

**ABBS CROSS ACADEMY**  
**“DO NOT WAIT FOR THE SHIP TO COME IN, SWIM TO IT”**

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p><b>LEADERSHIP &amp; MANAGEMENT</b> Senior Leaders work with Departments through visible daily contact/lesson by lesson contact, supporting work and challenging poor teaching immediately.</p>	<ul style="list-style-type: none"> <li>All subject areas are above National Levels at GCSE and A Level: 5 – 9 – Meeting 0.0 4 – 9 – Meeting 0.0</li> <li>Change-Over positions for SLT</li> <li>In Department Meetings</li> <li>Daily conversations with Postholders</li> <li>Quality Assurance Meetings with written actions</li> <li>SLT action evidenced in Senior Team Meetings</li> <li>Poor teaching with action and relevant support</li> </ul>	<ul style="list-style-type: none"> <li>NJE</li> <li>All Senior Leaders</li> <li>Senior Team Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> <li>Weekly</li> <li>Monthly</li> <li>Termly</li> </ul>	
<p><b>OUTCOMES</b> Postholders (SLT, CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) challenge poor outcomes and set up clear strategies to improve outcomes at all levels with clear time-lines for staff within their areas.</p>	<ul style="list-style-type: none"> <li>Data Drops show real data – moderation is evidenced</li> <li>Over emphasised data is challenged resulting in correct data on Progress and Attainment at Governors’ Meetings</li> <li>Lines of Inquiry document delivers real strategies</li> <li>Schools Progress Data shows targets met</li> <li>Data Drops are valid and checked by SLT</li> <li>Clear interventions sign-posted in SOCs</li> <li>Groups reassigned to teaching staff</li> <li>Year Reviews that show poor teaching with CTLs responding with clear Action Plan of Improvement</li> <li>Teaching and Learning observations/drop ins have clear response and actions from Postholders</li> <li>SLM responds to SOCs – Headteacher copied in</li> <li>Exam review meetings are timely and have clear actions for improved outcomes</li> <li>Teachers know their classes and this is evidenced in their use of the data and seating plans that support learning</li> <li>Raising Achievement Plans in place for all subject areas by the end of September 2018</li> </ul>	<ul style="list-style-type: none"> <li>NJE</li> <li>JHO</li> <li>All Senior Leaders</li> <li>Postholders</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Weekly evidenced through SOC</li> <li>Monthly evidenced from SOC</li> <li>Action Plans set up within 48 hours of concern</li> </ul>	
<p><b>TEACHING, LEARNING &amp; ASSESSMENT</b> Staff seek out CPD that improves student outcomes in all Year Groups by seeking CDP that fulfils the needs of the children.</p>	<ul style="list-style-type: none"> <li>Lecture PowerPoint on school system</li> <li>Staff CPD Portfolio shows activities completed – 100% of staff access, CPD opportunities in GCSE</li> <li>LPs set up Loxford Lectures on examination teaching and improvements</li> <li>LPs set up CPD Programmes for staff on examination improvements</li> <li>Staff manage their CPD on examination improvements</li> <li>CTLs evidence impact of individual teachers’ CPD on outcomes</li> </ul>	<ul style="list-style-type: none"> <li>LPs set up CPD Portfolios for all staff - CCA</li> </ul>	<ul style="list-style-type: none"> <li>September 2018</li> <li>Half Termly checks on CPD Portfolio</li> <li>Loxford Lectures agreed by 1<sup>st</sup> October 2018 and published.</li> </ul>	
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b> A proactive approach is adapted by pastoral staff to reduce exclusions by targeting and developing strategies to avail higher levels of punishment.</p>	<ul style="list-style-type: none"> <li>Internal exclusions reduce by 50%</li> <li>External exclusions reduced 30%</li> <li>SLM develops groups of interventions after school on improving behaviours, clearly targeting repeat offenders and including offenders who have used derogatory language</li> <li>Behaviour Group shows positive responses</li> <li>Rolling SIMS show clear actions for children who are receiving bad SIMs – actions have impact on behaviour</li> <li>New ideas through team conversations are developed in Autumn Term and agreed by SLT</li> </ul>	<ul style="list-style-type: none"> <li>SLM Pastoral - NRO</li> <li>YCT – All Year Groups</li> <li>ATLs</li> </ul>	<ul style="list-style-type: none"> <li>Rolling SIMs - weekly</li> <li>Half termly</li> <li>Termly exclusion figures</li> </ul>	

## “SEEING IS BELIEVING”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p><b>LEADERSHIP &amp; MANAGEMENT</b> Pupil Progress, Quality Assurance Meeting with Senior Line Manager where work is checked.</p>	<ul style="list-style-type: none"> <li>All subject areas are above National Levels at GCSE: 5 – 9 – Meeting 0.0 4 – 9 – Meeting 0.0</li> <li>Examination Meetings – agreed targets for: 5 – 9 4 – 9</li> <li>Change-Over positions for SLT</li> <li>In Department Meetings</li> <li>Daily conversations with Postholders</li> <li>Quality Assurance Meetings with written actions</li> <li>SLT action evidenced in Senior Team Meetings</li> <li>HT challenges and uses own evidence for comparisons of evidence presented</li> <li>Poor teaching with action and relevant support</li> <li>Pupil Progress matches students’ test results</li> <li>Testing becomes a key feature in lessons</li> <li>Quality Assurance Meetings have evidence by SLM to validate results</li> <li>Evidence in Senior Team Meetings of work validation with HT validation</li> </ul>	<ul style="list-style-type: none"> <li>NJE</li> <li>SLM - AKI</li> <li>CTLs</li> </ul>	<ul style="list-style-type: none"> <li>SOCs</li> <li>Data Drops</li> <li>Key Lines of Inquiry</li> <li>Weekly minutes</li> </ul>	
<p><b>OUTCOMES</b> Data Drops and Pupil Progress Meetings are validated with evidence from Postholders (CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) of key interventions and strategies for improvement for all Key Stages.</p>	<ul style="list-style-type: none"> <li>All students with Progress below to have meetings with parents by ATL/Year Leader/SLM</li> <li>CTLs have meetings with parents of students below their expected grade</li> <li>CTLs raise attainment by at least 20% within their area</li> <li>CTLs show that their data is validated and targets above national levels</li> <li>SOCs clearly evidence Pupil Progress</li> <li>Work Checks are completed by Postholders and Senior Line Managers with their findings in Senior Team Meetings</li> <li>Raising Achievement Plan delivered by Postholders linked to SDP</li> <li>Key Lines of Inquiry followed up within 2 weeks of completion with clear actions for Postholders and SLT</li> <li>Quality Assurance Meeting with Headteacher monthly with book evidence that is 4 1* students, 4 1 Students, 4 2/3 students, picked by Headteacher NOT picked by Postholder</li> <li>Seating plans are reviewed/updated following each tracking cycle and evidenced on shared area</li> </ul>	<ul style="list-style-type: none"> <li>AKI/LCO</li> <li>SOCs</li> <li>SLM Quality Assurance Meetings</li> <li>Raising Achievement Plan</li> <li>Key Lines of Inquiry with clear actions</li> <li>Postholders Pupil Progress Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Half Termly</li> </ul>	
<p><b>TEACHING, LEARNING &amp; ASSESSMENT</b> Postholders (CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) through SOC Observations validate their teaching grades with Headteacher monthly.</p>	<ul style="list-style-type: none"> <li>Teaching grades are all good and above 100%</li> <li>All inadequate or RI teaching has clear Support Plan</li> <li>Postholders show through SOC clear challenge of poor teaching</li> <li>SLM act immediately when lessons are not <u>taught</u></li> <li>Quality Assurance Meeting showing evidence from SOC</li> <li>Drop Ins</li> <li>E-Mail trail of staff Drop Ins by CTL</li> <li>SLM keeping an up to date Excel Sheet of staff performance from Postholders SOC</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher – Postholders</li> <li>SLM - All</li> </ul>	<ul style="list-style-type: none"> <li>Postholders</li> <li>SLM</li> <li>All teachers</li> </ul>	
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b> Year Care Team have a clear plan and commitment for students whose behaviour or exclusions are below expected standard by ‘out of hour’ clubs for improvement.</p>	<ul style="list-style-type: none"> <li>SIMs referrals decrease by 20% on negative</li> <li>Raising Behaviour Plan individualised for all Year Groups</li> <li>Out of Hours Clubs</li> <li>Meetings with parents</li> </ul>	<ul style="list-style-type: none"> <li>SL - NRO</li> <li>YCT</li> <li>ATL</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Rolling SIMs is explained and analysed with clear actions</li> <li>Parent Meetings – reporting system</li> </ul>	

## “COURAGE IS FOUND IN UNLIKELY PLACES”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p><b>LEADERSHIP &amp; MANAGEMENT</b></p> <p>Ebacc subjects monitored for progress and attainment especially in areas where a dip occurred this year.</p>	<ul style="list-style-type: none"> <li>No teaching is below good by January 2019</li> <li>All poor teaching is improved through formal support</li> <li>SLM meet regularly with Postholders</li> <li>Testing becomes significant in these areas with results checked by SLM and evidenced through SOC</li> <li>Headteacher evidences weekly drop-in in all Ebacc subjects</li> </ul>	<ul style="list-style-type: none"> <li>Postholders</li> <li>Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Within 48 hours of drop in or formal observations</li> </ul>	
<p><b>OUTCOMES</b></p> <p>Appraisal Meetings are honest and transparent with all members of staff having Key Groups at: Secondary – GCSE, A Level.</p>	<ul style="list-style-type: none"> <li>All staff meet Appraisal Targets</li> <li>Meetings calendared and held in a timely manner</li> <li>Clear actions to meet targets after meeting</li> <li>Headteacher to check all appraisals and agree them providing CEO with details</li> </ul>	<ul style="list-style-type: none"> <li>NJE</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>31<sup>st</sup> October 2018</li> <li>February review meetings</li> </ul>	
<p><b>TEACHING, LEARNING &amp; ASSESSMENT</b></p> <p>CTLs/Year Leaders ensure that subject specifications and examination specifications are met including 9 and 8 levels</p> <p>Accelerate the progress of Pupil Premium children and ensure that the attainment gap for these children is closing faster.</p>	<ul style="list-style-type: none"> <li>CPD on examination specifications in all subject areas</li> <li>Work check show that work is meeting higher standard</li> <li>Classes reassigned to teachers who are able to teach at higher levels</li> <li>Loxford Grouping identify students who are below level</li> <li>Headteacher to look at all teachers assigned to examinations groups and review set lists</li> </ul>	<ul style="list-style-type: none"> <li>NJE</li> <li>CCA</li> <li>Work check</li> <li>Data Drops</li> <li>SLT Link member</li> <li>Postholders</li> <li>ATLs Learning Walk highlight areas of concern resulting in immediate actions by CTL</li> </ul>	<ul style="list-style-type: none"> <li>Data drops</li> <li>SOW - termly</li> </ul>	
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b></p> <p>Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Further develop partnerships to support families with mental health</p> <p>ATLs know the make-up of their Year Group</p>	<ul style="list-style-type: none"> <li>School continues to deliver training for parents in online safety termly to different year groups</li> <li>Curriculum development in computing to have unit of safety fully embedded</li> <li>Thorough evaluation of current provision (analysis of referrals and impact of referrals)</li> <li>Provision matched to identified areas of need</li> <li>To identify vulnerable students</li> <li>PSCHE/workshops to address mental health issues, current national issues/raise awareness</li> <li>SIMs updated with students requiring support</li> <li>Achievement Board visible with children clearly identified</li> <li>Students from vulnerable settings have support measures put in place when dipping</li> <li>Meetings have clear outcomes written to parents</li> <li>School notice boards display up to date information for students on e-safety, support groups etc</li> </ul>	<ul style="list-style-type: none"> <li>NRO/CCA</li> <li>AKI/LCO</li> <li>Provision meets student need</li> <li>Referrals are dealt with swiftly and effectively</li> <li>Less self-harming</li> <li>Fewer referrals to Safeguarding Officer</li> <li>High attendance</li> </ul>	<ul style="list-style-type: none"> <li>All staff trained in safeguarding updates</li> <li>Training delivered to all teachers and TAs.</li> <li>Prevent Strategy is fully incorporated in curriculum and throughout whole school policies.</li> <li>Current mental health provision is reviewed and evaluated to ensure that it meets the needs of our students</li> <li>By September 2018 then ongoing</li> </ul>	

## “PEOPLE ARE BORN TO SUCCEED AND NOT TO FAIL”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p><b>LEADERSHIP &amp; MANAGEMENT</b></p> <p>Examination Meetings are transparent and honest.</p> <p>Parental engagement with Agreed Action Plan by CTL for improvement.</p> <p>Mocks and testing leading to Authenticity.</p>	<ul style="list-style-type: none"> <li>Mock papers sent to parents</li> <li>Clear targets set and visible with SLM and Postholders</li> <li>Mock papers marked by external markers (if we find)</li> <li>Mock paper redone at home in time scale</li> <li>Calendar of parent events to increase understanding, aspiration and involvement of parents</li> <li>Half termly newsletters to ensure focus on learning and how to support at home</li> <li>Data drops lead to 1:1 parent meetings – determined by HT/ATL – followed up by a letter with clear actions</li> </ul>	<ul style="list-style-type: none"> <li>SLT – AKI/LCO/MHI</li> <li>CTLs</li> <li>Postholders</li> </ul>	<ul style="list-style-type: none"> <li>Data drops</li> <li>SOCs</li> <li>Newsletters</li> </ul>	
<p><b>OUTCOMES</b></p> <p>Accountability measures: Progress 8, Attainment 8</p> <p>Intervention KS3, KS4 Moderation &amp; monitoring (Data integrity)</p>	<ul style="list-style-type: none"> <li>Assessment dates followed on calendars</li> <li>ML have been trained in identifying groups and using data to identify underachievers</li> <li>Review set lists and all set changes to have SL approval before sign off by HT</li> <li>Year 10 gaps analysis for Science with clear actions to address gaps</li> <li>ATLs identify children underperforming, resulting in immediate lesson observations and parental meetings</li> <li>CTLs produce intervention plans for the academic with weekly topic coverage</li> </ul>	<ul style="list-style-type: none"> <li>SLT – AKI/LCO</li> <li>MHI</li> <li>CTLs</li> <li>Postholders</li> <li>Year Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Set review Sept/Jan/Apr</li> <li>Weekly SOC updates</li> </ul>	
<p><b>TEACHING, LEARNING &amp; ASSESSMENT</b></p> <p>Marking Policy.</p> <p>CTL to follow SOC to ensure that T&amp;L are delivered to standards.</p> <p>Overviews are completed and accessible on Shared Area.</p>	<ul style="list-style-type: none"> <li>Work checks through SOC show that marking is completed that evidences pupil progress</li> <li>Book scrutiny to look at the impact of marking</li> <li>Clear Action Plans in place for staff not meeting marking policy</li> <li>Drop-ins to record the impact of live marking</li> <li>In all subject areas</li> <li>Review of long term plans in all departments</li> <li>Extra-curricular activities and trips that enhance understanding and the ability to think about a subject and respond in lessons</li> </ul>	<ul style="list-style-type: none"> <li>CTLs</li> </ul>	<ul style="list-style-type: none"> <li>Weekly SOC updates</li> <li>Action plans – QA minutes</li> </ul>	
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b></p> <p>Attendance checks are daily and weekly with clear follow ups on persistent absentees with evidence.</p> <p>Reduced number of pupils with persistent absence.</p> <p>Reduced number of pupils arriving at school late.</p> <p>Number of logged behaviour incidents reduced.</p> <p>All members of the school community feel safe and included. They behave well allowing optimum learning that is both academic and social.</p>	<ul style="list-style-type: none"> <li>Ensure that all pupils are aware and involved in:</li> <li>Keeping safe in and out of school (including e-safety, anti-bullying, PREVENT, road safety, etc)</li> <li>Importance of healthy lifestyles</li> <li>School Council includes Anti-Bullying Alliance and Eco Warriors</li> <li>Celebration Assemblies - encouraging and rewarding class and individual effort and attendance so that pupil engagement, motivation and independence is improved</li> <li>Put appropriate support in place for pupils with poor attendance and ensure attendance data is monitored regularly</li> <li>Further develop the capacity of all teachers (in particular newly appointed staff) to monitor differing groups across the school so that trends regarding behaviour can be identified early and timely intervention put in place to address this</li> <li>EWO Meetings</li> <li>YCT pledges</li> <li>Zero NEETS</li> <li>Expand careers provision and programmes to encompass all year groups and support an aspirational culture</li> </ul>	<ul style="list-style-type: none"> <li>SLT – NRO</li> <li>CCA</li> <li>LCO</li> <li>JHO</li> <li>ATL</li> <li>YCT</li> <li>EWO</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice calendared in SOC</li> <li>School council minutes – every half term and calendared</li> <li>Careers overview</li> </ul>	

## “WHAT YOU CAN DO TODAY CAN IMPROVE ALL YOUR TOMORROWS”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p><b>LEADERSHIP &amp; MANAGEMENT</b></p> <p>Monitoring quality of provision sets clear expectation and helps secure good progress of Pupil Premium children.</p> <p>Interventions are impacting positively on the progress of PP Children</p> <p>There is a rapid and focussed response to address misconceptions.</p> <p>There is an immediate impact seen in books.</p> <p>Accelerated progress.</p> <p>SEND children clearly identified and making national progress.</p>	<ul style="list-style-type: none"> <li>Book scrutiny of all Pupil Premium children to take place on a regular basis. To include Subject Leaders</li> <li>Expectation that teachers, in every lesson, work directly with PP children - or provides alternative support (e.g. TA / resources)</li> <li>To give an opportunity for individuals to address gaps or misconceptions which arise during main class teaching.</li> <li>Enable a rapid and focussed response to children’s learning needs</li> <li>Teachers, during marking, to identify misconceptions or common errors in individuals' work, informing response/ intervention as soon as possible</li> <li>Teachers are using SSS for SEND children and clear intervention strategies are seen in every lesson</li> <li>SENDCO book scrutiny and lesson observations have clear intervention strategies and actions that have impact on outcomes</li> <li>EWM have clear actions and actions are evidenced</li> <li>School Provision Map reflect the make-up of the school and SL are using to inform their interventions</li> </ul>	<ul style="list-style-type: none"> <li>SENDCO – ADR</li> <li>All Senior Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly intervention review meetings between SENCO and those delivering the interventions; ensure base-line and current assessment is available to discuss progress</li> </ul>	
<p><b>OUTCOMES</b></p> <p>Subject Hubs lead by CTLs become a culture for school improvement with student welfare and attainment a key feature that drives clear SOW and teaching methodologies.</p>	<ul style="list-style-type: none"> <li>CTLs have clear actions from subject hubs that are tracked in weekly QAs</li> <li>Evidence of impact of actions from subject hubs</li> <li>CTLs action subject hubs outcomes in their department meetings – clear actions in minutes</li> </ul>	<ul style="list-style-type: none"> <li>All SL</li> </ul>	<ul style="list-style-type: none"> <li>Weekly QA minutes</li> </ul>	
<p><b>TEACHING, LEARNING &amp; ASSESSMENT</b></p> <p>NQTs and staffing concerns are monitored and have good teaching modelled on a weekly basis monitored by Senior Line Managers.</p>	<ul style="list-style-type: none"> <li>DIAL sessions are high quality and led by both SL and ML</li> <li>Weekly feedback to HT from SLT lead</li> <li>NQTs are able to follow up DIAL topics in lesson observations of outstanding teachers</li> </ul>	<ul style="list-style-type: none"> <li>CCA</li> </ul>	<ul style="list-style-type: none"> <li>NQT records</li> <li>NQT schedule</li> </ul>	
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b></p> <p>To accelerate the progress of Pupil Premium children and ensure that the attainment gap for these children is closing faster.</p> <p>Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>To review approaches to teaching about British Values and life in modern Britain.</p> <p>Children discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.</p>	<ul style="list-style-type: none"> <li>ATLs to monitor PP progress through Year Raising Achievement Plans</li> <li>Parent ATL surgeries</li> <li>Parent training for online safety</li> <li>Raising Behaviour Plan individualised for all Year Groups</li> <li>PSCHE provision is monitored by ATLs – no delivery is below good by January 2019</li> <li>Assembly programme and displays address role models</li> <li>Address and challenge all derogatory language</li> <li>Specific groups to tackle offenders in regards to use of derogatory language</li> <li>Learning environment is planned and monitored throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>AKI/LCO</li> </ul>	<ul style="list-style-type: none"> <li>ATL weekly SOC updates</li> </ul>	

**WE AIM TO:**

**BRING EQUALITY AND EQUITY OF EDUCATIONAL EXPERIENCE TO EVERY STUDENT IN ORDER TO MAXIMISE OUTCOMES FOR ALL.**

**EXTERNAL EVALUATION**

	2016 School Evaluation	2017 School Evaluation	2018 School Evaluation
LEADERSHIP AND MANAGEMENT	4	2	2
QUALITY OF TEACHING, LEARNING AND ASSESSMENT	4	2	2
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	4	2	2
OUTCOMES FOR CHILDREN	4	2/3	2/3

**JUL – SEP 18**  
PRIORITISING & PLANNING

WHAT ARE OUR STRENGTHS &  
AREAS FOR DEVELOPMENT?

**SEP 18**  
EVALUATING

ATTAINMENT/  
PROGRESS/QUALITY OF  
LEARNING

**JAN – MAR 19**  
MONITORING

IMPACT OF INTERVENTIONS

**JUL 19**  
PREPARING

OPERATIONAL PLANS  
  
SENIOR & MIDDLE LEADERSHIP

DRAFT