and assessment</li> <li>• Effective questioning</li> </ul>	Comprehensive whole school package of teaching and learning CPD delivered linked to the second target of appraisal process  Headteacher to attend Network of Headteachers through Peninsular Teaching School who are focused on raising standards of teaching and learning across Cornwall  Introduction of PIXl recommended strategies to improve quality of subject specific interventions  Support in delivery of CPD linked to the three pedagogical areas provided by Wadebridge Secondary school	<ul style="list-style-type: none"> <li>• Work scrutiny will evidence an improved quality in constructive feedback and student response in line with college marking policy</li> <li>• Appraisal data will reflect an increase in teaching strengths and a decrease in teaching gaps.</li> </ul>
To deliver targeted and timely interventions to improve attainment and progress of underperforming groups of learners	Classroom teacher using the redesigned GRAPs system effectively to raise achievement.	Performance gap between identified groups of learners, e.g. Pupil Premium, Higher achieving pupils and boys is narrowed. Reach P8 for individual groups of: Boys -0.3 PP -0.3 High -0.4
Science faculty focus on the three pedagogical priorities to support teachers in planning lessons which challenge students: <ul style="list-style-type: none"> <li>• Planning effectively from students' starting points</li> <li>• Impactful marking and assessment</li> <li>• Effective questioning</li> </ul>	Comprehensive weekly package of teaching and learning CPD delivered to the teachers of science by the college professional tutor linked to the three pedagogical priorities	<ul style="list-style-type: none"> <li>• Work scrutiny of science books will evidence an improved quality in constructive feedback and student response in line with college marking policy</li> <li>• Appraisal data from meetings with science teachers will reflect an increase in teaching strengths and a decrease in teaching gaps.</li> </ul>
Maths faculty focus on the three pedagogical priorities to support teachers in planning lessons which challenge students:	Comprehensive package of teaching and learning CPD delivered to the teachers of maths linked to the second target of appraisal process	<ul style="list-style-type: none"> <li>• Work scrutiny of maths books will evidence an improved quality in constructive feedback and student response in line with college marking policy</li> </ul>

<ul style="list-style-type: none"> <li>• Planning effectively from students' starting points</li> <li>• Impactful marking and assessment</li> <li>• Effective questioning To focus on the reasoning and subject specific-developments required in maths.</li> </ul>		Appraisal data from meetings with maths teachers will reflect an increase in teaching strengths and a decrease in teaching gaps.
Students books to evidence progress in every subject area	Middle leaders to carry out fortnightly work scrutiny of Books. Staff will be held accountable by them for maintaining College expectations	SLT work scrutiny will evidence progress in books in every subject area and/or support processes will evidence actions taken by middle leaders where this is not the case.
Increase engagement of parents in child's learning journey.	Introduction of traditional style parent evening in Years 10 and 11	75% attendance to be achieved
KS3, 4 and KS5 internal assessments to accurately inform attainment data and impactful interventions implemented where this is not the case.	LoL to continue to rigorously scrutinise all internal assessments to ensure stretch, challenge and reflection of exam board expectations/accuracy.	SE1 meetings in September and self-review cycle used to compare likely grades reported by staff to actual results achieved in GCSE examinations
Whole college and governing body engaged in tracking of student progress that leads to impactful intervention	Clear meeting structure in place between HT and Directors of learning Hubs and then Directors of Learning Hubs and Leaders of Learning which is driven by their accurate evaluation of the data drilled down to teacher level against targets at six points during the academic year.	Performance of students achieving or exceeding their target grades increases by 5% each half term to reach 80% and above. This to be in each year group (see appendix for current performance). P8 score to increase by 0.05 half termly overall in Year 11 and in all individual subject areas to be above -0.25 (see appendix)
Achievable targets set which have high expectation for every student and support identification of underperforming groups. GRAPS evidence interventions planned by the teacher where there is underperformance	Share tracking systems (Mastery indicators at KS3 and AOs and KS4) and percentage of students who are on/above/below/seriously below with all teachers in order that they can plan subject level specific interventions to support students achieving these targets.	Mastery indicator and AO grids stored in Teacher Folders demonstrate student progress towards targets.  Percentage of students attaining MTGs to increase each half term by 5% up to 80% students attaining or exceeding target grades.
To plan EBACC subject level specific interventions to support students achieving targets	Join PiXL to support leaders of English, maths, science, humanities and foreign languages.	Use of PiXL resources embedded
Effectively inform student, parent and teacher of subject specific intervention towards MTG  Teacher to plan appropriate work and leadership to track student progress.	Explicitly link mastery indicator system at Key Stage 3 to the student's target grade for GCSE  Explicitly link PiXL system and 4Matrix to track progress at Key Stage 4 to the students' target grades	Raised percentage by 5% each half term for students attaining or exceeding minimum target grades at Key Stage 3 through effective planning that supports students to overcome their individual difficulties and make progress.

Middle leaders/teachers with three year trend of poor performance (2015, 2016, and 2017) to move rapidly to an intervention programme.	Formal intervention programmes for staff not consistently good/with classes not making good progress as highlighted in interim and subject reviews, will be implemented promptly, effectively and more cohesively with the capability procedures.	Formal intervention programmes will have a timely impact on student progress
Ensure that subject leaders' planning in English and maths supports teaching assistant delivery of high-quality one-to-one and small-group support, using structured interventions	Secure data to be gathered and used at start and end of intervention by AH (literacy intervention) and LoL maths to inform a) the groups of students who would benefit from Read Write Inc. and maths intervention b) impact of intervention is assessed effectively	interventions are demonstrably having a strong positive impact on the progress underachieving students in maths and English
Implement consistency of teaching assistant presence in subject areas and then for teacher planning to fully prepare teaching assistants for their role in the classroom	A further review of allocation of teaching assistants to learning to be completed by April 18 and LoL affirm quality of structure for support	Teachers know when they will have TA presence in a group and therefore can plan effectively for their support  PPA time used by teachers to meet with teaching assistants to plan effectively for their use over a series of lessons

**3. Improve the personal development, behaviour and welfare of pupils by:**

- raising teachers' expectations of pupils' commitment to learning, particularly their expectations of boys
- improving the attendance of all pupils, especially girls and disadvantaged pupils

<b>Objective</b>	<b>Actions</b>	<b>Success Criteria</b>
Teacher planning to focus on engagement of students in the learning due to correct pitch based on accurate assessment information	Share with all staff the college's new vision statement and how this can be used with students to support them focus on engaging in their own learning.  Review and implementation of behaviour system to include stage 1, stage 2 and stage 3 exclusion processes	Improved student behaviour and attitudes to learning evidenced by: <ul style="list-style-type: none"> <li>Quality of student work in work scrutiny</li> <li>Reduction in number of red and yellow slips</li> </ul>
All tutors to proactively ensure students are correctly equipped and dressed for college	HoH to lead a tutor programme to ensure students are ready to learn.	Number of Schoolcomms messages home to reduce after initial spike in Sept/Oct 17.  All students to comply with uniform, policy  Seven key performance indicators identified by Heads of House to inform target 2 of their appraisal, linked to effectiveness of tutor team

		Progress towards kpi's tracked fortnightly by AH (attendance)
All tutors to proactively build relationships with home where tutees attendance falls below 97%	<p>HoH to lead a tutor programme to ensure they can confidently and proactively build relationships with parents and carers.</p> <p>Tracking of attendance in each tutor group in place and used effectively by HoH team for monitoring of impact of tutor intervention</p>	<p>Number of Schoolcomms messages home to reduce after initial spike in Sept/Oct 17.</p> <p>Seven key performance indicators identified by heads of House to inform target 2 of their appraisal, linked to effectiveness of tutor team</p> <p>Progress towards kpi's tracked fortnightly by AH (attendance)</p>
Review Pupil Premium Plan reported to link governors every six weeks	Agreed format in place from reviewed Pupil Premium Plan and used in a termly report to link governors PL and ST on the use of pupil premium which includes costings to evaluate the effectiveness of spend.	Governors analyse and challenge the use of Pupil Premium for individual children and SLT member re-formulates action plans in response.
<p>To raise attendance for</p> <ul style="list-style-type: none"> <li>• Girls</li> <li>• Disadvantaged</li> </ul> <p>through strengthening relationships with home and identifying and addressing individual</p>	<p>Design a team to support families where there are attendance issue by:</p> <ul style="list-style-type: none"> <li>• redesignate senior leadership responsibility for raising attendance</li> <li>• Recruitment of Educational Welfare Officer for 0.4 FTE</li> <li>• Training for attendance officer</li> <li>• Create a new Attendance Hub. Member of SLT to oversee team of attendance officer, HoH and EWO</li> <li>• To implement Parent Panels to support groups of parents with similar challenges to getting their daughter/child eligible for pupil premium to attend college</li> </ul>	Overall attendance to be at 95% and Pupil Premium attendance to be within 2% of non-Pupil Premium attendance. Girls' attendance to be equal to boys' attendance. Persistent absence to be 12% or below for all and 20% for PP. Gap closed between boys and girls for persistent absence.