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**Academy Performance Improvement Plan 2018**

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| **Principal** | **Vice Principal** | **Business Manager** | **Assistant Principal** | **Assistant Principal** | **Assistant Principal** | **Assistant Principal** | **Assistant Principal** | **Assistant Principal** | **Principal’s PA** |
| **Jane McBride** | **Richard Uffendell** | **Angela Johnson-Scott** | **Ian Shopland** | **James White** | **Dave Pye** | **Kirsty Aaron** | **Gemma Roberts** | **Lisa Smith** | **Stephanie Munro** |
| Day to day Operations  Management of LT  Whole School Appraisal  AIP Production  Management of SEF  Outcomes 7-11  Staffing  Support PLT  Open Evening  Academy Council  English Curriculum Link  Coaching 1:1  Schedule | Whole school strategic oversight of QA  Data Assessment & Reporting  Praising Stars  AWL and reporting home  Preferences  Development of Curriculum  Learning and Progress  Coaching 1:1  Schedule  NQT’s (JH) | Budget Leader  Site  HR  Finance  Health and Safety  Business and Site  Risk Management  PRC | Teaching and Learning  EBAcc outcomes  QA  Quality First Teaching  Homework  CPD    Teach Meet  Learning Blogs | RSL Leader  Pupil Premium  1:1 mentoring  Academic Mentoring  P6I/E  Duty Rota  Careers and employability  Post 16+ | Classroom Action Research  Career Development  School link to Universities  Teaching School Link  Recruitment –  HAPPS Whole School  The Edge and D of E outcomes  Development and Management of PSCA staff teachers Database | Upper School Outcomes  US Boys  Behaviour  Standards and Achievement US  Open Evening – Student lead  Upper School Tutor programme  Lunchtime Supervisory management  Student Voice/Prefects  Management of Prom | Lower School  Outcomes  LS Boys  Attendance  AWL  Reporting Home  Standards and Achievement LS  Transition  Lower School Tutor programme  Pastoral Enrichment Days | Leader of Inclusion  SEND  Lead  Safeguarding Officer  PSCHE  Intervention  Catch Up Funding   SRB  R2L  CLA Designated Teacher  Access Arrangements  Pre-School  Staff Welfare | PA Remit  Clerk to the Governors  Policies Co-ordinator  Newsletter  Website Management  Exclusion Management  Awards Evening  School Prospectus |
| Whole School Literacy  English | Maths and PE | PP, SEND, Additional funding tracking | Science | DT/ICT | HUMS | LGU | Creative | PSCHE |  |
| Full AC  Business and Site AC | Learning and Progress AC | Business and Site AC | Learning and Progress AC | Learning and Progress AC | Learning and Progress AC | Support and Conduct AC | Support and Conduct AC | Support and Conduct AC | Clerk to AC |
| Rod Sibley | Rod Sibley | Ken Hanson | John Richardson | Neil Tokelove | Mark Maleham | Elouise Huxor | Pete Coleman | Fiona Walters | Rod Sibley |

**PCSA - Academy Performance Improvement Plan 2018 – 2020 Leadership Team**

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| **Outcomes** | |
| **Impact measures** | 2018 - Progress across 8 qualifications (Progress 8) – 0+  2019 - Progress across 8 qualifications (Progress 8) - 0.1+  2018 – percentage of students achieving a grade 4 or above in English and mathematics at least in line with national average  2019 – percentage of students achieving grade 5 or above in English and mathematics at least in line with national average  2018 – percentage of students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average  2019 - percentage of students staying in education or going into employment after key stage 4 (student destinations) – 0% |
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| |  |  |  | | --- | --- | --- | | **Action** | **Person Responsible** | **Date/Review Point** | | Quality first teaching in all classrooms underpinned by structured five-part LEARN lesson plans leading to good outcomes for all students  QA system identifies areas for improvement and PCSA CPD programme facilitates rapid improvement  Lesson ready – phones in the box, pencil cases in hand   * **Silent starters** * **Five part-learn plan and use of data to plan lessons** * **Use of PS board** * **All students on task/engaged** * **All equipment on desk** * **Homework booklets completed appropriately**   **Faculties/departments work on appropriate level of challenge moderated through QA at faculty and LT level**  The new curriculum is embedding the PLT learning cycle model. English, maths and science will launch and teach the PLT joint schemes of learning from year 7, 8 and 9 onwards from September. The Learning Cycle model is built strongly on Age Related Expectations (ARE) and on what students know already with looking to stretch and challenge their knowledge and skills. Other subjects will work through joint twilight time across the Trust to be ready to launch the learning cycle model in September 2019.  All subjects will have common key stage 3 end of year milestone documents. | **RU**  **IS**  **IS** | **After each Praising Stars window** | | 2018 - New data – led QA system in place driving CPD and whole school improvement  **Develop best practice in all staff:**  Clear calendar of QA events across PCSA to be in place for Term 1, linking to faculty spotlights. This to be promoted and reviewed in morning briefings. Collection of robust evidence to be available on Google Drive  Spreadsheet database of all staff teaching competencies in place clarifying all areas of strengths and weaknesses:   * The quality assurance cycle * QA of Books:   Schedule of book monitoring to be determined each cycle   * Outcomes:   Results of 2018 and outcomes from each Praising Stars window   * Rooms: * Standards made transparent and defined for staff. * Rooms to be monitored each cycle.   Observations:  Use database when populated with the above to determine who will benefit from an observation in the autumn term.  Every faculty to experience to experience and benefit from one ‘Spotlight’ event annually. Spotlight events to specifically focus on key groups and use data to inform of trails of investigation (HAPPS, boys and PPI focus).    Yearly schedule of Learning Forums published to all staff and linked to key improvements identified by the school. Attendance to be monitored and evaluation of impact to be monitored. Mandatory attendance for PGCE/School Direct//NQT/ITT staff. | **IS**  **RU**  **DP**  **DP**  **IS**  **IS**  **AJS**  **DP**  **IS**  **IS** | **After each Praising Stars window** | | 2018 - Interrogation of nine-week data review to reflect progress against data impact measures  **The new curriculum is built strongly on Age Related Expectations (ARE).  From Y7 onwards, Learning Cycles, units and individual lessons are designed on what students know already with looking to stretch and challenge their knowledge and skills.**  To set up a system to hold Central Leaders accountable for data after each learning cycle for each year group.   * Creation of a standard proforma for data analysis and action planning for each year group * Training for data gathering, analysis and action planning given to CLs * Data meetings after learning cycles set for CLs * Action plans to be drawn up, monitored and evaluated * Awareness of key group underpins all progress data and actions   **Monitoring data and accountability**  To set up a system to hold Central Leaders accountable for data after each learning cycle for Year 11   * Training for data gathering, analysis and action planning given to CLs. (S Eastham) * Data meetings after learning cycles set for CLs. (NJ with KP and BC) * Action plans to be drawn up, monitored and evaluated. (CL) * High monitoring of key groups (boys, HAPPS and PPI) | **RU**  **RU**  **RU** | **After each Praising Stars window** | | 2018 - Lower school data entry secure and matched to new AWL trust-wide system  **Raising Standards Meetings**  Based on a Cycle by Cycle review for all year groups to include a triage of attainment, attendance and conduct involving all stakeholders (LT, CLs and HOYs and teachers) | **GR Lower School**  **KA Upper School** | **After each Praising Stars window** | | Whole school monitoring system for completion of homework  90% of homework completion across PCSA faculties  High monitoring of key groups (boys, HAPPS and PPI) | **IS** | **After each Praising Stars window** | | To increase outcomes of 'Highly Able Students' (HAS) across the whole school through ensuring: -   * development of appropriate challenge throughout the curriculum * leadership level data scrutiny * Bespoke parents’ evenings | **DP** | **After each Praising Stars window** | | To manage recruitment and develop and map training and succession plan across the academy to increase teacher knowledge and expertise | **DP** | **Termly** | | To develop a system of recording learning walks that feeds into staff appraisal and CPD to improve performance and outcomes | **DP** | **Termly** | | To produce a strategic development plan for pre-school, in line with the Trusts growth plans and to maximise income potential | **AJS** | **Termly** | | To build on the current successful achievement of CIF bids by producing and submitting 2 further bids that will meet the needs and requirements of Priory Community School and the Condition Improvement Regulations | **AJS** | **Termly** | | Produce a strategic lettings plan with a view to lettings to maximise income potential | **AJS** | **Termly** | | Co-ordination and oversee the completion of the school expansion to 1500 plans in relation to the Old science block, Restaurant, temporary car park, school hall, and cycle compound | **AJS** | **Termly** | | Development and co-ordination of PCSA’s Site Development Plan that will feed into the school’s and Trust’s five-year plan | **AJS** | **Termly** | | |
| **Intervention** |  |
| **Impact measures** | 2018 and 2019 – Year 7 catch up funding allocated and the identified students make accelerated progress to be in line with their age-related expectations (ARE)  2018 and 2019 – PP funding allocated and the identified students make accelerated progress in line with students from similar starting points  2018and 2019 –identified vulnerable groups make accelerated progress in line with their prior attainment |

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| **Action** | **Person Responsible** | **Date/Review Point** |
| The SEND data must drive quality first teaching and out of class additional intervention where necessary.  **Vulnerable groups**  Ensure that all vulnerable groups progress is monitored at each Praising Stars window and discussed in RSL meetings with necessary support identified and implemented. Review effectiveness of support at next Praising Stars window. | **LS** | **After each Praising Stars window** |
| The impact of Catch Up Funding must ensure Year 7 identified students make accelerated progress to be in line with their age-related expectations (ARE) | **JW/LS** | **After each Praising Stars window** |
| Teachers’ data folders indicate total awareness of their class needs and identification of appropriate strategies to maximise progress. | **LS** | **After each Praising Stars window** |
| Pupil Premium and HAPPs will be supported through a mentoring programme linked to LT and PUPS teaching staff appraisals  Deliver support and challenge to PP cohort as identified in the PP plan. Continually review impact and outcomes, evaluating value for money to inform future planning | **JW** | **After each Praising Stars window** |
| 2018- All students with reading age below chronological age involved in intervention (tutor/ SEND) | **LS** | **After each Praising Stars window** |
| Continue with alignment of SEND across the Trust  Develop and extend the professional relationships with the key SEND staff at the feeder Primary Schools  Improving the SEND Provision in support:   * Ensure that Support provision has robust entry / exit criteria * Support to record impact using (SMART) entry / exit paperwork that exhibits intervention(s), review points, data analysis (class charts and attendance) and parental meetings * To inform all parents/carers of the interventions their child will be accessing and how long for   Enter data for each learning cycle so progress can be monitored closely. | **LS** | **After each Praising Stars window** |
| Refine and sharpen the work students undertake in return to learn alongside their mainstream progress linking to attendance, behaviour and progress | **LS** | **After each Praising Stars window** |
| Development of pilots for bespoke mental health provision to ensure all students are safe and supported | **LS** | **Termly** |

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| **Curriculum** |  |
| **Impact measures** | 2018 – school specific curriculum is in place including Five Part Lessons, assessment data sets, and standard operating procedures (SOPs).  2019 – 19 learning cycles aligned.  2018 – primary transition in place with data showing no dips in learning.  2019 – effective transition in place with all year 7 and 8 students continuing from their prior attainment.  2018 – careers programme established across the three secondary schools  2019 - careers programme established across primary schools. |
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| |  |  |  | | --- | --- | --- | | **Action** | **Person Responsible** | **Date/Review Point** | | 2018- Five-year 19 cycle plan mapped with AWL and data driving it forward  Continue alignment work on the above looking at:   * Feedback and marking Policy across TPLT * Assessment across TPLT * Homework across the PLT * Curriculum alignment across TPLT   TPLT curriculum VPs will meet with Directors for Maths and Science.   Curriculum will be strongly based on ARE with challenge and engagement in mind. | **IS** | **After each Praising Stars window** | | Review alignment of curriculum between KS2 and KS3.  Set up primary engagement programmes through faculties. Staff need to be clear as to AREs for Year 5 and 6 students  ‘Best Piece of Work’ to be in the front of all Year 7 writing books by the end of T1 W3 | **RU** | **After each Praising Stars window** | | Mapped careers programme and pledges in place for all students from Year 7 through to Year 11   * Record level of intended destinations during Year 11 121s. Pass details to local colleges and ensure we all have a consistent message of stretching and challenging learners to aim high. Follow up in new academic year to track actual levels that students are enrolled on. * Focus more on Year 9 with regards to projects / activities relating directly to curriculum. * Create a pledge/offer of careers activities to each year group / age related milestones. * Engage more with curriculum staff when selecting EXWEX Candidates. * Engage with the Rotary Club and Youth Speaks.   Identify a means to record Student participation in events and activities with an emphasis on PP  **Primary engagement**   * Further develop primary engagement programme through the faculties/departments. Staff expectations to be clarified as to what to expect of a Year 6 child (ARE - age related expectations). | **JW** | **Termly** | | Create a bespoke programme for all High Ability Students to include: -   * Individual or small group IAG for Year 7 and Year 11 High Ability Students * Challenging and supportive P6 available for all High Ability Students | **DP** | **After each Praising Stars window** | | Work with the school team to ensure that the careers page on the website is more robust to allow students to have a full range of opportunities | **JW** | **Termly** | | Create a bespoke programme for all gifted and talented students to include individual or small group IAG during tutor and P6 | **DP** | **After each Praising Stars window** | | Redesign of Curriculum Enrichment days to incorporate enhanced careers opportunities and positive mental health | **KA – Upper School**  **GR – Lower School** | **Termly** | | Tutor time programme and assemblies fit for purpose and adding value to the 19 Cycle 5 Year experience. There needs to be:   * Defined tutor time programme for each year group that is resourced. * British values, SMSC and careers mapped and delivered through tutor time * Consistency for R2L and tutor time activity delivery achieved.   Assembly rota is planned linking PiXL Edge, British values, SMSC and careers. **SMSC and PSHCE**  Tutor time programme and assemblies fit for purpose   * Defined tutor time programme for each year group resourced * British values, SMSC and careers mapped and delivered through this and taught PSD programme * Consistency for tutor time activity delivery achieved * Assembly rota is planned | **KA – Upper School**  **GR – Lower School** | **After each Praising Stars window** | | 2018- Years 10 and 11 regular accurate assessment 9-1 grades to inform future planning | **IS** | **After each Praising Stars window** | | 2018 - Exam boards and learning cycles aligned across TPLT to ensure accurate moderation and accurate predictions | **RU** | **After each Praising Stars window** | | 2018 - Encourage as many teaching staff as possible to become markers to improve understanding of grade boundaries | **RU** | **After each Praising Stars window** | | 2018 – Embedding of new options process for Year 9, making sure that they have a balanced curriculum | **RU** | **After each Praising Stars window** | | 2018 - Lower School teaching and AWL inspires and prepares students for GCSE | **GR** | **After each Praising Stars window** | | |
| **Conduct and behaviour** |  |
| **Impact measures** | 2018 - % of absence and PA - the national average is achieved to maintain absence and PA above national  2019 - % of absence and PA – the national average is achieved and maintained  2018 – number of fixed term exclusions – reduction of number of students with fixed term exclusions including vulnerable groups  2019 – number of fixed term exclusions –further reduction of number of students with fixed term exclusions including vulnerable groups  2018 and 2019 – Permanent exclusions – all PEXs upheld by academy councils  2018 and 2019 – Praise Boards – positive and negative points are recorded, actioned and celebrated on Class Charts in the ratio of 10:1 including known vulnerable groups. |
| |  |  |  | | --- | --- | --- | | **Action** | **Person Responsible** | **Date/Review Point** | | Bespoke PP attendance officer to be employed to impact on a given group of PP students across whole school | **JW/GR** | **Termly** | | Monitoring, disseminating of and acting on attendance data  % of absence and PA is below the national average  Reduce the number of FTEs in vulnerable groups  Attendance team mentoring for students between 85-90%. Focus home visits on PP students between 84% and 92% to improve PA figures led by bespoke PP attendance officer  Tighter and more robust systems for PWN and court actions. Increased number of PWN and court cases.  Robust setting, monitoring and marking of work when students are absent – particularly remote learning | **GR** | **After each Praising Stars window** | | Praise boards are used, actioned and celebrated in all classrooms to reinforce positive behaviour leading to improved learning | **KA** | **Termly** | | Early Intervention behaviour programme in R2L to be implemented. | **LS** | **After each Praising Stars window** | | Move to use of Class Charts for all recording of positive and negative points  Implementation of Class Charts to support parental engagement to ensure all students can access learning | **KA** | **Termly** | | Information evenings offered to parents on how to understand your child’s data and curriculum Term 1 | **IS** | **Term 1** | | Build on success in reducing P3 events to reduce P2 behaviour events | **KA** | **After each Praising Stars window** | | BFL mentoring and 1:1 CPD for new and identified staff to improve classroom behaviour management. Develop best practice in all staff through teach meets, learning forum and learning loads blog | **KA** | **After each Praising Stars window** | | Raise the profile of celebrations to ensure **all** students celebrate behaviour successes  Develop the use of reward shop on Class Charts  Strong use of Class Charts to continue for recording of seating plans, detentions, positive and negative behaviours in line with the agreed points scale for TPLT | **KA** | **Termly** | | Raise and celebrate positive attendance across whole school | **GR** | **Termly** | | |
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