

Plan of Action

Key Issue 1: Achievement of Pupils

Ensure that achievement is at least good at the next inspection

KIFA 1

In order to be judged good, the following criteria will need to be met:

- Taking account of their different starting points, the proportion of pupils making or exceeding expected progress compares favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.
- Progress in a wide range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well.
- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- The learning and progress of groups of pupils, particularly those who are disabled, those who have special educational needs, and those for whom the pupil premium provides support are good.
- Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

| | ACTION | Lead Person | Resources | Timescale | Success Criteria |
|-----|---|--------------------|------------------|------------------|---|
| 1.1 | Embed 'Accelerated Reader' in KS3 & extend into KS4. Primary to update & add to existing schemes inc' core ORT | RJ KC | £2000 £1000 | Term 2 | Raise %of pupils making 2 sub-levels progress in reading from 30% to 45% |
| 1.2 | Increase Literacy and Numeracy lessons by 20% for KS4. Timetabled 'Accelerated Reader' time for Secondary | SM GB | 0.5 day a term | Term 1 | Monitoring & observation shows good use of time (85%). 45% across the school to gain 2 sub-levels. Sec' to rise from 21% to 40% |
| 1.3 | Moderate assessment of reading and monitor consistent use of phonics programme (Letters & Sounds) and strategies for dyslexia | RJ KC | 0.5 day a term | Ongoing | Moderation and monitoring carried out across the school and accuracy of assessment secure |
| 1.4 | Provide effective additional intervention or reading where progress is less than good | RJ KC | 0.5 day a term | Ongoing | Pupils in need of extra intervention are appropriately identified; intervention is effective and pupils make |

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| | | | | | good progress in reading and additional intervention results in accelerated progress |
| 1.5 | Pupil Progress will be better understood by teachers and any inadequate progress will be immediately addressed. Review meetings will be established and take place 6 times per year after termly assessments. Link work scrutiny, planning and progress in reviews. | TS | Staff meeting time | Term 1 | Pupil progress review meetings fully established. All staff will be contributing to the data analysis required of them in the agreed timeframe. As a result pupils, particularly the more vulnerable, will be making good (2 sub levels per year) progress |
| 1.6 | Provision Mapping will be put in place and will enable the school to track and evaluate the impact of interventions over time (including tracking of the Pupil Premium and vulnerable groups) | GB | 0.5 day per term | Ongoing | The school's analysis of impact of interventions will show that there is a significant effect on outcomes where intervention is provided and that value for money is being achieved. |
| 1.7 | Appropriate accredited courses offered in all subject areas for Key Stage 4. Increased GCSE offer | SM | Staff meeting time | Term 2 | All KS4 pupils accessing accredited courses and gain an average of 145 SCAAT points. |
| 1.8 | Ability groups for KS4 Maths and English | DR RJ | Time | Term 1 | Pupils achieving 2 sub-levels in reading & writing 40%. Numeracy – 50% |
| 1.9 | To ensure there is no discernible gap between progress of FSM and non-FSM pupils in English and maths | M KC | Time | Term 1 ongoing | Analysis of outcomes for vulnerable groups will show that the gap between FSM and non- FSM is narrowing rapidly |
| 2.0 | Implement programmes to improve pupil progress in writing eg specific schemes, software, augmentation aids, alternatives | KC RJ | £2000 | Term 1 ongoing | 50% pupils to achieve 2 sub-levels of progress |

Key Issue 2: Quality of Teaching

In order for the quality of teaching to be judged as good the following criteria will be met:

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

| | ACTION | Lead Person | Resources | Timescale | Success Criteria |
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| 2.1 | Termly pupil progress reviews linked to short term planning and work scrutiny, with clear identification of differentiated learning objectives | TS | Staff meeting time (Teaching & Learning Communities time) | Term 1 onwards | Improved planning proforma demonstrating differentiated LO's and tracking.ie planning and task matched for appropriate challenge for pupil's ability |
| 2.2 | Ensure that short term curriculum planning reflects teacher knowledge of pupil levels and the appropriate level of challenge will ensure accelerated progress | KC SM | Time | Term 1 onwards | Planning is adapted on a daily basis to provide challenge and enhance rates of progress for all children |
| 2.3 | All teaching staff to ensure that the deployment of additional staff will be more focused on improving outcomes and that communication of learning objectives is consistently good. | TS | 4 th &5 th Sept CAR | Term 1 onwards | Observations of teaching and scrutiny of data will demonstrate that where additional adults are deployed there is an enhanced focus on learning and the progress made in lessons is accelerated. |
| 2.4 | Provide training to Improve quality of marking, assessment and feedback to pupils | DR | Time (TLC) | Term 2 onwards | Pupils know well what they need to do to progress. (Work scrutiny, lesson |

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| | Enhance practice such as peer and self assessment | | | | observation, pupil interviews) |
| 2.5 | Publish observation timetable. Link to Performance Management and school priorities – in particular the focus for observation will be; use of support staff, use of assessment data to inform planning (differentiation), quality of marking and feedback and presence of challenge. | TS C of G | Time | Term 1 onwards | A steadily increasing percentage of teaching is good or better with a target of 85%. The GB will challenge the HT on the percentage of teaching that is good or better. |
| 2.6 | Through lesson observation and pupil progress identify staff requiring additional coaching to be judged as 'good' or better | TS | Supply costs £1500 | Term 2 onwards | The observations of teaching will demonstrate an improvement from requires improvement / inadequate to good within two terms |
| 2.7 | Improve support for ASC pupils through visual prompts. Improve staff knowledge of pupils' Speech & Language and interaction needs | TS | STLS 4&5 Sept STLS. 29.11.13 | Term 1 onwards | ASC audit of school demonstrating effective use of learnt strategies |
| 2.8 | Review provision of reading and phonics and ensure a consistent approach across the school | RJ KC | 2 days £400 | Term 2 onwards | Pupil progress in reading is good |

Key Issue 3: Leadership and Management

At the next Section 5 inspection, Leadership and Management will be judged at least good.

In order to be judged good for both Leadership and management and capacity to Improve, the following criteria will need to be met:

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is robust and the school's actions have been carefully planned, are concerted and effective.
- The well thought out policies ensure that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas have been consolidated.
- The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.

| | ACTION | Lead Person | Resources | Timescale | Success Criteria |
|-----|---|---------------|-----------|----------------|---|
| 3.1 | HT to work with SLT members and LA to ensure that judgment of teaching and learning is accurate and in line with new framework | TS and SLT AM | Time | Term 2 onwards | Observations of teaching will focus on progress made in lessons and linked to progress made over time |
| 3.2 | Teachers to demonstrate high aspiration for pupil outcome through AR's, IEP's, targets, exam entries etc | SM KC | Time | Term 2 onwards | No difference in outcomes between different vulnerable groups |
| 3.3 | Approach to teaching of reading is consistently applied across the school and pupil outcomes are improving (percentage making 2 sub levels progress) | RJ KC | Time | Term 2 onwards | Pupil outcomes in reading improve ie the percentage of pupils making 2 sub levels of progress |

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| 3.4 | Develop coaching and mentoring expertise in the school and attach TLR to role(s) | TS | Training cost Staffing cost | Term 1 onwards | The provision to staff of effective coaching and mentoring will support a shift in ethos to a strong focus on learning. This will result in 85% lessons observed as good or better |
| 3.5 | Increase degree of challenge from GB through evaluation of Kent Challenge Plan to pupil progress and quality of teaching | C of G | Governor training costs | Term 1 onwards | GB challenge and support will contribute to the change in ethos to a stronger focus on learning. Evidence of GB challenge will be recorded in minutes of meetings. |
| 3.6 | Build leadership capacity and ensure effective delegation of roles of responsibility including core curriculum co-ordinators | TS | Time | Term 2 onwards | Costed leadership plan with clear responsibilities |
| 3.7 | Provide an effective induction process for new staff. | GB | Time | Term 2 onwards | New staff's feedback and practice will demonstrate an effective induction |
| 3.8 | Establish a robust teacher and support staff appraisal system in line with new pay policy | TS | Time | Term 1 | System linked to school improvement plan linked to improved pupil outcomes |
| 3.9 | Establish new school website compliant with legislation, improving communication and opportunities for learning support | TS | £1000 Time | Term 1 onwards | Compliant. Positive parent/carer feedback |

Key issue 4: Behaviour and Safety (including attendance and accommodation issues)

Ensure that the judgement for behaviour and safety is judged as good at the next section 5 inspection

In order to be judged good for both Leadership and management and capacity to Improve, the following criteria will need to be met:

- Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.
- There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety.
- There is a positive ethos in the school, and pupils behave well, have good manners and are punctual to lessons.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils feel safe at school and at alternative provision placements and understand how to keep themselves safe.

| | ACTION | Lead Person | Resources | Timescale | Success Criteria |
|-----|---|--------------------|---|------------------|--|
| 4.1 | All staff receive training about Attachment Disorders | TS | VSK JK | 6.1.14 | Using knowledge in managing pupil behaviours |
| 4.2 | All staff receive training about identification and risk assessment re sexualised behaviours | TS | Safeguarding team £200 | 16.1.14 | Using knowledge in managing pupil behaviours |
| 4.3 | Pastoral, behaviour and learning support ensures that pupils' behaviour and attitude to learning is positive. | GB RJ | Time MW £400 | Term 1 onwards | Behaviour data analysis demonstrates that issues are addressed. Pupil and parent questionnaires data analysis are at least 90% positive about pupil behaviour. Pupil voice is listened to eg outcomes of school council meetings addressed |
| 4.4 | Incentive/reward policy is effectively implemented across the school. | GB KC SM | Time. Costings for the year.£2000 (tbc) | Term1 onwards | Pupils are motivated by the system. Demonstrated by questionnaire responses, school council, reduced behaviour incidents, improved learning |
| 4.5 | Increase pupil attendance across the school but particularly in KS 4. | SM | Time ACP placements | Term 1 onwards | Pupil attendance increased to at least 90% |
| 4.6 | Develop school's ability to demonstrate the development of the 'whole' pupil | GB SLT | Time | Term 2 onwards | School can demonstrate pupil progress other than academic |