

## Treviglas Community College-Action Plan 2018-2019

### Key issues for improvement taken from OfSTED report

#### 1. Improve leadership and management by:

- ensuring governance is robust and holds school leaders to account for standards in the school
- setting a clear vision of high-quality teaching, learning and assessment
- providing appropriate training opportunities for staff and monitoring the quality of teaching robustly
- developing a culture where all staff are held to account for the quality of their work.◦

#### 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 teachers:

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

#### 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.

#### Overall priorities (TL codes referenced to timeline)

- Improvement in Quality of teaching, learning and assessment to raise achievement DRA (T and L), ROG (Assessment) **TL1, TL13, TL14**
- Disadvantaged students to receive the quality of teaching they need to catch up with other students ONL **TL4**
- IEB members to robustly hold college leaders to account IEB/DUN **TL8**
- Senior Leaders to hold middle leaders and teachers robustly to account DUN **TL5**
- Teachers to receive a comprehensive whole school package of teaching and learning CPD, focused on the college priorities of improving students' attitudes to learning, planning learning objectives and essential questions effectively, accurate assessment of current performance, questioning, differentiation DRA **TL2**
- Teachers to provide sufficient challenge to extend students' learning DRA **TL10, TL12**
- Improvement in students' attitudes to learning ONL **TL15, TL4, TL6, TL7**
- Staff at all levels to be held to account for the quality of their students' work DUN **TL3, TL11**
- High levels of absence to be tackled effectively MAL **TL9**

## Key

TL-Timeline

DUN (HT)-Michelle Dunleavy Acting Headteacher

ONL (DH)-David O'Neill Deputy Headteacher, Head of Year 7 and SENDCo

DRA (AH)-Rebecca Drake Assistant Headteacher and Director of Creative Hub

MAL(AH)-Vanessa Maule Assistant Headteacher and Director of Global Hub

ROG (AH)-James Rogers Assistant Headteacher and Director of STEM Hub

WSN (AH)-Thomas Wilson Assistant Headteacher and Director of Pathways Hub

NP-Director of Integrated Health Hub

HoD-Heads of Faculty

HoY-Heads of Year

CPD-Continued Professional Development

PPD-Personal Professional Development folders

LO-Learning objective

EQ-Essential Question

MTG-Minimum target grade

MI-Mastery Indicators

**Overall success criteria:** school leadership including members of the Interim Executive Board evaluate progress regularly to ensure the improvements made in Year 1 are secure and built upon. Progress is must be seen regularly by the School Improvement Team at the Local Authority. OfSTED's regular monitoring visits (every six months) will recognise continued improvement with the aim that the school comes out of Special Measures at the end of Year 2.

	<p><b>Priority 1. <u>To address OfSTED recommendation to improve leadership and management by:</u></b></p> <ul style="list-style-type: none"> <li>ensuring that governance (from the Interim Executive Board) 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 member so the IEB is more evaluative leading to improved outcomes for students</li> <li>Leadership capacity (both strategic and operational) embeds the skills of middle and senior leaders to raise standards, to improve standards of teaching, learning and assessment and the provision for those students eligible for Pupil Premium funding</li> </ul>
<b>Objective</b>	<b>Actions</b>
<p>Embed the clear vision of high-quality teaching, learning and assessment through:</p> <ul style="list-style-type: none"> <li>Higher expectations for teaching and learning</li> <li>Improved target setting and assessment</li> </ul> <p>(Also supported by Objectives in section 2 )</p>	<p>Minimum target grades set to give an overall P8 of 0.5 within each year group</p> <p>CPD, monitoring and appraisal cycle to focus on:</p> <ul style="list-style-type: none"> <li><b>improving students' attitudes to learning</b></li> <li><b>planning learning objectives and essential questions effectively</b></li> <li><b>accurate assessment of current performance</b></li> <li><b>consistently effective questioning</b></li> <li><b>differentiation</b></li> <li><b>writing EBIs which add subject specific value consistently responded to by students</b></li> </ul>
<p>Embed a consistent teacher approach to improve student learning behaviours</p>	<p>Teachers prepare students to take more responsibility for their learning, leading to improved rates of progress</p>
<p>Heads of Faculty to be developed effectively to lead their team for appraisal</p> <p>Heads of Faculty lead subject specific improvements in teaching and learning within their department</p>	<p>Baseline performance of middle leadership area of accountability agreed at appraisal meetings in Sept 18</p> <p>HoDs to lead appraisal teams</p> <p>Improved setting and monitoring of success towards appraisal targets by HoD</p>
<p>Embed Head of Department review of each teacher after every data collection point and to use their analysis to inform personalised areas for development for the members of their team which are subsequently tracked and monitored.</p>	<p>Heads of Faculty to be skilled in using 4Matrix to analyse the performance of the different groups of students in their subject area.</p> <p>HoD will meet fortnightly with their Hub Director with a focus on teaching and learning in their area linked to their identified areas of development for each member of the team.</p>

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 UPS responsibility and a specific area of responsibility that contributes to whole school improvement. These will include: <ul style="list-style-type: none"> <li>• PP</li> <li>• Middle achievers</li> <li>• Boys</li> <li>• SEND (E)</li> <li>• SEND (K)</li> </ul>
Pay decisions will be accurately linked to teacher performance.	All staff to have an appraisal target set at national standards.
	<p>Priority 2:  <u>To address OfSTED recommendation to 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:</u></p> <ul style="list-style-type: none"> <li>• set high expectations of what pupils can achieve in 60 minute lessons</li> <li>• plan learning activities that challenge pupils to think deeply about their answers</li> </ul>
<b>Objective</b>	<b>Actions</b>
<p>All teachers to focus on six pedagogical priorities:</p> <ul style="list-style-type: none"> <li>• <b>improve students' attitudes to learning</b></li> <li>• <b>plan learning objectives and essential questions effectively</b></li> <li>• <b>assess of current performance accurately</b></li> <li>• <b>deliver effective questioning</b></li> <li>• <b>plan differentiation to challenge all learners</b></li> <li>• <b>write EBIs which add subject specific value</b></li> </ul>	<p>Comprehensive whole school package of teaching and learning CPD delivered which is linked to the second target of appraisal process</p> <p>Support in delivery of CPD linked to the six pedagogical areas</p>
To regularly review the new timetable to ensure it serves the purpose of supporting continued improvement in teaching and learning	Comprehensive whole school package to support teaching and learning in 60 minute lessons which is linked to the second target of appraisal process
Departments which have underperformed in the 2018 GCSE results to have <b>additional</b> supported focus on the six pedagogical priorities to support teachers in planning lessons which challenge students.	Comprehensive package of teaching and learning CPD delivered to the teachers of [insert name of department] linked to the six pedagogical priorities
Achievable targets set which have high expectation for every student and support identification of underperforming groups.	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.
Students' books to evidence progress in every subject area and for these to be consistent within and across classrooms (inter and intra department) and for the progress of middle and low achievers to be in line with high	Heads of Faculty to carry out fortnightly work scrutiny of books. All teachers will be held accountable by them for maintaining high expectations for every student

KS3, 4 and KS5 internal assessments to accurately inform <b>current</b> attainment data which is reported to parents	HoD to scrutinise all internal assessments to ensure stretch, challenge and reflection of exam board expectations/accuracy.
Embed use of Mastery Indicators system effectively to inform students about their current performance against their MTGs and what they need to do to attain or improve their target grade	All middle leaders to be tracking the SIMS based Mastery Indicator system for and moderating progress in KS3 within their Department.
To plan subject level specific interventions to support students achieving targets to impact on the progress of middle and low achievers so that they improve at the same rate as those recognised as high	Embed PiXL strategies to support leaders of English, maths, science, humanities and foreign languages.  Embed intervention strategies to support other subject areas
To deliver targeted and timely interventions to improve attainment and progress of learners who are boys, eligible for PP, have an EHCP or Known learning need	Classroom teacher using the redesigned Directory of Concern effectively to raise achievement.  SEND team to ensure all strategies identified on individual learning plans are in place and any external agencies are engaged  Links made during appraisal meetings between teachers with UPS responsibility and a specific area of responsibility that contributes to whole school improvement. These will include: <ul style="list-style-type: none"> <li>• SEND (E)</li> <li>• SEND (K)</li> <li>• Boys</li> <li>• Students eligible for PP funding</li> </ul>
Ensure that HoD planning 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  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
Increase engagement of parents in child's learning journey	<ul style="list-style-type: none"> <li>• Embedding of traditional style parent evening in Years 7-13</li> <li>• Growing the numbers attending: the half termly Parent Forum group, Parent Focus groups and parental events</li> <li>• Improving quality of communication in reports</li> <li>• Sharing celebration assemblies and events</li> <li>• Increased use of Schoolcomms to signpost rewards</li> <li>• Increase parental engagement in Show my Homework</li> </ul>
Middle leaders/teachers with a two year trend of poor performance (2017 and 2018) to move rapidly to an intervention programme.	Formal intervention programmes for staff not consistently good or with classes not making good progress as highlighted in progress of learners and PPD folders, will

	be implemented promptly, effectively and cohesively within the capability procedures.
	<b>3. To address OfSTED recommendation to improve the personal development, behaviour and welfare of pupils by:</b> <ul style="list-style-type: none"> <li>raising teachers' expectations of pupils' commitment to learning, particularly their expectations of boys</li> <li>improving the attendance of all pupils, especially girls and disadvantaged pupils</li> </ul>
<b>Objective</b>	<b>Actions</b>
To raise attendance for all (with a specific focus on Disadvantaged students) and to reduce persistent absence	To strengthen relationships with home and identifying and addressing individual needs. To continue to apply the robust systems and processes that were embedded in Year 1
All tutors to proactively build relationships with home where tutees attendance falls below 97%	Tracking of attendance in each tutor group in place and used effectively by HoY team for monitoring of impact of tutor intervention
Ensure PP Plan supports disadvantaged students to engage and succeed in their learning	Agreed format in place from reviewed Pupil Premium Plan and used in a termly report to link IEB on the use of Pupil Premium which includes costings to evaluate the effectiveness of spend.
HoY to lead all tutors to proactively, consistently and regularly ensure that students are correctly equipped and dressed for school	HoY to lead a tutor programme to ensure students are ready to learn.
PSHE Careers Character and Culture	SLT and HoY to establish and embed the Treviglas 'Character' using a clear 'charter' to capture culture that will underpin ongoing improvements in attendance, behaviour for learning, welfare and personal development
All members of staff to contribute to a comprehensive careers programme which address the needs of each and every student (in line with the 8 Gatsby benchmarks)	To deliver a meaningful careers programme which can be monitored and impact evaluated. To ensure that CEIAG is available to all stakeholders and is outwardly facing