Objective 1 **Effectiveness of leadership and management** a) Ensure that the Academy Vision and values are clear and understood by all stakeholders b) Raise expectations of leadership c) Ensure leadership at all levels are cognisant of the responsibilities and expectations d) Clear accountability measures and processes and in place, adhered to and raise outcomes	**Key points from the OFSTED Nov 2016**: School leaders have an overgenerous view of the strengths of the school and they have not taken action to address weaknesses quickly enough. Leaders are not robust enough in their monitoring of staff and their performance. They do not take effective action to challenge weaker performance. Leaders are not robust enough in their monitoring of staff and their performance. They do not take effective action to challenge weaker performance.

Objective 1 addresses these points by improving:

–the accuracy of senior leaders' self-evaluation of the strengths and weaknesses of the school, so they can take informed action to improve the school, including the sixth form
– using information from monitoring activities to hold staff to account more closely
– ensuring there is greater consistency in the impact of teachers' guidance and feedback to pupils, in line with the whole-school policy.

QA Monitoring Team: JATA & SLT   Link Governor: Clive Chenery

	Actions	Timescales	Person responsible	Cost/resource implications	Success criteria/KPIs	Progress: *To be reviewed termly*
(i)	Associate Principal to share the Academy Visions and Values with all stakeholders: staff, student and parental presentations. Presentations, publications and letters to parents refer to the vision and values	September 2017	JATA	Time to present to staff, students and parents	All stakeholders are cognisant of the vision and values of the Academy	October 2017: All stakeholders have been informed via: website, presentations, re-launch of 'friends of CBA', assemblies and Twitter. Key words are also included in all documentation.
(ii)	Core vision and values displayed in all areas of	September 2017	JATA	Cost of printing A3 display materials	Core vision and values displayed in all areas of the academy	October 2017: Banners are currently in production for all rooms. All documentation contains the key words.

		the academy				
	(iii)	Effective use of #notafraidtofly; including key guidelines	Launch September 2017	JATA, Fern, SLT & DoLs	Time to share guidelines with staff, meet with DoS and send tweets	Minimum of one tweet per day posted Increase in followers	October 2017: Approximately 2-3 tweets being posted per week. Subject titter pages to be developed. Follower numbers have increased to 1,164
	(iv)	Co-ordinated plan regarding external leadership development support in place to include ASPIRE (T&L); C Carter and the use of Leadership Competency Framework (SLT & MLs); PiXL leadership on data and intervention. • Plan in place and shared with SLT & Governors. • Plan followed and actions implemented September 2017 – July 2018. • Termly impact review carried out and shared with SLT & Governors	Plan finalised September 2017	JATA, C Carter, ASPIRE, PiXL Associate and RSL	Time for staff to meet with C Carter and ASPIRE. Cover to release staff. Cost of external consultants.	100% of Middle Leaders and Senior Leaders involved in the leadership development programme. Stakeholder surveys, 360 reviews and external reports demonstrate improved leadership 100% of leaders successfully meet their PM objective	October 2017: All leaders have clear leadership development areas identified as a PM objective 2017-18.

(v)	Increase the capacity of the SLT to include a SVP and an additional VP role	January 2018	JATA, BWT and Governors	Cost of salaries; 3 days for the interview process	Successful appointment of highly skilled members to the team. Responsibilities re-distributed	October 2017: SVP and 2 VPs appointed in October for January start.
(vi)	Review of line management expectations. Clear line management expectations in place and adhered to, to include: • Analysis of outcomes • Data and tracking • QA of T&L standards • Behaviour and rewards	October 2017	JATA & SLT		Improvement in the regularity & quality of line management meetings; Clear and focused records of meetings; Improved reliability of data and tracking; Improved ML of T&L as evidenced in T&L QA;	October 2017: Line Management expectations have been reviewed by SLT. Next steps: These to be supported in the development of a Strategic Calendar. Expectations to be shared with MLs.
(vii)	Accountability Cycle developed, to include: • Subject Analysis Review Meetings • Raising Achievement	October 2017	JATA, MOIS & SLT		All leaders cognisant of accountability measures; 100% of DoS and VPs clear of the	October 2017: Majority of Subject Analysis Meeting have taken place. Next Steps: Completion of those meetings not held; Raising Achievement Meetings to take place following the first data drop.

	Meetings following each assessment drop				<mark>areas of strength and development in the areas they line manage;</mark> Intervention plans are in place in all subjects; Detailed tracking and monitoring in place for all subjects and groups.	
	(viii) Review of the PM process	October 2017	JATA		PM process objectives to have clear links with outcomes: FFT20 & FFT5; Subjects to meet the targets set	October 2017: PM objectives linked to FFT20 & FFT5
	(ix) Strategic Calendar developed to include: • Agenda items for SLT, DoS, DoL, Tutor and Faculty Meetings • Cross-referenced to the SIP	November 2017	JLT & SLT		Comprehensive Strategic Calendar in place	

| Objective 2

Quality of teaching, learning and assessment

One key T&L focus of

a) Raise expectations
b) Ensure teaching matches the needs of students of all ability levels
c) Academically challenge all students
d) Ensure quality student response to feedback | **Key points from the OFSTED Nov 2016:** The quality of teaching, learning and assessment is not consistently good across the school. Teachers do not have high-enough expectations of what pupils should be able to achieve. Pupils are not sufficiently challenged. Teachers do not use pupil performance information to effectively plan for individuals' needs. Teachers do not consistently apply the school's policy in giving feedback and guidance to pupils.

Objective 2 addresses these points by improving:

Improve the quality of teaching, learning and assessment by ensuring that:
– work is matched to pupils' abilities more closely
– the most able pupils are sufficiently challenged.

QA Monitoring Team: RUHU & SLT   **Link Governor: Avril Bartley-Smith** |

		Actions	**Timescales**	**Person responsible**	**Cost/resource implications**	**Success criteria/KPIs**	**Progress:** *To be reviewed termly*
	(i)	**Preparation**- clear and consistent long term plans by year group are in place for every subject and these are shared with all stakeholders. These plans include identified opportunities to effectively target the progress of different groups of learners.	July 18th- documents completed by subject teams and shared with teaching teams August 28th- Formatted documents uploaded to Academy website.	Directors of Subject/ Subject teams QA: RUHU/PAWI/J ETO	Resource: staff time to ensure document is in place. Resource: leadership time for QA (MLT/SLT) DALO: formatting of documents RUHU: final QA FEGI: upload to website and publicise to parents.	All long term plan documentation is published on the Academy website and is available for use by parents and students. QA triangulates with the detail of the long term subject maps.	October 2017 Subject maps have been completed and uploaded to website but QA highlights that the subject maps are not yet of the quality expected in some subject areas. Additional development of subject maps to take place by December 19th 2017.
	(ii)	Delivery-learning is signposted clearly against	Autumn term 2017- period		Resource: time within subject		

	subject assessment objectives. These are used consistently within all lessons to review learning and progress.	of embedding the use of Assessment objectives within lessons.		meetings to collaboratively reflect on the use of assessment objectives.		
	(iii) Assessment- clear assessment activities are in place to review the impact of teaching by year group against assessment objectives. The criteria of these assessment activities are shared with all stakeholders.	Jan 2018- assessment objectives to be shared within all lessons and at the end of lessons to review learning.

July 18th- documents completed by subject teams and shared with teaching teams

August 28th- Formatted documents uploaded to Academy website. | | Time for quality assurance and review.

Student voice: to reflect on impact and ensure any changes are made.

Resource: assessment materials (including use of PIXL materials). | | |
| **Objective 3** | **Key points from the OFSTED Nov 2016**: The school's work to promote pupils' personal development and welfare requires improvement. Pupils do not fully | | | | | |

6

Personal development & Welfare	understand how to be a successful learner so they do not consistently demonstrate positive attitudes to learning. Although many pupils are proud of their achievements, too many pupils do not take pride in their work, which limits their progress.				

Personal development & Welfare

a) Students know 'How to be a successful learner', can demonstrate these skills and reflect on their performance

b) Students take pride in their work

understand how to be a successful learner so they do not consistently demonstrate positive attitudes to learning. Although many pupils are proud of their achievements, too many pupils do not take pride in their work, which limits their progress.

QA Monitoring Team: PAWI & RUHU   **Link Governor: Rachel Pike**

	Actions	Timescales	Person responsible	Cost/resource implications	Success criteria/KPIs	Progress: *To be reviewed termly*
(i)	Tutor Time induction in being a CBA learner; to also include the presentation expectations.	January 2018	PAWI & DoLs	Time to meet; Reprographics (1 colour A3 per room)	All students inducted in the CBA learner basic expectations	
(ii)	Working party (of students) to define what a CBA learner is which is shared on corporate boards.	Launched in January 2018.	PAWI, DoLs and working party volunteers	Time creating resources and presenting in assembly	100% of corporate boards contain the CBA learner.	
(iii)	CBA Learner to be included in the assemblies.	January – March 2018	PAWI & DoLs		Assemblies include regularly include references to CBA Learner. All tutors and students know what constitutes a CBA learner	
(iv)	Programme of Learning skills to be planned for inclusion in the Tutor Time	January – March 2018	PAWI, DoLs & Tutors	Time for DoLs & PAWI to meet and plan the	Programme of Learning skills in place including	

		programme			programme	resources
	(v)	Programme of Learning skills to be delivered in Tutor Time	March 2018 - July 2018	PAWI & DoLs		Programme of Learning Skills delivered to all tutor groups
	(vi)	Successful Learner skills in each subject identified and shared on corporate boards.	March - July 2018	DoS PAWI, DoLs and Tutors	Time to meet; Reprographics (1 colour A3 per room	Learning Walks of Tutor Time demonstrate reference to the learner skills
	(vii)	Programme of Learning skills for Tutor Time to be evaluated.	July 2018		Production of evaluation & time to complete	
						Evaluations show a positive impact on student progress
Objective 4		**Key points from the OFSTED Nov 2016**: Pupils' behaviour is not consistently good across all areas of the school. There is too much low-level disruption in lessons. Pupils' attendance is below the national average and requires improvement.				

Behaviour& Safety

a) Ensure the Academy Behaviour & Safety Policy is implemented consistently
b) Staff challenge the use of derogatory or abusive language
c) Attendance
d) Safety on the buses
e) Praise & rewards

Objective 4 addresses these points by improving:
- Pupil behaviour so that it is consistently good in all areas of the school.
- Pupils' attendance so that it is at least in line with the national average.

QA Monitoring Team: PAWI & MOIS and SLT   Link Governor: Jennifer Bell

	Actions	Timescales	Person responsible	Cost/resource implications	Success criteria/KPIs	Progress: *To be reviewed termly*
(i)	All staff inducted in the behaviour for learning policies and procedures	September 2017	PAWI	Time to produce presentation and deliver to staff	All staff attend the session and have 'buy in' to the strategies.	October 2017: All staff inducted and evaluations of the training day show positive impact. 100% of staff who responded to the session evaluating the PIVIOTAL training rated it as 'useful' or 'very useful' in terms of developing a common language for use with our students.
(ii)	All staff trained in PIVOTAL strategies	September 2017	JATA	Time on training day	Staff sign up and demonstrate their commitment by wearing the 30 day pledge ribbon	
(iii)	Staff sign up for the PIVOTAL 30 Day Pledge	September 2017	PAWI	Time on training day	Staff use scripted conversations; Student questionnaires, learning walks and progresso points reflect the impact	October 2017: Staff demonstrated commitment by wearing the red ribbon. PIVOTAL strategies evident in learning walks around the Academy. Low number of negative Progresso entries evidenced in September. **FIGURE FROM PAWI**

October 2017: **PAWI to Update re Progresso points** |

	(iv)	Staff use 'Scripted Conversations' and 'Drive Bys'	September – July 2017	PAWI	Creation of 'Scripted Conversation' cards for staff.	Staff feedback demonstrates positive impact on B4L; Analysis of Progresso demonstrates positive impact.	<mark>Weekly recognition and competition in assembly</mark> <mark>and creation of the Character 'C'</mark>
	(v)	Behaviour for learning guide adapted to include PIVOTAL strategies and distributed to all staff	September – October 2017	PAWI	Creation of updated Behaviour for Learning Guide	Reduction in negative Progressos and increase in positive Progressos	<mark>October 2017: **PAWI to Update B4L figures**</mark> Next Steps: Review to take place during October training day; 'Scripted Conversation' card to be created to go on the back of lanyards. <mark>October 2017</mark>: Behaviour for Learning Guide has been adapted. <mark>*Next Steps: Prior to distribution needs to include the specific PIVOTAL strategies.*</mark>
	(vi)	Behaviour for learning plan for the buses in place	November 2017	PAWI		<mark>A clear plan is in place. Student and parental feedback demonstrates an improvement in behaviour on the buses; reduction in incidences on the buses.</mark>	
	(vii)	A specific development plan focussed on rewards and praise produced	September 2017	PAWI, DoLs & working party members		A clear plan is in place and feedback demonstrates impact; increase in	

		(viii) Review of attendance strategies	September 2017	PAWI & MABO		positive Progressos Attendance figures at national averages	October 2017: Review has begun and several rewards introduced eg Hot Choc Fri, Principal's Praise Postcards. Next Steps: review of praise at all (gold, Silver and Bronze positives for Progresso) levels and comprehensive rewards and praise plan/overview in place October 2017: Review of strategies and an attendance approach developed. Students receiving 100% attendance rewards; weekly recognition and competition in assembly and creation of the attendance 'A'. Next Steps: Implementation of weekly assemblies and use of the attendance 'A' for all staff to support attendance.

Objective 5

Outcomes for students

- Progress in under-performing

Key points from the OFSTED Nov 2016: Pupils' progress is below the national average and leaders have not taken action to ensure that it improves rapidly enough. Leaders have not ensured that disadvantaged pupils make rapid enough progress to match that of other pupils nationally

Objective 5 addresses these points by improving:

- Improve the rates of progress in all subjects, including in the sixth form, so that pupils' progress is at least in line with national averages.

QA Monitoring Team: JATA, RUHU & *SVP*   Link Governor: Phil Harris-Bridge

subjects:
- Business
- Catering
- DT
- Child Development
- Spanish
- PE
- Computing
- Geography
- History
- Additional Science
- IT
• Progress in underperforming groups:
- HAPs
- MAPs
- Disadvantaged
- Boys
- White
• Progress evident in lessons and books

	Actions	Timescales	Person responsible	Cost/resource implications	Success criteria/KPIs	Progress: *To be reviewed termly*
(i)	Identification of underperforming subjects and groups	September 2017	SLT/DoS/RSL / SUAL	Time analysing data	Clear identification of underperforming groups	October 2017: Underperforming subjects and groups identified. (refer to SEF)
(ii)	Review of examination boards and syllabus's re suitability	September – October 2017	VPs & DoS	Time reviewing examinations and reports	Key messages from the examinations and examination boards identified	October 2017: DoS and VPs have along with Trust DoS (where in post) have reviewed examination boards. *Next Steps: Following Year 11 data drop identification of students who may need an alternative course.*
(iii)	Key messages from exam board reports shared with subject staff	September – October 2017	VPs & DoS	Time in faculty meeting	Teaching staff clear on key messages and planning adapted. Lesson observations, learning walks and book scrutinies demonstrate that planning has been adapted.	October 2017 All subject teams completed a three hour session marking of either summer examination papers or exemplar exam board papers.
(iv)	Accountability meetings for each subject held	September 2017	DoS/ VP/JATA & MOIS	Time for DoS to complete analysis and to attend meeting	DoS have detailed understanding of the performance of their subject, strengths and areas of development	October 2017: Subject Analysis Review Meetings held and robust discussion taken place regarding the next steps

(v)	FIPs produced	November 2017	DoS & team	Faculty/Subject Meeting time	FIPs in place – SMART targets used and cross referenced with the SIP	November 2017: FIP template shared with DoS and FIPs produced for most faculties. Next Steps: Quality assurance of FIP and evaluation of terms 1 and 2 by DoS.
(vi)	FIP Actions followed according to deadlines	October 2017- July 2018	DoS	On-going monitoring during faculty/subject meetings	Actions and impact measured – 100% of quality first teaching evidenced in lesson observations, learning walks and day to day practice	
(vii)	PiXL Main Meeting and Subject Conference attendance for T&L VP and DoS	September 2017 – July 2018	MOIS/VP/DoS	Attendance to PiXL Meetings	Staff familiar with PiXL strategies and FIPs adapted to include PiXL	October 2017: Attendance at PiXL main meeting and subject conference attended by some DOS. . (MOIS amended) Next steps: All remaining DoS to attend subject conference.
(viii)	PiXL Action Plan developed to include: • Tracking • PLCs • War Boards • Key Marginals	October 2017	PiXL Associate/JA TA/RSL	Meeting time	Actions and impact measured. Key marginal students identified, interventions in place and outcomes improved for a	October 2017: Student data tracking in place using PiXL tracker. Next steps: Launch PLCs and other PiXL strategies launched to Middle Leaders. Identification of key students and conversations around certainty of grades predicted.

	Actions	Timescales	Person responsible	Cost/resource implications	Success criteria	Progress
(ix)	Data analysis as a standing item in line management meetings according to Objective 1 (vi) & (vii)	September 2017- July 2018	VP/DoL	Time during line management	positive P8 figure. Clear improvements in underperforming subjects; positive P8 figure.	

Objective 6

16-19 study programmes

- 6th Form leadership
- Consistency in teaching and learning
- Quality of feedback

Key points from the OFSTED Nov 2016: Outcomes in the sixth form are not yet good enough. Leaders recognise some of the areas of the sixth form which require improvement. For example, they acknowledge that outcomes for students are not yet good enough. However, leaders are not clear enough about their responsibility to improve provision in the sixth form and are too dependent on senior leaders at whole-school level.

Objective 6 addresses these points by improving:

QA Monitoring Team: JETO, SAAN & *SVP*   **Link Governor: Laura-Jane Rawlings**

	Actions	Timescales	Person responsible	Cost/resource implications	Success criteria	Progress: *To be reviewed termly*
(i)	DoL 6th Form has regular accountability meetings with SLT line manager (fortnightly)	September 2017- July 2018	JETO	None	Attendance of the 6th Form is 96% and above; 6th Form behavior is exemplary; 100% of 6th Formers involved in mentoring/supporting faculties in non-contact time	6th Form attendance at the end of term 2 was 97%. Attendance has remained high as a result of the success of the green cards. 6th Form behavior is exemplary with no students being raised for behavioural concerns students acting as positive role models to younger students. 90% of data drop 1 reports had attitude to learning as overall good or excellent. Climate walks show positive behavior in 100% of lessons.
(ii)	Monitoring of 6th Form data analysis is part of the academy	September 2017 – July 2018	JETO/SAAN	Time for JETO & SAAN to meet and analyse data; in	Improved 6th Form outcomes – all subjects achieve at	

					least an ALPS Grade 5 – with none achieving a lesser grading than 2016-17	A number of students are mentoring younger students and a plan is in place for term 3 for 6th Form students to mentor PP students. Once data drop 1 has been analysed students will be identified that require the additional time for working on A level work, the others will be linked to faculties across term 3.
	monitoring cycle according to Objective 1 (vii)			addition time for them to have 1:1 meetings with 6th Form students.		
(iii)	KS5 lessons to be included in lesson observations, learning walks, climate walks and drop-ins	September 2017 – July 2018	JETO/SAAN/ RUHU		100% quality first teaching evident in all 6th Form Lessons. RLC, Bronze, Silver & Gold also evident in all lessons.	Prior to the first data drop SAAS has maintained regular contact with teachers and to date no students have been raised for intervention.
(iv)	ALPS CPD session for all teachers of KS5	November – December 2017	JETO/SAAN			

					RUHU to update
					October Update: ==SAAN briefed MLs during a ML Meeting October 2017==. Next Steps: SAAN to work with JETO to plan a session for teaching staff.

NB: Progress against the SiP will be monitored at the end of each term.

Progress will be measured against each action in the following way:

Summary of impact

 This will demonstrate the impact for example:

Work scrutinies show X increase from ___% then to ___ %
Increase in positive progresso logs from ___% to ___% a 20% (termly comparison) increase.
Climate walks show evidence X
Student questionnaire show X have improved by ___% (termly/yearly)