

Executive Summary for Post OFSTED Action plan

In February 2020 the school was found to have serious weaknesses.

Why did this occur?

The Leadership Team was not engaged with robust strategic and operational plans. Senior leaders' roles and responsibilities were not clearly defined nor effectively deployed to improve standards in the school as quickly and effectively as required. Trust policies were not consistently followed and deployed meaning that there was variability with standards and expectations for staff, pupils and parents. The Trust's system of behaviour management was not being effectively deployed to improve the conduct of all pupils. Some pupils did not attend because the school had not sustained their engagement. Monitoring and evaluation of the personal development curriculum and a strategic plan for its implementation was not evident at the time of inspection.

What action needs to be taken by the Trust?

Priorities and subsequent strategies needed to be reviewed. Most importantly, the pace of improvement needed to be increased and improvement in standards sustained.

The Trust identified the following areas of action for Leadership and Management.

- Review the personnel, capabilities, roles and responsibilities of the Leadership Team to stabilise, address any areas of weaknesses and repair provision.
- Ensure Trust policies and practice are communicated and consistently embedded in all areas of school business.
- Governance to be reviewed and strategies put in place in order to improve standards.
- Leaders must ensure that the system of behaviour management is understood, consistently applied and has an impact in improving pupil conduct.
- Ensure that there is a clear, yet robust, system to effectively evaluate the effectiveness and impact of the personal development curriculum.

The submission of the Trust statement of action and post Ofsted action plan.

We contacted OFSTED in April 2020 to discuss; the submission of the Trust Statement of Action, the Post-Ofsted Action Plan and the appointment of an inspector to support the school. We liaised with Deborah McAvoy who advised that, in the climate at the time, OFSTED would not be reviewing statements/plans and for us to submit our Statement of Intent and associated plan 'when instructed to do so'. We were instructed to provide a Trust Statement of Action and Post-Ofsted Action Plan In May 2021, 15 months after the original inspection that placed the school in serious weaknesses. During that time, we have planned and implemented a strategic plan to stabilise and repair the school. This has been shared with Trustees and the DFE in Autumn 2020 and subsequently referred to in the regular dialogue between the Trust and the DFE. The school is making improvement as a result of Trust intervention.

The Post Ofsted action plan.

The Plan of Action began in Spring 2020 and covers the period up to the end of summer term 2021. The plan addresses 6 (six) areas for improvement stated as the serious weaknesses in the school. Whilst it is a 'live document', the plan will be next formally reviewed with the Trust Academies Director at the end of the Summer 2021 term, with consideration given to how the next stage of school improvement activity will be undertaken. The proposed school improvement activity for the next phase of improvement is detailed on the penultimate page of this document. The phases of school improvement we are using as points of reference are Stabilise, Repair, Improve and Sustain.

J Haseldine

Executive Headteacher

Amendments enforced by Covid 19 in Yellow	
Planned School inputs for Covid 19 blue	

WHAT MUST BE DONE?	AFI 1: Leaders must make pupils' personal development a higher priority and plan this curriculum carefully so that respect for diversity is regarded highly by pupils.	
WHY MUST IT BE DONE?	Addressing this will help to ensure pupils have respect for diversity and are better prepared for life in modern Britain.	
WHAT IS THE PROBLEM?	Leaders have not created a culture where differences are valued. Pupils don't understand the damaging effects of discriminatory language, particularly regarding sexual orientation which is commonplace.	
KEY TARGET FOR AFI 1: <i>The school has a high-profile approach to personal development.</i>	HOW WILL WE CREATE THE SOLUTION?	
<ul style="list-style-type: none"> 100% of pupils have respect for diversity If such language does occur pupils know that the school will deal effectively with 100% of cases. 	<ul style="list-style-type: none"> 1.1 Leaders must ensure that pupils fully understand the damaging effects of discriminatory language and know how to report issues. 1.2 Leaders must make pupils' personal development and its planning a higher priority in order to create a culture of respect. 1.3 Pupils must have improved opportunities to develop as well-rounded citizens and be better prepared for life in Britain 	
RESEARCH BASE		
The Dean Trust Established ECA offer. EACT Academy Oldham Pupil personal development passports. PIXL Edge programme. Mossley Hollins School Anti Bullying approach. UNICEF Rights Respecting School Award. Stonewall Charity Resources for schools. Broadoak School, Trafford model for PSHE.		
ACTION (RAG indicates delivery status)	Who I/C?	Improvement Phase
Spring 2020 Ensure there is a comprehensive in sch/remote offer for wellbeing.(C19 input)		Stabilise
<ul style="list-style-type: none"> 1.2 Appoint SLT personal Development, review offer for PD, cross-Trust school visits 1.2 Establish pupil voice regarding discriminatory language and reporting 1.2 Train staff and pupils in identifying, challenging and recording such language 	AHT TL EHT DHT	
Summer 2020 Ensure there is a comprehensive KWV summer offer for wellbeing.(C19 input)		Stabilise
<ul style="list-style-type: none"> 1.1 Establish Zero tolerance approach to discriminatory language 1.2 Review Personal Development offer/plan PD provision for 2020/21 1.3 Teach pupils protected characteristics and respectful language and introduce INTEX/Step out 	DHT DHT AHT Ba	
Autumn 2020 Ensure pupils/families supported with personal health information re C19		Stabilise / Repair
<ul style="list-style-type: none"> 1.1 Establish LGBT+ group and student council 1.2 Audit School Provision against UNICEF rights of the child framework (POSTPONED C19) 1.2 Share PD vision with parents and teach parents protected characteristics 1.3 Ensure SOW in subjects feature PD offer 1.3 Launch ECA Programme (POSTPONED C19) 	EHT AHT 3/4 DHT EHT DHT	
Spring 2021 – Ensure there is a comprehensive in sch/remote offer for wellbeing.(C19 input)		Stabilise / Repair
<ul style="list-style-type: none"> 1.1 Teach pupils protected characteristics and respectful language (REPEAT RE C19) 1.2 Review School Provision against UNICEF rights of the child framework (REPOSITIONED HERE C19) 1.2 Launch Rights Respecting School Programme (POSTPONED C19) 1.2 Ensure KS3 has curriculum time for PSHE in 2021/22 1.3 Launch ECA programme and EHT Faculty ECA challenge (REPOSITIONED HERE DUE TO C19) 	AHT DHT DHT AHT DHT	
Summer 2021 - Ensure C19 catch up programme addresses loss of PD; music, swimming opps		TBC HT6
<ul style="list-style-type: none"> 1.1 Review and rewrite Anti Bullying policy (with pupil involvement) 1.2 Launch Rights Respecting School Programme (REPOSITIONED HERE DUE TO C19) 1.2 Appoint Middle leader for Social Science/PSHCE 1.2 Establish definitions for expected behaviour through I ACHIEVE system 1.3 Write new Personal Development Curriculum for KS3 1.2 Conduct end of year pupil voice to inform 2021/22 planning 	SLead/DHT DHT EHT AHT/HOYS HOF HOYS	

WHAT MUST BE DONE?	AFI 2: Leaders must ensure that staff develop confidence and knowledge to deliver aspects of the personal development curriculum effectively and can benefit from appropriate training in this aspect of the school's provision	
WHY MUST IT BE DONE?	Addressing this will help to ensure teachers clearly understand their role in personal development and are able to better prepared pupils for life in modern Britain.	
WHAT IS THE PROBLEM?	The school did not have a plan/ curriculum or associated training for personal development. Too many people led different aspects of provision, impact was not coherently monitored and there was no clear identification where the problems lay. The role of the form tutor was unclear. No specific PSHE programme in place. School rated its provision as good in 2020, suggesting that leaders' understanding of what makes good personal development had to be addressed.	
KEY TARGET FOR AFI 2	HOW WILL WE CREATE THE SOLUTION?	
<ul style="list-style-type: none"> 100% of form tutors plan and teach pupils PD using a whole school strategy. 100% of form tutors confident in knowledge to deliver PD curriculum. 100% of form tutors report on pupil PD using agreed indicators. 	2.1 Leaders must ensure staff improve confidence and knowledge of aspects of the personal development curriculum. 2.2 Leaders must improve training opportunities staff receive to improve effectiveness of personal development.	
RESEARCH BASE		
Dean Trust role of the form tutor standards and training. Dean Trust role of the head of year standards and training. Dean Trust assembly standards and training. UNICEF Rights Respecting School Award. Stonewall Charity Resources for schools. Broadoak School, Trafford model for PSHE. Dean Trust Equality act policy linked to middle leader responsibilities. Dean Trust Curriculum values policy. Eton, Harrow, Bolton school, Stonyhurst, Ark Globe and Dixons Trinity ECA programmes. OFSTED handbook for personal development.		
ACTION (RAG indicates delivery status)	Who I/C?	Improvement Phase
Spring 2020		Stabilise
2.1 Undertake baseline survey of staff confidence and knowledge on PD curriculum 1.2/2.1/2.2 Train staff in identifying, challenging and recording discriminatory language	DHT DHT	
Summer 2020		Stabilise
1.2 and 2.1 Review Personal Development offer/plan PD provision for 2020/21 2.2 Research and identify training opportunities for staff to match PD offer/staff feedback. 2.2 Assembly training and feedback for HOYS 2.1/2.2 HOYS trained in PD plan	DHT DHT EHT AHTs 3/4	
Autumn 2020		Stabilise
2.1/2.2 Wider staff training on school expectations re pupil language use and how they can support. (POSTPONED C19) 2.1 Role of form tutor training (POSTPONED C19) 2.2 All form tutors trained in annual PD plan	DHT HOYS HOYS	
Spring 2021		Stabilise / Repair
2.1/2.2 Wider staff training on school expectations re pupil language use and how they can support. (REPOSITIONED HERE C19) 1.2 Train staff in Rights Respecting School Programme (POSTPONED C19) 2.1 Ensure PD question regarding statutory entitlement is asked in all new staff interviews 2.1 Role of form tutor training (POSTPONED C19) 2.1/2.2 SLT and Middle leaders trained in equality act responsibilities (Only slt due to C19) 2.1/2.2 On line Form time programme and training for form tutors	DHT DHT EHT AHT ¼ EHT AHTs 3/4	
Summer 2021		TBC HT6
1.1/1.2 Train staff in I ACHIEVE reporting system personal social sch contribution element 1.2/2.2 Train staff in Rights Respecting School Programme (REPOSITIONED HERE C19) 2.1 Role of form tutor training (REPOSITIONED HERE C19) 2.2 Subject leaders to identify and train key staff to lead to EHT summer ECA programme 2.1/2.2 Revisit equality act training for middle leaders. 2.1/2.2 Planning time to plan new KS3 curriculum for new subj lead for PSHE/Social Science 2.1 Leaders to review staff voice on confidence and knowledge of PD programme	AHT AB DHT AHT ¼ Subj Leads EHT Subj Lead DHT	

WHAT MUST BE DONE?	AFI 3: Leaders must act to ensure that pupils attend school regularly	
WHY MUST IT BE DONE?	So more pupils have the opportunity to achieve and so the school delivers upon its statutory attendance duty.	
WHAT IS THE PROBLEM?	Disadvantage is used as an excuse for poor attendance or underachievement by some colleagues. Exclusion is used as the cure rather than the deployment of well-planned effective early intervention., leading to the school increasing disengagement. The approach to attendance strategy is ineffective. The quality of the curriculum and its implementation is in its infancy and is inconsistent – meaning some pupils/families do not yet fully see/believe in the importance and link between attending the school and their future success.	
KEY TARGETS FOR AFI 3	HOW WILL WE CREATE THE SOLUTION?	
<ul style="list-style-type: none"> School Att: 94.6% (NA Att 95,5%/FSM 92.5%. NA PA 19%/FSM NA PA 22.8%) 	3.1 Review and address capacity to address weaknesses in attendance. 3.2 Identify and plan for cohort intervention including SEND. 3.3 Teach the benefits and value of good attendance.	
RESEARCH BASE: Research in improving attendance in schools, Gov.uk Improving school attendance publication, Durrington research school SSIF project on improving school attendance, Dean Trust schools (Lord Derby, DTRB) good practice visits. EEF improving behaviour and attendance in schools. OFSTED improving behaviour and attendance in schools.		
ACTION (RAG indicates delivery status)	Who I/C?	Improvement Phase
Spring 2020 3.1 Review attendance system and share expectations with staff, parents/carers and pupils 3.1 C19 Trust attendance policy updates 3.2 Adjust school day due to C19 3.2 C19 Vulnerable pupil and key worker provision/remote provision established 3.2 Establish form tutor/HOY roles re attendance in lockdown 3.2 Create a rewards system around good and improved punctuality and attendance. (POSTPONED C19) 3.2 Provide welfare support for target families vulnerable in covid (No child goes hungry/without basics) 3.1 Identify SCR lead and ensure they keep SCR up to date 3.1 Attendance code spot check/off rolling	AcDir Trust Exec EHT DHT EHT AHT EHT EHT	Stabilise
Summer 2020 3.1 Review, update and approve attendance policy 3.1 Appoint senior leader responsible for attendance. Weekly briefings to SLT. 3.2 First day response text and call system implemented. 3.1 Appoint attendance team including attendance administrator, appoint in school EWO. 3.1 Attendance code spot checks	EHT EHT AHT BA AHT BA EHT	Stabilise
Autumn 2020 3.1 Increase EWO support to intervene earlier with families of low attenders/at risk of low attendance. (POSTPONED C19) 3.1 Establish form tutor/HOY roles re attendance and attendance triggers for intervention 3,2 Promote importance of good attendance and inform re actions where it is not good 3.1 Ensure that all in attendance team understand their role, responsibilities, and targets through training. 3.1 Change school entrances and increase senior staff presence in mornings to welcome pupils and reinforce expectations 3.2 Implement mass staff testing for C19 to address infection 3.2 School deep cleaned and health and safety measures reassessed/re-implemented	AHT BA AHT BA AHT 3/4 AHT BA DHT Trust Trust	Stabilise
Spring 2021 3.1 Increase EWO support to intervene earlier with families of low attenders/at risk of low attendance. (POSTPONED C19) 3.2/3 Supply target families with digital devices and access to be able to attend remotely 3.2 Re-Establish form tutor/HOY roles re attendance in lockdown 3.2 Target small cohorts of families to improve on-site attendance and produce individual attendance plans referencing barriers and initiatives. (POSTPONED DUE TO C19) 3.2 Implement STAR meetings for attendance tracking and scrutiny 3.1 Attendance signage and digital clock/clocks in classrooms to reinforce time use message 3.1 Change school entrances and increase senior staff presence in mornings re masks/testing 3.2 Implement mass pupil and staff testing to secure attendance 3.1 Train AHT in SCR checking protocol and implement Attendance code spot checks	AHT BA AHT 3/4 AHT BA AHT BA AHT BA DRES DHT DRES EHT	Stabilise
Summer 2021 3.1/3.3 Increase EWO support to intervene earlier with families of low attenders/at risk of low attendance. (REPOSITIONED HERE DUE TO C19) 3.2/3.3 Create a rewards system around good and improved punctuality and attendance. (REPOSITIONED HERE DUE TO C19) 3.2/3.3 Target small cohorts of families to improve attendance and produce individual attendance plans referencing barriers and initiatives. (REPOSITIONED HERE DUE TO C19) 3.2 Implement Power BI software/app to support attendance analysis and intervention and Train HOYS/attendance team in power BI/app software to support analysis/intervention 3.3 Re market school offer to PA families, ensure newsletter has repeated attendance focus 3.2 Implement specific Y10 attendance action plan 3.2 Implement lunch time punctuality detention sanction 3.3 Weekly video/newsletter messaging re power and importance of attendance 3.3/3 Identify low attenders in need of priority literacy numeracy catch up and award place at free catch up summer school.	AHT BA AHT BA AHT 3/4 AHT BA AHT BA AHT 3/4 HOY 10 DHT AHT 3/4	TBC HT6

WHAT MUST BE DONE?	AFI 4: Leaders must take urgent action to ensure that pupils can regulate their own behaviour and help teachers better manage pupil behaviour.	
WHY MUST IT BE DONE?	To ensure that teaching is effective in improving learning and outcomes for pupils.	
WHAT IS THE PROBLEM?	Exclusions are high. Too often pupils have learning disrupted. In some classes, repeated poor behaviour goes unchallenged. Disadvantage has been used as an excuse for poor behaviour or underachievement by some colleagues. Some pupils do not behave sensibly on corridors or at social time because of a lack of high-profile and consistent expectations, and limited organisation of supervision/activity. The behaviour of some pupils with unmet learning needs, or lack of socially taught boundaries, coupled with lack of consistency or expertise in some classes prevents effective teaching from taking place. This leads to in-class behaviour that adversely impacts on learning and internal truancy. Exclusion has been used as a preventative measure rather than the deployment of well-planned effective early intervention. There were no agreed expectations for what is required from pupils in lessons. Rewards and recognition for achievement and learning habits did not have a high profile.	
KEY TARGETS FOR AFI 4	How will we create the solution?	
<ul style="list-style-type: none"> 100% Teachers and pupils believe behaviour is good. Repeated Level 4 Beh is 0. (Level 4 incidents are serious incidents in classroom regarding SLT intervention). ** See IACHIEVE FTE 10% and PEX 0,1% better than N Average (10.75% FTe, 0.2% PEX) 100% pupils feel safe in school. 	<ul style="list-style-type: none"> 4.1 Leaders must ensure that they eradicate low level disruption to ensure that learning is not disrupted. 4.2 Leaders must ensure that all teachers better manage pupil's behaviour and develop classroom environments that create a culture for learning. 4.3 Leaders must ensure that pupils are able and responsible to regulate their own behaviour especially on corridors and in social times. 	
RESEARCH BASE	Dean Trust Lord Derby Academy, Broadoak and Rosebridge Academy Behaviour protocols, Dean Trust Behaviour principles. Pivotal Principles Programme. School Behaviour management case studies report 2017. Huntington Research school case studies on behaviour. Improving behaviour in schools, Durrington Research school. EEF Improving behaviour in schools framework. Paul Dix, When the adults change everything changes. Teacher Toolkit Improving behaviour in schools. Ark Globe Growth Recognition Programme. Mossley Hollins School NUHOPE programme. Dixons Academy Trust Learning Habits. Hollingsworth Academy Learning Habits programme. Dan Pink 'Drive'.	
ACTION (RAG indicates delivery status)	Who I/C?	Improvement Phase
Spring 2020		Stabilise
4.3 Outline equipment, uniform, lesson attendance, truancy, toilet leaving lesson without permission protocols and implement sanctions leading to more pupils with the correct equipment and a reduction in pupils out of lessons	EHT	
4.3 Formalised break/lunch arrangements and an increase activities for pupils during this time leading to less lunchtime behaviour concerns	Dir Res	
4.1/2/3 EHT to meet parents, invite feedback and dialogue on how standards can be improved.	EHT	
4.2 C19 Behaviour policy changes and risk assessment provided	Trust	
Summer 2020		Stabilise
4.1 Engage effectively with stakeholders using a high-profile purposeful approach to improve understanding of expectations, leading to improvements in uniform and standards	EHT	
4.1 Introduction of INTEX and STEP Out provisions in specific area of school for pupils who are not coping with mainstream provision leading to a more bespoke management of need and a reduction in FTEs.	AHT BA	
4.3 Move pupil entrance to new location and implement border control for uniform, safeguarding, equipment, attitudes.	Dir Res	
4.3 Increase formalised eating areas for pupils and associated duty points, entry and egress points and corridor zones to manage Covid learning bubbles	Att BA	
4.2 Research and review behaviour policy	Trust	
4.2 Summer school behaviour policy changes and risk assessment provided.		
Autumn 2020		Stabilise / Repair
4.1 Engage effectively with stakeholders using a high-profile purposeful approach to improve understanding of expectations, leading to improvements in uniform, standards and a reduction in pupils out of lessons	AHTs	
4.2 Staff trained in Pivotal Principles for Behaviour	AHT BA	
4.2 Introduce concept of recognition boards to help staff identify best conduct	AHT TA	
4.3 Increase quality and breadth TA training for intervention aimed at SA+ pupils for behaviour	AHT SEND	
4.3 Using tutorials, assemblies and PD curriculum time to train pupils to be ready, safe and respectful in school.	AHT BA	
Spring 2021		Stabilise / Repair
4.3 Introduce Teacher time, task time, team time, visitor protocols and ACE questions so that pupils behave positively to visitors (Postponed C19)	AHT T&L	
4.1 Identify Step-out cohort for KS3 and KS4 Step out provision.	AHT BA	
4.3 Increase quality and breadth intervention aimed at SA+ pupils for behaviour	AHT SEND	
4.1 School to target and support pupils who may need Uniform and equipment support post lockdown to remove barriers to learning.	AHT BA	
4.2 C19 Behaviour policy changes and risk assessment provided	Trust	
4.3 Train key staff in PSP and behaviour risk assessments	EHT	
Summer 2021		Stabilise / Repair
4.1 Engage effectively with stakeholders using a high-profile purposeful approach to improve understanding of expectations, leading to improvements in uniform, standards and a reduction in pupils out of lessons and 4.2 Class expectations displayed in all classrooms	AHTs	
4.3 Re introduce Teacher time, task time, team time, visitor protocols and ACE questions (Re Positioned here C19)	AHT TL	
4.2 Communicate IACHIEVE system to staff, families and pupils for formal/informal rewards and consequences, including what teachers should address and what they should refer on.	AHT3/4	
4.2 Automatic Nudge text system for on the spot grade 1 learning habits home communication	A HT BA	
4.2 Support subject teams with classes causing concern and repeated grade 4 behaviours.	AHT BA	
4.1 Low level disruption monitoring, observations and tightening Y7/8/9/10.	AHT BA#	
4.3 PD and structured support for pupils who repeatedly gain grade 4 lesson marks.	DHT	
	AHT BA	

SECTION 4 Example **IACHIEVE PILOT SYSTEM FOR CLASSROOM LEARNING HABITS AND DEFINITIONS

Key Driver 2:
First Attention to Best Conduct

Introduce praise culture for staff and students through 'I ACHIEVE' system.

I ACHIEVE @ DTW

Learning Habits

Enthusiastic (1)
Engaged (2)
Erratic (3)
Errant (4)

I ACHIEVE is a recognition strategy used to inform a child's attitude towards their learning. **I ACHIEVE** is based upon the idea of growth mindset, where all abilities can be developed through dedication and hard work.

The following aspects of school life feed into **I ACHIEVE** and are reported using a 1-4 scoring system:

- In Lesson Learning Habits (effort and attitude)
- Home learning (winners do extra)
- Attendance and punctuality (personal standards)
- School contribution (above and beyond the expected)

**IF YOU BELIEVE,
YOU CAN ACHIEVE**



Each term pupils will be rewarded for demonstrating achievement. The level of achievement made will be branded with different colours to give clear indication of the impact a pupil is having on themselves. These scores are monitored and used to provide acknowledgement, motivation or intervention where required. The information on our **I ACHIEVE SYSTEM** also features in our reports to parents. It is an integral part of life at Dean Trust Wigan.

Learning Habits	Learner Evidence may typically include...
Enthusiastic (1)	<p>This is attainable for any pupil in a lesson. To achieve this in a lesson a learner should meet all aspects of Engaged plus:</p> <ul style="list-style-type: none"> I have a positive attitude and I am motivated and persistent if I face difficulties or if I face challenging work. I behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to my learning. My work in the lesson is of good quality, showing care and pride. I demonstrate a determination to improve, I respond well to targets and engage well with written and verbal feedback from adults.
Engaged (2)	<p>Expected effort and attitude throughout.</p> <ul style="list-style-type: none"> I am ready for learning and I am respectful to others. My work is completed. I am on task in lessons. I act upon teacher feedback on my learning or my responses to questions and I learn from my errors.
Erratic (3)	<p>Learning Habits require specific teacher intervention/teaching.</p> <ul style="list-style-type: none"> I may have been late to class, have misplaced equipment, or I may not always focus on the learning quickly when expected to do so. My work is completed, but it is not consistently my 'best work' or I may have missed elements of the required work out/my work is not attempted or incomplete. I may need the adult to remind me to be on task in lessons, or need the teachers time to supervise my effort. I don't always act upon teacher feedback, or I don't always try to answer questions in class.
Errant (4)	<p>Removal after all strategies are exhausted due to wilfully errant behaviour</p> <ol style="list-style-type: none"> I am repeatedly not ready to learn and I refuse to try/engage/learn I make others feel unsafe or demonstrating unsafe behaviour; through aggression, endangering self or others, verbal abuse, vandalism, bullying or prejudiced and discriminatory behaviour. I frequently ignore or contest requests from adults to be responsible and cooperate by moderating my conduct in class, and I have a negative attitude toward the value of good manners. I persistently and wilfully disrupt which contributes to reduced learning and/or disorderly classrooms. I ignore or wilfully refuse instructions, walk away from senior/support staff to move to the learning area of the adults professional choice.

WHAT MUST BE DONE?	AFI 5: Leaders must ensure that teachers use the information that they hold about pupils' needs more effectively.	
WHY MUST IT BE DONE?	So pupils with SEND learn as well as they should.	
WHAT IS THE PROBLEM?	'Leaders have not ensured teachers adapt the curriculum effectively for pupils with SEND, as a result some pupils with SEND do not achieve well.' The school has not effectively addressed its roles and responsibilities for SEND provision. There is no specific training programme for teachers and support staff to identify and address need in planning and adapting the curriculum. Tracking and evaluation of pupil achievement with SEND is not effective. Not all pupils receive their SEND entitlement.	
KEY TARGET FOR AFI 5	How will we create the solution?	
<ul style="list-style-type: none"> 100% of pupils on SEND register receive entitlement intervention. Attendance of SEND pupils is in line with NA 94.6% 100% of teacher adapt teaching to meet need of SEND learners. 	5.1 Review and address roles and responsibilities for SEND provision. 5.2 Improve identification, monitoring, tracking and evaluation for SEND provision. 5.3 Ensure teachers and support staff have training to adapt the curriculum to meet the needs of pupils.	
RESEARCH BASE		
Supporting SEND OFSTED Research document, EEF SEN in mainstream schools, Strategic development for SEND report NASEN, DEAN TRUST Teaching school SEND support documentation and SLE. DoE Code of practice for SEND, Lewis and Norwich mapping a pedagogy for SEND in schools, Barnes and Harrison the wellbeing of secondary school pupils with SEND 2017, Mitchell what really works in special and inclusive education 2014, Rosenshine Principles of instruction 2012, Webster and Blatchford the SEN in sec ed SENSE study. Remote learning: what does the evidence tell us, Research school. Remote education research, Gov.uk. Remote learning, Teacher toolkit.		
ACTION (RAG indicates delivery status)	Who I/C?	Improvement Phase
Spring 2020		Stabilise
5.1 Review current/future need and funding for provision 5.1 Review school SEND policy implementation identify non-compliance	EHT EHT	
Summer 2020		Stabilise
5.1 Appoint SENCO and ensure they have the capacity to provide monitoring and support for teachers and the wider staff 5.1 Enrol SENCO on SENCO training and assign mentor C19 provision input for pupils on SEND register remote and in school, inc daily welfare checks 5.1 Review need of pupils with SEND, collate database and ensure resources in place to provide suitable training for staff in prevalent needs. 5.2 Review Support provision structure and implement findings 5.2 Assessment protocol to be updated and training provided on assessment and record keeping for staff. 5.3 TA team complete on-line specialist support training for SEND need and intervention Communicate provision arrangements and local offer with parents. 5.2 Identify pupils in need of over due reviews due to C19 and complete reviews.	EHT EHT AHT SEND AHT SEND EHT/AHT AHT SEND AHT SEND AHT SEND	
Autumn 2020		Stabilise / Repair
5.3 Engage with TESS team to build resource relationship and Train teaching team in quality first teaching using LA TESS team. 5.2/3 Ensure all Teachers and TAs trained in access arrangements, entitlement and needs of our pupils 5.3 Introduce whole school approach to best practice and non-negotiables for SEND provision in the classroom. 5.2 Meet families of SEND pupils with low attendance to engage	AHT SEND AHT SEND AHT SEND AHT SEND	
Spring 2021		Stabilise / Repair
5.2 Identify classes where teaching does not effectively address SEND needs and plan to support teachers using mentoring or coaching. (POSTPONED C19) 5.2 Increase Ed Psych time to assist with assessment backlog created by C19 5.2 Meet remainder families of pupils with low send attendance to engage (Postponed C19)	AHT BA AHT SEND#] AHT SEND	
Summer 2021		HT6 TBC
5.2 Provide plan do review enhancements for identified pupils in classes causing concern 5.2/5.3 Identify classes where teaching does not effectively address SEND needs and plan to support teachers using mentoring or coaching. (REPOSITION HERE C19) 5.2 In classes causing concern identify pupils in need of adaptation beyond mainstream curric 5.2 Standardise SEND diagnostic testing and training provision. 5.2 Subject audit of access requirements, entitlement planning, teachers adapting to meet need. 5.2 Meet remainder families of pupils with low send attendance to reengage. (REPOSITIONED C19) 5.2 Identify target SEND cohort with low attendance for catch up summer school 5.1 Update and publish SEND information report	AHT SEND AHT BA AHT SEND AHT SEND AHT SEND AHT SEND AHT SEND AHT SEND	

WHAT MUST BE DONE?	AFI 6: Leaders must ensure that teachers identify and address the gaps in pupils knowledge.	
WHY MUST IT BE DONE?	So pupils can remember more and can apply learning to more difficult tasks.	
WHAT IS THE PROBLEM?	Many older pupils do not have the necessary prior knowledge they need. This prevents them from applying their learning to more difficult tasks. Pupils are not prepared well enough to apply learning to more difficult tasks. The quality of teaching and learning in KS3 has not provided a firm foundation of knowledge committed to memory. Leaders don't make sure pupils remember well enough or plan to teach them how to remember and recall. Pupils with remaining gaps in learning have not been identified or gaps effectively addressed in KS4.	
KEY TARGET FOR AFI	<ul style="list-style-type: none"> 100% of teaching enables pupils to understand key concepts in their long-term memory and use them fluently. (effective teaching) 100% of pupils making expected progress against threshold concepts at end of each Year group in KS3 100% of pupils close identified gaps to expectations for chronological age in allocated intervention time 100% of vulnerable pupils have access to enhanced learning, social, emotional, welfare support. <p>Pupils who have experienced attendance issues though Covid, make rapid improvement in their attendance post lockdown.</p>	How will we create the solution?? 6.1 Leaders must ensure teachers provide a firm foundation of knowledge for all pupils in KS3 and KS4 that is committed to long term memory. 6.2 Leaders must ensure teachers identify pupils with gaps in learning at KS3 and KS4 and address the gaps. 6.3 Leaders must do all they can to identify and address barriers to learning created by the C19 pandemic. (see specific covid 19 plan)
RESEARCH BASE	A duty of care and a duty to teach: education priorities in response to the Covid-19 crisis. Gemma Moss UCL. Learning loss due to school closures during the C19 pandemic. PNAS. Covid-19 resources, EEF. Pupil premium guide, EEF. Pupil Premium, Accountability with a purpose, Research schools Network. School funding and pupil premium, Sutton Trust. Rosenshine Teaching Principles. Why don't students like school, Willingham. Schema Building, Tom Sherrington. Theory and stages of cognitive development, Piaget. Webster and Blathford the sen in sec ed SENSE study. Remote learning: what does the evidence tell us, Research school. Remote education research, Gov.uk. Remote learning, Teacher toolkit.	
ACTION (RAG indicates delivery status)	Who I/C?	Improvement Phase
Spring 2020 6.3 Communicate expectations regarding responsibility for pupil catch up at each level 6.1 Review pupil reading, spelling ages and progress against threshold concepts. 6.2 Identify need of pupils by year group and subject and match to tiered intervention. 6.3 Implement Remote learning provision for pupils using google classrooms and live lessons so pupils do not fall behind in lockdown C19 6.3 Train staff in high quality remote learning and system usage 6.3 Review and adjust curriculum to reflect requirements for centre assessed grades in Y11	EHT AHT SEND AHT SEND AHT TL AHT TL DHT	Stabilise
Summer 2020 6.1 Embed KS3 Curriculum to ensure it meets Trust expectations, providing sequenced knowledge and skills acquisition to meet key threshold concepts. 6.1 Purchase on-line knowledge organiser programme and teachers to ensure all KS4 pupils always have access to relevant content knowledge. (GCSE POD) 6.2 Provide revised catch up literacy and numeracy programme for target pupils. 6.3 Review curriculum in target subjects and re teach concepts for key pupils/groups. 6.3 Review Y10 curriculum coverage and adjust curriculum planning for condensed Y11 to ensure that key concepts are delivered. 6.3 Provide summer school for pupils for most vulnerable	DHT DHT AHT SEND DHT DHT DHT	Stabilise
Autumn 2020 6.1 Provide training for teacher in KS2 standards and end of KS2, KS3 threshold concepts. 6.1 Introduce Subject Knowledge Organisers for pupils to develop schema 6.1 Introduce ACE Questioning to challenge develop schema and deepen understanding 6.3 Implement first wave Covid catch up provision for academic, social/emotional/wellbeing	EHT DHT AHT TL DHT	Stabilise
Spring 2021 6.2 Identify where ineffective teaching is still taking place and take action to address (C19 postponed) 6.3 Implement Remote learning provision for pupils using google classrooms and live lessons so pupils do not fall behind in lockdown C19 6.3 Review and adjust curriculum, advice and guidance for Term 3 to reflect requirements for teacher assessed grades Y11 and Y11 destinations and ensure SOWS amended so pupils Y7-10 receive a broad balanced curriculum in lockdown. 6.2 Purchase an implement new phonics programme for pupils	AHT TL DHT AHT TL AHT SEND AHT SEND	Stabilise / Repair
Summer 2021 6.2 Identify where ineffective teaching is still taking place and take action to address (C19 Repositioned here) 6.3 Implement second wave Covid catch up provision for academic, social/emotional/wellbeing 6.3 Those pupils with poor attendance during and post lockdown engaged in attendance recovery 6.1 Implement 5-part lesson structure 6.1 Introduce end of Year Threshold concept examinations for Y7,8,9,10 6.2 Implement Phonics catch up intervention for target pupils 6.3 Implement Summer school catch up provision for those furthest behind in lit and numeracy.	AHT TL DHT AHT BA AHT TL DHT SL Eng AHT3	HT6 TBC

Key Driver 1: Relentless Routines:

We already have the TRUST teaching and learning principles.
We must now embed this in all subjects and all phases, to improve pupil output and quality in the classroom.

Key Question for middle leaders: *Can you walk anywhere at anytime in our building and know exactly which phase of learning our pupils are in?*

1. The Review
2. Skill Development
3. Guided Application
4. Independent Practice (Red Zone)
5. The Progress Check (see high success rate for next steps)

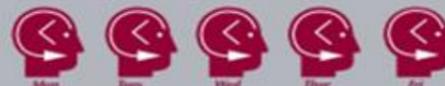
Ask planned Questions

“Children gauge the consistency of our approach throughout their day.”

Our Core Teaching and Learning Principles

1 Review

Daily review is an important part of our curriculum. It helps to strengthen the connections between materials pupils learn. The effort involved in recalling recently acquired skills and knowledge supports the development of pupils long term memory and makes it easier to connect new material to their existing knowledge.



2 Skills Development

Pupils working memory is small and can only process small pieces of information at once. By presenting new skills and knowledge in small steps we can avoid this. It is also key that we do not try to move pupils on before they have mastered new skills and knowledge.



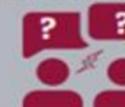
3 Guided Application

Pupils need support to help them to build confidence and resilience in their learning. Modelling can help clarify for pupils the steps involved in their learning. Providing pupils with scaffolds such as checklists and writing frames should be temporary.



4 Ask Questions

The most successful teachers dedicate time in their lesson to questioning. Our ACE questioning model allows teachers to determine how well pupils have grasped new skills and knowledge.



5 Independent Practice

Through engaging in Red Zone tasks we can provide the right environment to build students resilience and create a climate of 'overlearning'.



6 Progress Checks

The most successful teachers check the progress of all students frequently within their lessons.



7 High Success Rate

Research has found a success rate of 80% to be optimal. It shows pupils are learning and being challenged. The most successful teachers do not move on until this rate is achieved.



DTW Corona Virus Catch Up Development Plan 2020/21

Target Area	Specific Area of Support	Action/Strategy	Integrated with PP and broader School Improvement Funding	Success Criteria	Who	When	Cost	RAG			
1. Teaching and Whole School Strategies	Supporting good teaching	<ul style="list-style-type: none"> Year 7 Catch up curriculum covering Y6 lost learning to close knowledge gaps 	N	<ul style="list-style-type: none"> Assessment of Y7 progress 	DHD	HT1	N/A	R	G	✓	
		<ul style="list-style-type: none"> Creation of KS3 Knowledge Organisers booklets for each term which support regular retrieval and assessment of knowledge 	N	<ul style="list-style-type: none"> Pupils in KS3 issued with KO and visible on desks. 	SMY/SL	Termly	£1200				
		<ul style="list-style-type: none"> Utilisation of GCSE POD at KS4 for retrieval and support self-assessment of knowledge 	Y	<ul style="list-style-type: none"> 95%+ pupils access GCSE Pod 	IBN/SL	Termly	N/A				
		<ul style="list-style-type: none"> Create Google Classroom (GC) for pupils who need to access remote learning due to self-isolation 	N	<ul style="list-style-type: none"> Year group GC activity log 	SMY/SL	Ongoing	N/A				
		<ul style="list-style-type: none"> Utilise additional educational resources from Oak Academy and BBC to support with learning from home 	N	<ul style="list-style-type: none"> Population of resources onto year group GC 	SL	HT1	N/A				
		<ul style="list-style-type: none"> CPD training to develop teachers understanding of how to use GC and screencast as tools for remote learning 	N	<ul style="list-style-type: none"> Confident use of GC and screencasts for remote learning 	SMY	HT1	N/A				
		<ul style="list-style-type: none"> Create pre-recorded lessons/pod casts for pupils when accessing learning remotely due to self-isolation 	N	<ul style="list-style-type: none"> Pre-recorded lessons are available on GC 	SMY/SL	Ongoing	£4000				✓
		<ul style="list-style-type: none"> Teachers to deliver timetabled live lessons to pupils in instances of lockdown through GC 	N	<ul style="list-style-type: none"> Year group GC activity log 	SL	Ongoing	N/A				✓
		<ul style="list-style-type: none"> Ensure all subject leaders and teachers are up to date with syllabus and examination amendments 	N	<ul style="list-style-type: none"> Adapted units of work/Exam outcomes 	IBN/JLD	Ongoing	N/A				✓
		<ul style="list-style-type: none"> Robust NQT/RQT programme to develop confident teachers to boost T&L knowledge 	N	<ul style="list-style-type: none"> Completion of NQT/RQT programme 	TSR	HT5	N/A				✓
	<ul style="list-style-type: none"> Purchase Show My Homework application for pupils to teachers to extend the learning beyond the classroom 	N	<ul style="list-style-type: none"> 100% of teachers use SMY to set homework regularly 	SMY	HT1	£2240	✓				
	Pupil assessment and feedback	<ul style="list-style-type: none"> Teachers to identify social, emotional and academic gaps as part of Dean Trust initiative 	N	<ul style="list-style-type: none"> 100% coverage of DTW pupils 	IBN	HT1	N/A				✓
		<ul style="list-style-type: none"> Y7 CATs testing to provide baseline for pupil progress 	N	<ul style="list-style-type: none"> Y7 Target Setting 	DHD	HT2	£2173				✓
		<ul style="list-style-type: none"> Teachers to set self-assessed subject knowledge organiser quizzes via GC/SMH to inform teacher planning and assessment 	N	<ul style="list-style-type: none"> Regular KO quizzes are set for pupils 	SMY/SL	Ongoing	N/A				✓
		<ul style="list-style-type: none"> Utilise Show My Homework and GC to provide pupil feedback on class and homework activities 	N	<ul style="list-style-type: none"> Teachers provide feedback on Satchel and GC 	All	Ongoing	N/A				✓
		<ul style="list-style-type: none"> Regular analysis by teachers of GCSE POD of self-assessment activities at KS4 to inform planning and further assessment 	N	<ul style="list-style-type: none"> GCSE PD activities are regularly monitored 	IBN/SL	Ongoing	N/A				✓
		<ul style="list-style-type: none"> Termly assessment of pupils' work to inform pupil progress for data collection points 	N	<ul style="list-style-type: none"> 100% of pupils progress is assessed 	SL	Termly	N/A				✓
	Transition support	<ul style="list-style-type: none"> External marking of mock examination papers 	N	<ul style="list-style-type: none"> Pupils work is assessed accurately 	JLD	HT3	£TBC				✓
		<ul style="list-style-type: none"> Virtual Opening Evening using Star Media to provide an insight into school life at DTW 	N	<ul style="list-style-type: none"> Open Evening posted on school website 	DHD	HT1	£1200				✓
		<ul style="list-style-type: none"> Virtual assemblies to be delivered to Y6 pupils in local primary schools 	N	<ul style="list-style-type: none"> Assemblies delivered to Y6 pupils 	RSS	HT1	N/A				✓

		• Virtual careers fairs and careers broadcasts from local colleges	N	• Attendance to college event	NCN	Ongoing	N/A			✓
		• Virtual interviews and online applications to college and apprenticeships	N	• 100% of pupils complete applications	NCN	HT3	N/A			

Target Area	Specific Area of Support	Action/Strategy	Integrated with PP and broader School Improvement Funding	Success Criteria	Who	When	Cost	RAG		
2. Targeted Support	One to one and small group tuition	<ul style="list-style-type: none"> Explore and identify suitable external tutoring agencies https://nationaltutoring.org.uk/ntp-tuition-partners to support with 1:1 and small group tutoring for Geography, History and MFL, including National Tutoring programme and Teach First 	Y	<ul style="list-style-type: none"> Suitable agencies have been identified and contacted 	SWR/SL	HT2	N/A			✓
		<ul style="list-style-type: none"> Yip-Yap Tutoring to support pupils in maths Y7-11 using White Rose Maths strategies and targeted GCSE topics with Year 11. 	Y	<ul style="list-style-type: none"> Targeted pupil progress +0.5 	RHG	Ongoing	£7220			✓
		<ul style="list-style-type: none"> English Tutoring to support pupils in English Y7-10 	Y	<ul style="list-style-type: none"> Targeted pupil progress +0.5 	MOS	Ongoing	£4800			✓
		<ul style="list-style-type: none"> Use surplus staffing in English, Maths and Science for 6 week blocks of timetabled Year 11 intervention (1 x 50min per week, x 8 sessions x £25) 	N	<ul style="list-style-type: none"> Target pupil progress +0.5 	IBN	Ongoing	£7800			✓
		<ul style="list-style-type: none"> NQT/TA intervention in English and Maths at KS3 including use of Maths Watch and Reading Plus 	N	<ul style="list-style-type: none"> Pupil progress is 'secure' 	LWN/RHG/MOS	Ongoing	£450		✓	
	Intervention Programme	<ul style="list-style-type: none"> Identify gaps in social, emotional and academic progress through analysis of data collected 	N	<ul style="list-style-type: none"> Subject and HOY intervention plans in place 	SL/HoY	HT2	N/A			✓
		<ul style="list-style-type: none"> Identify gaps in well-being from social data 	N	<ul style="list-style-type: none"> Well being support package 	MFH/KSN	Ongoing	N/A			✓
		<ul style="list-style-type: none"> Identify catch-up curriculum days for schemes of learning missed during lockdown weeks. 	N	<ul style="list-style-type: none"> Timetable of catch-up curriculum days 						✓
		<ul style="list-style-type: none"> Identify Y11 coursework completion days for pupil's complete coursework in advance of deadline 	N	<ul style="list-style-type: none"> Coursework completed in advance of deadline 	IBN	HT2/HT3	N/A			✓
		<ul style="list-style-type: none"> Literacy and numeracy targeted activities during form time 	N	<ul style="list-style-type: none"> 95%+ of pupils have engaged in form time intervention 	MOS/RHG	Ongoing	N/A		✓	
		<ul style="list-style-type: none"> Provide additional resources to support with performance and creative subjects as identified from SEA analysis 	Y	<ul style="list-style-type: none"> Pupils are issues with resource materials 	SL	Ongoing	£5000			✓
	Extended School time	<ul style="list-style-type: none"> Saturday school x 15 2- hour sessions (£25 per hour) 	N	<ul style="list-style-type: none"> 100% attendance of targeted pupils to Saturday School 	DHD	HT3/HT4	£5000	✓		
		<ul style="list-style-type: none"> Establish 'Lesson 7' targeted KS4 support calendar 	N	<ul style="list-style-type: none"> 100% attendance of targeted pupils to attend after school 	IBN	HT3/HT4	N/A		✓	
		<ul style="list-style-type: none"> Implement a 'Lesson 7' attendance rewards card for pupils to access a £10 voucher 	Y	<ul style="list-style-type: none"> Pupils complete after school rewards card 	LHY	HT3/HT4	£1000	✓		
		<ul style="list-style-type: none"> Explore teachers as remote small group tutors 4:30 – 5:30 pm for Y7-10 	Y	<ul style="list-style-type: none"> Pupils access group tutoring remotely 	SL	HT3/HT4	£2500		✓	
<ul style="list-style-type: none"> Establish 'Lesson 7' targeted support KS3 calendar using ITT/TA 		Y	<ul style="list-style-type: none"> 100% attendance of targeted pupils to attend after school 	DHD	HT3/HT4/HT5/HT6	N/A			✓	

Target Area	Specific Area of Support	Action/Strategy	Integrated with PP and broader School Improvement Funding	Success Criteria	Who	When	Cost	RAG						
3. Wider Strategies	Supporting parents and carers	<ul style="list-style-type: none"> Implement Virtual Parents Evening's using cloud technology for Y7-11 	N	<ul style="list-style-type: none"> 90%+ parents access parents evening 	DHD/KMN	HT2/HT3	£XX	Red	Orange	Green	✓			
		<ul style="list-style-type: none"> Complete community support initiative in conjunction with the Manchester United Football Foundation for families in need 	Y	<ul style="list-style-type: none"> Families in crisis received funded support 	IBN	HT1	MUFC				✓			
		<ul style="list-style-type: none"> Implement Satchel 'Show My Homework' app with parents to provide further school communications and announcements 	N	<ul style="list-style-type: none"> 95%+ parents have accessed SMH app 	SMY	HT2					✓			
		<ul style="list-style-type: none"> Create 'How to guides' to help parents with applications such as Google Classroom, Show My Homework and School Cloud Parents Evening 	N	<ul style="list-style-type: none"> Increased access to school apps from 25% to 95%+ 	SMY/MSA	HT2	N/A				✓			
	Access to technology	<ul style="list-style-type: none"> Further audit of digital devices and internet access to identify pupils in need through welfare calls 	N	<ul style="list-style-type: none"> 100% of pupils can access a digital device/internet 	FT/PSM	HT2	£XX				✓			
		<ul style="list-style-type: none"> Pupils to add 'Show My Homework' app to their digital device or access via the internet to view school comms and homework 	N	<ul style="list-style-type: none"> 95%+ of pupils view their homework 	SMY	HT2	N/A				✓			
		<ul style="list-style-type: none"> Offer 'How to' sessions after school on Google Classroom and Show My Homework 	N	<ul style="list-style-type: none"> Pupils feel confident in the use of school technology 	HoY	HT2	N/A				✓			
	Summer support	<ul style="list-style-type: none"> Identify vulnerable pupils to access Wigan Council summer holidays programme 	N	<ul style="list-style-type: none"> Pupils attend summer school and are confident participants 	MFH	July 21	N/A				✓			
		<ul style="list-style-type: none"> Plan and deliver Year 6 summer school transition weeks 	N	<ul style="list-style-type: none"> 95%+ pupils attend summer school 	LWN	Aug 21	£XX				✓			
		<ul style="list-style-type: none"> Y6 CATs testing to provide baseline for pupil progress in advance of Sept start 	N	<ul style="list-style-type: none"> Y7 Target Setting 	LWN	July 21	£2305				✓			
		<ul style="list-style-type: none"> Implement 'Step Up to Year X' through a series of summer KO quizzes for a pupil's future year group 	N	<ul style="list-style-type: none"> 95% of pupils completed the summer KO quizzes 	SMY/SL	Aug 21	N/A				✓			
		Finance	<ul style="list-style-type: none"> Record and track spending for each area to account for any area of spending from budget allocation for cohort of 722 	N	<ul style="list-style-type: none"> Spend within budget of £57,760 	SSG	Ongoing					✓		

Next Phase of School Improvement

Improve phase actions to be implemented, when Repair phase complete.

Area for School Improvement	Baseline end of summer 2021	What further action will we take	Milestones of Success
<p>AFI 1: Leaders must make pupils' personal development a higher priority and plan this curriculum carefully so that respect for diversity is regarded highly by pupils.</p> <p>1.1 Leaders must ensure that pupils fully understand the damaging effects of discriminatory language and know how to report issues.</p> <p>1.2 Leaders must make pupils' personal development and its planning a higher priority in order to create a culture of respect.</p> <p>1.3 Pupils must have improved opportunities to develop as well-rounded citizens and be better prepared for life in Britain</p>	<p>--% of pupils report that the school does not teach them to be inclusive irrespective of age, disability, gender, sexual orientation.</p> <p>--% of pupils say the school is not good at stopping discriminatory language, bullying and harassment.</p> <p>--FTE were issued for discriminatory language.</p>	<ul style="list-style-type: none"> Ensure monitoring, scrutiny of the school bullying log occurs weekly, to stop patterns emerging. Develop and implement anti bullying programmes and mentoring to complement introduction of new policy. Track and Report home on pupil ECA involvement Develop and implement Dean Trust Pupil PD Passport and calendar 	<ul style="list-style-type: none"> The school provides meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens. Incidents of bullying or prejudiced and discriminatory behaviour are rare. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
<p>AFI 2: Leaders must ensure that staff develop confidence and knowledge to deliver aspects of the personal development curriculum effectively and can benefit from appropriate training in this aspect of the school's provision</p> <p>2.1 Leaders must ensure that staff improve confidence and knowledge of aspects of the personal development curriculum.</p> <p>2.2 Leaders must improve the training opportunities staff receive to improve the effectiveness of personal development provision.</p>	<p>--% of form tutors plan and teach pupils PD using a whole school strategy.</p> <p>--% of form tutors confident in knowledge to deliver PD curriculum.</p> <p>--% of form tutors report on pupil PD using agreed indicators.</p>	<ul style="list-style-type: none"> Embed Dean Trust quality assurance standards of PSHE as a new subject in KS3. Ensure teaching staff are re trained at the start of each term regarding their input in to the personal development programme in form time. Ensure staff are clear on the importance of the development of ECA in all curriculum areas and are equipped to promote, track and report on pupil uptake. 	<ul style="list-style-type: none"> Pupils demonstrate they are taught to engage with views, beliefs and opinions that are different from their own. They show respect for the protected characteristics as defined in law. Leaders and those responsible for governance have ensured all staff understand their respective roles in pupils personal development and hold the leadership team to account for the equality act. Effective opportunities for Personal development are embedded in the curriculum, staff are confident and knowledgeable in implementation
<p>AFI 3: Leaders must act to ensure that pupils attend school regularly</p> <p>3.1 Review and address capacity to address weaknesses in attendance.</p> <p>3.2 Identify and plan for cohort intervention including SEND</p> <p>3.3 Review and evaluate strategy impact.</p>	<p>Attendance: --%</p> <p>PA: --%</p> <p>Pupils attending over National Average: --</p>	<ul style="list-style-type: none"> Continue to hold parents to account for poor attendance and follow through attendance sanctions. Address punctuality to school through expectations, reward and sanction approach. Update protocols and training for CME/child absconds Review attendance practise against leading trust schools Open family engagement centre utilising area services 	<ul style="list-style-type: none"> Continued increase in pupils above attendance target Rapid and sustained increase in attendance of pupils who are in PA group Attendance and PA beats target
<p>AFI 4: Leaders must take urgent action to ensure that pupils can regulate their own behaviour and help teachers better manage pupil behaviour.</p> <p>4.1 Leaders must ensure that they eradicate low level disruption to ensure that learning is not disrupted.</p> <p>4.2 Leaders must ensure that all teachers better manage pupil's behaviour and develop classroom environments that create a culture for learning.</p> <p>4.3 Leaders must ensure that pupils are able and responsible to regulate their own behaviour especially on corridors and in social times.</p>	<p>--% Teachers and pupils believe behaviour is good.</p> <p>Repeated Level 4 Beh is ___</p> <p>FTE and PEX better than N Average.</p> <p>--% pupils feel safe in school.</p>	<ul style="list-style-type: none"> Re Introduce concept of recognition boards to help staff identify best conduct to award grade 1s/order template corporate recognition board for each classroom. Use data informed teaching to train teachers in best use of room/seating plans to support sound learning. Positive handling refreshers for key staff 	<ul style="list-style-type: none"> Pupils' attitudes to their education are positive. They are committed to learning, know how to study effectively and do so and take pride in their achievements. Room/seating plans are in place to support sound learning training completed and process in use every lesson every day Staff trained and compliant with standards
<p>AFI 5: Leaders must ensure that teachers use the information that they hold about pupils' needs more effectively.</p> <p>5.1 Review and address roles and responsibilities for SEND provision.</p> <p>5.2 Improve identification, monitoring, tracking and evaluation for SEND provision.</p> <p>5.3 Ensure teachers and support staff have training to adapt the curriculum to meet the needs of pupils.</p>	<p>--% of pupils on SEND register receive entitlement intervention.</p> <p>Attendance of SEND pupils is in line with NA</p> <p>--% of teacher adapt teaching to meet need of SEND learners.</p>	<ul style="list-style-type: none"> Utilise family engagement centre as a hub for regular holistic assessment and relationship building for engagement. Train teachers in high quality structured interventions Implement APT GO SEND Audit tool for subject leaders. Implement Dean Trust repertoire of key strategies that all teachers will use as part of a common approach. Secure Dyslexia friendly school award 	<ul style="list-style-type: none"> Pupils with send are engaged in learning and attend school regularly. Teachers are adept in a range of structured interventions that ensure pupils with specific needs make at least expected progress. Subject leaders have a clear understanding of how SEND learners are progressing in their subject. The school has trained teachers in a common approach to effective SEND in class strategies. The school provides highly effective provision for pupils with dyslexia.
<p>AFI 6: Leaders must ensure that teachers identify and address the gaps in pupils knowledge.</p> <p>6.1 Leaders must ensure teachers provide a firm foundation of knowledge for all pupils in KS3 and KS4 that is committed to long term memory.</p> <p>6.2 Leaders must ensure teachers identify pupils with gaps in learning at KS3 and KS4 and address the gaps.</p> <p>6.3 Leaders must do all they can to identify and address barriers to learning created by the C19 pandemic.</p>	<p>--% of teaching enables pupils to understand key concepts in their long term memory and use them fluently. (effective teaching)</p> <p>--% of pupils making expected progress against threshold concepts at end of each Year group</p> <p>--% of pupils close identified gaps to chronological age</p> <p>--% Pupils who have experienced attendance issues though Covid, make rapid improvement.</p>	<ul style="list-style-type: none"> Implement checking for understanding focus and training Implement subject standards benchmarking tool Review and implement revised marking and feedback policy Implement coaching model for middle leaders for teacher development. 	<ul style="list-style-type: none"> Pupils do not memorise facts, they can apply key concepts fluently to demonstrate understanding. All Teachers check pupil understanding effectively and identify and correct misunderstandings. Assessment is used effectively and teachers use it well to produce clear next steps for pupils. Middle leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.

Glossary & Terms	Title	Name
AD	Academies Director	Barry Bridden
EHT	Executive Headteacher	James Haseldine
DHT	Deputy Headteacher	Samantha Webster
AHT	Assistant Headteacher - Behaviour	Mike Floweth
AHT	Assistant Headteacher – T&L	Sean McNally
AHT	Assistant Headteacher - SEND	Lynsey Wilson
AHT	Assistant Headteacher – KS3	Deborah Howard
AHT	Assistant Headteacher – KS4	Ian Brown
AO	Attendance Officer	Jess Murphy
CT	Class Teacher	
DTr	Dean Trust	
EWO	Education Welfare Officer	D Beale
FTs	Form Tutors	
HMI	Her Majesty's Inspector	
HOY	Heads of Year	S Eastwood, N Pye, S Wilks, R Soens, C Davis
HTLA	Higher Level Teaching Assistant	
LGB	Local Governing Board	
MOS	Member of staff	
RM	Resources Manager	M Finnegan
SCoun	Student Council	
SENCO	Special Educational Needs Coordinator	L Wilson
SL	Subject Leader/TLR	
WkgGp	Working Group	
Action Indicator		
	No progress	
	In progress	
	Complete	