

Objective	Reference to Teaching Standards	Actions	Success criteria/Key milestones	Staff Responsible	
<p>1. To enable the LGB to challenge and support senior management effectively.</p>	<p>1,2,3,4,5,6,7,8.</p>	<p>To continue to monitor whether the current composition of the group is effective and make changes if necessary.</p> <p>To continue undertake regular training concerning key areas including understanding the system of assessment and what the resultant outcomes mean, what to look for when walking around the academy during a school day, and in lessons.</p> <p>To understand the process of inspection under the new framework and actively supporting and challenging the senior team.</p> <p>The CEO to attend all meetings in order to model 'challenge and support' where necessary.</p>	<p>End of term 2 – The governing body completes a skills audit and recruits to fill any vacancies. Training continues to enable the Head to be more held to account than previously concerning the quality of education and outcomes as evidenced in the minutes of meetings.</p> <p>Governors continue to display the confidence to challenge and support senior staff at meetings of the Governing Body.</p> <p>End of term 4 - The governing body remains stable and more effective as evidenced by the minutes of meetings. Interventions by the CEO becoming less and less necessary.</p> <p>KPI - External observation confirms the strong feeling that the governors have now a clear knowledge of the academy including concerning the quality of teaching and pupil outcomes. The minutes of meetings show that challenge and support of the Head is strongly embedded.</p> <p>Key performance indicators concerning the</p>	<p>AJR FSC Chair LGB Vice Chair LGB</p>	

			school have improved such as outcomes in EBACC subjects and Progress 8.		
2. To fully embed the Principles and Values of Skills for Life into the everyday working of the school, recognising their importance as a uniting framework for all pupils and staff across the Trust.		<p>To appoint a senior member of the leadership team to drive forward alignment of the school to the Principles and Values, recognising that this is a Trust imperative that is non-negotiable at all levels.</p> <p>This leader will then facilitate the training of all pupils in the expectations of SFL ambassadors within classrooms, disseminating down from the prefects. School learning walks will be conducted with the SFL Trust Manager to assess the impact of the training and make suggestions for improvement if necessary.</p> <p>A full programme of external visiting speakers will be organised to address joint WGS/GA assemblies of designated year groups. These will alternate between schools. To augment these workshops and training events will be offered to joint groups of pupils.</p> <p>In addition, within classrooms staff will frame lessons within one element of the 'Employ me' acronym with pupils recording this in books.</p> <p>Staff will operate by the Values and Principles at all times, modelling these to each other and the pupils. This will be a particular focus for the HT and other senior leaders.</p>	<p>During Term 1 – DHT appointed to this role and pupils all inducted into ambassador role.</p> <p>Assembly list arranged and published and joint assemblies underway.</p> <p>Lesson practice seen to conform to 'Employ Me' requirements during learning walks.</p> <p>The elements of the Values are clearly seen in the everyday working of staff.</p> <p>All staff appraisals include reference to development of Principles and values.</p>	FCA EED SLT	

		All staff appraisal meetings and target setting will include a review of individual alignment and possible areas for development.			
3. To put in place a robust system of assessment throughout the academy which shows clearly the progress which students are making.	1,2,3,4,5,6,7.	<p>At KS3, the academy will continue to work with Greenacre staff to fully contribute towards progressing the system.</p> <p>There will be particular emphasis on the robustness of the system for assessing whether the percentage of pupils making expected or better progress at the end of each year is in line with their achievement at the end of Year 6. Departments and individual staff will be held to account for this progress.</p> <p>At both key stage 3 and 4, departments At Walderslade and Greenacre will continue to share schemes of work, building up resources using the SharePoint program.</p> <p>At KS4, regular discussions to continue between Walderslade and Greenacre subject departments regarding exam board usage and the possibilities of moving to common boards.</p> <p>Year 10 and Year 11 MEGs in 4Matrix reflect the school achieving an overall Year 11 P8 score of 0.07.</p> <p>Ahead of KS4 data drops, joint moderation of student work to occur with departments being</p>	<p>End of term 2 – Greenacre and WGS staff have worked together to establish that KS3 assessment is sufficiently robust to ensure the measuring of the percentage of students making expected progress.</p> <p>All staff understand how the system works. Heads of Department are involved in robust discussion concerning the performance of their departments.</p> <p>Meetings continue to take place in all subject areas concerning the sharing of schemes of work and preferred exam boards.</p> <p>HoF and all teaching staff have attended meetings and understand how they will be held accountable class by class for achieving the aggregate MEG scores.</p> <p>Joint moderation continues to take place ahead of KS4 data drops.</p> <p>The Progress Board continues to hold departments rigorously to account regarding pupil progress relative to MEGs.</p>	<p>ERA LWI TMA</p> <p>FSC REL TMA</p> <p>Hof, HoD</p>	

		held to account for the progress being made by students in KS4 at regular Progress Board meetings.	<p>End of term 4 - Year 11 are on track to achieve a progress score of 0.07.</p> <p>KPI - The system of assessment at both key stages clearly shows how much progress the students are making.</p> <p>Increased scrutiny by senior management leading to improved performance at 0.07.</p>		
4. To improve outcomes in Science at KS4.	1,2,3,4,5,6,7.	<p>Move to specialist biology, chemistry and physics teaching in years 9-11 with students rotate between staff.</p> <p>In conjunction with this move from teaching Synergy to Trilogy.</p> <p>Regular meetings to continue with the Greenacre Science department to share strategy, share resources, undertake joint lesson observations and take part in joint moderation of work which heavily influences latest professional predictions.</p>	<p>End of term 2 - A 'joint Walderslade Greenacre' strategy taking shape. Early professional predictions appear to be affected positively.</p> <p>End of term 4 - Close collaboration is firmly embedded. Professional predictions continue to be positive.</p> <p>Year 11 is on track to realise a progress outcome of 0.07.</p> <p>KPI - The progress measure to improve to 0.07.</p>		
5. To enable the teachers of MFL to stimulate greater interest by teaching almost exclusively in the foreign language.	1,2,3,4,5,6,7.	<p>Recruit and successfully induct three new MFL teachers along with a MFL mentor. All staff to work as one coherent department across both schools with all staff working on both sites.</p> <p>Establish and train a new head of French and head of Spanish.</p>	<p>End of term 2 - New cross school department working well together developing and sharing resources. As a result of regular lesson coaching, teaching in the foreign language in KS3 is much improved as evidenced by regular lesson observations undertaken by senior staff.</p>	FLO TPE FSC	

		<p>Make changes to the KS3 curriculum to teach French to top sets only and Spanish to all lower sets.</p> <p>Regular Inset involving the MFL teachers so that they are well supported in adopting teaching in the native language.</p>	<p>End of term 4 - Teaching continues to improve and is generally considered to be of a good standard. Student interest noticeably improves as evidenced by an increased options uptake.</p> <p>KPI - Many more students are opting to do Spanish and French at KS4. A level classes to be considered as this works through.</p> <p>Progress in KS3 has improved compared to the previous year.</p>		
<p>6. To enable 'groups' of students (high, disadvantaged ,SEN) to make optimum progress.</p>	<p>1,2,5,6.</p>	<p>Establishment of AHT with responsibility for the progress of disadvantaged and high attaining students.</p> <p>Careful planning of the disadvantaged student fund and monitoring of the impact of spending.</p> <p>Regular meetings between key personnel at both Walderslade and Greenacre to discuss ideas and share best practice.</p> <p>Key strategies to effect improvement agreed and reviewed following each data drop at both KS3 and KS4.</p>	<p>End of term 2 – 2018-19 PPG plan reviewed and discussed with governors. New Plan in place for 2019-20 adapted following this review. Regular meetings involving key personnel from both Walderslade and Greenacre to ensure that best practice is shared.</p> <p>All teaching staff are supported to improve the outcomes of these groups through sharing strategy both generally and concerning individual pupils (work with the high attaining pupils already underway). More robust monitoring of teaching and learning seen to improve the focus on these groups.</p> <p>Tracking of pupil progress reveals that gaps are closing in comparison with the rest of the cohort.</p>	<p>JHA ERA JML</p>	

			<p>End of term 4 - The relentless focus reveals that gaps continue to close in comparison to the rest of the cohort.</p> <p>KPI - Year 11 outcomes reveal that the gap has noticeably or completely closed for all groups.</p>		
7. To improve the quality of teaching throughout the academy.	1,2,3,4,5,6,7.	<p>New DHT appointed to oversee teaching and learning.</p> <p>Regular robust 'drop ins' instigated throughout the academy.</p> <p>A new rota of 'on-call' with a reserve will enable SLT members to visit a greater number of lessons throughout the week.</p> <p>A lesson observation document produced outlining the aspects to be observed. These to be collected and collated by DHT.</p> <p>Bespoke feedback and support CPD put in place for the most vulnerable teachers as soon as possible. AHT to work with AHT at Greenacre to establish an ongoing programme of 'micro CPD' to address issues identified in lesson observation.</p> <p>A 'robust' approach will be taken with the few who are unable to improve despite receiving significant support and guidance.</p>	<p>End of term 2 – Regular 'drop ins' taking place with feedback and support given as required. The vast majority of teachers are considered to be teaching 'good' lessons which challenge students to make good progress.</p> <p>HR becoming involved if the necessary support is not ensuring 'good' quality of teaching.</p> <p>End of term 4 - A cementing of the procedure from term 2 with detailed records available of lesson drop-ins along with any subsequent CPD undertaken.</p> <p>KPI - Learning walks reveal that previous underperformance has been challenged and improved upon.</p> <p>The quality of teaching is considered GOOD.</p>	<p>All SLT HoF HoD</p> <p>All Teaching staff</p>	

		<p>Linked directly to the OFSTED recommendations:</p> <p>Ensure essential skills and knowledge are mastered by pupils.</p> <p>Ensure the main elements of weak knowledge in pupils' understanding are identified and addressed.</p> <p>Teachers understand and teach to the high standard of the requirements of new specifications Ensure the most able do not do work that is too easy for them.</p> <p>Ensure that when necessary more challenging work is provided for those that are ready to move on, in all ability groups.</p> <p>Ensure that teachers and pupils use subject specific language.</p> <p>Ensure that teachers develop and use a variety of different styles of questions that make pupils think hard and justify their answers.</p>			
8. To ensure the delivery of an appropriate curriculum.	1,2,3,4,5,6,7.	<p>Increase the amount of teaching time for core subjects in KS4.</p> <p>Targeted and timetabled intervention is delivered to Year 11 students in core subjects each morning.</p>	<p>End of term 2 – Progress of students through the curriculum is accelerated with time available for greater consolidation of difficult areas of the curriculum.</p> <p>AHT upper school and Head of Year 11 circulating before and after school</p>		

		<p>A programme of afterschool sessions in all subjects also established to target borderline students.</p> <p>All intervention to start week three term 1 with Head of Year and School ensuing attendance with parental follow-up if required.</p> <p>Establish a line management system with one DHT i/c of P8 bucket one subjects and the other i/c of bucket two subjects. Line management of the bucket three subjects to fall with other SLT members.</p> <p>All HoD and HoF to produce a curriculum map for their subjects considering the sequencing of topics to ensure clear progression within and between years.</p>	<p>observe smooth running of all intervention.</p> <p>Clear and thorough curriculum maps are available for each year group in each subject detailing routes of progress.</p> <p>End of term 4 – All core subjects finish teaching with time available for consolidation and revision.</p> <p>KPI – Mock results and GCSE results show progress 8 result of 0.07 or better.</p>		
9. Ensure the development of the SLT and Middle Managers.	8	<p>Encourage greater debate of a more robust nature within SLT team meetings.</p> <p>To ensure SLT members are empowered to make decisions on an independent basis and do not need to refer to the HT to allow them to operate effectively within their designated areas.</p> <p>Middle leaders to be similarly empowered to act more independently developing their leadership skills.</p>	<p>Term 1 – Minutes of SLT meetings reflect greater debate. Direct observation by the CEO when attending meetings.</p> <p>Discussion between CEO and SLT members confirms more independent actions.</p> <p>Issues are dealt with in a more efficient manner.</p> <p>Minutes of LM meetings confirm developing leadership skills.</p>	HT SLT	

<p>10. To improve the Attendance of students.</p>	<p>1,2.</p>	<p>Raise the profile of attendance with new Small School competition boards around school along with motivational posters.</p> <p>Ensure form tutors start the year with lists of PA students to target immediately they are absent.</p> <p>To hold Year 7 form tutors in particular to account for attendance establishing good habits from the start.</p> <p>Return the monitoring and rewards for attendance to Heads of Year</p> <p>To have weekly rewards for the best performing forms. To re-establish the '100 Club' along with a reward trip at the end of the year.</p> <p>Attendance to be a standing agenda item in SLT and Governor meetings.</p>	<p>Term 1 – All appropriate minutes are seen to focus on attendance.</p> <p>Form tutors and HoY and attendance officer are seen to be actively pursuing parents of poorly attending pupils, including first day absence calls home for all pupils.</p> <p>Attendance officer seen to be working pro-actively with Medway ASSA service referring parents and pressing for financial sanctions where appropriate.</p> <p>Absence leave is not granted by the HT, evidenced from attendance records.</p> <p>KPI – overall attendance rises towards national expectation of 96%.</p>	<p>TMA RMO HoY HoS FTs</p>	
<p>11. Support staff contribute to school improvement</p>	<p>1,7,8.</p>	<p>Enrichment of pupil experience.</p> <p>Increase engagement of pupils in the classroom.</p> <p>Improve communication with parents and carers.</p> <p>Improve the school environment</p>	<p>Student and parent surveys show increasing satisfaction with the experience of pupils. This to include the physical classroom environment, the quality of display, canteen facilities, external recreational areas, the structure of the school day and the perception of the quality of the learning experience.</p> <p>Evidence from department visits, LO, positive comments about the input of</p>	<p>All staff DDU, LSAs, HLTAs, CRO TPO, DDI, RMO, Office Staff Site Team</p>	

			<p>support staff. Work by support staff raises reading ages and confidence of SEN pupils to participate. Measured progress of SEN pupils in KS3&4 assessments.</p> <p>Improved relationships with more difficult families through more coordinated communication. Fewer incidences of parents making impromptu 'angry' visits to school. No qualifying OFSTED complains and in general a decrease in complaints received to the governing body.</p> <p>Improvement in appearance and safety of the site to include trees and bushes, road surfacing, perimeter fencing and gates and the general condition of the inside of the building.</p> <p>The efficient maintenance of ICT facilities including the broadband network, internal wireless systems along with forward planning to future proof ICT provision.</p>		
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Staff	Initials
AJR	Mr Reese
FSC	Dr Campbell
EED	Mrs Eddy
LWI	Miss Wildey
REL	Mr Elphick
ERA	Ms Ranson
JHA	Dr Harrison
MRI	Mr Richards
SCA	Mrs Carter
LWI	Mrs Williams
TPO	Miss Perez
TMA	Mrs Maher
DDI	Miss Dicketts
RMO	Mrs Moore
DDU	Miss Dunlop