

The Leek Federation

Standards Action Plan

January 2014- August 2015

January 2014

Action Plan

The Action Plan has been constructed to fulfil the following functions:

- To provide the necessary support to the federation to help it implement its school improvement priorities, in relation to standards
- To monitor the implementation of this plan so that the governors are able to demonstrate good or better progress at each HMI inspection.

For each school the plan focuses on strengthening and supporting

- Strategic leadership and governance
- A robust quality assurance process for establishing the baseline position, monitoring progress and evaluating improvements made
- An appropriate and effective range of support and intervention strategies, to tackle weaknesses

The lifetime of the plan is January 2014 to August 2015 and it has been compiled in consultation with relevant stakeholders, The Executive Principal, The Headteachers, Senior Staff and the Chair of Governors. It is intended to enable the schools to maintain at least a 'good' rating, at the next inspection, and with sustainability.

The Governing Body, and The Chair of Governors, will monitor and review the plan based upon the responses from the various monitoring activities used within each objective as identified from the following list:

<ul style="list-style-type: none"> ▪ IP1: Improvement Partner monitoring by members of the Senior Staff ▪ IP2: Monitoring visits overseen by external advisers 	<ul style="list-style-type: none"> ▪ IP3: Meetings between Senior Staff and Chair of Governors ▪ IP4: Federation monitoring reports to Governors
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Abbreviations used:

FST Federation Senior Staff team	FUR Jill Fury	LIL Line Leaders	OEP Other External Partners
HOL Keith Hollins	RDR Janette Reader	MIL Middle Leaders	STA Local Authority
HEY Richard Hey	LYN Dave Lyons	GAR Jo Garcia	NAL National College
TUR Julia Turner	OWN Dan Owen	BRD Simon Broad	NGA National Governors Association
SPE John Spencer	JON Stuart Jones	BER Karen Berrisford	HTS All Headteachers
BEN Chair of Governors	FRY Steve Fryer	FGB Full Governing Body	
WIL Clarissa Williams	BRO Karen Broadhurst	CGB Committee of Governing Body	
		COG Chair of Governors	

Statutory Targets for 2013 to 2015

TARGET	2013 TARGET		2013 ACTUAL		2014 TARGET		2014 ACTUAL		2015 TARGET		2015 ACTUAL	
	L	W	L	W	L	W	L	W	L	W	L	W
5+ En / Ma English Bacc												
Average Capped Points Score												
3+ Levels Progress in English												
3+ Levels Progress in Maths												
Middle School												

	The Leek Federation Action Plan: Issue 1	
Improvement Priority 1:	To improve Progress at all Key Stages	
Diagnosis	<p>We must</p> <ul style="list-style-type: none"> • Make sure that all systems for monitoring the schools' work are robust, are overseen efficiently by the Senior Staff and governors and that findings are rigorously and regularly evaluated and acted upon to improve the quality of education in the schools • Make sure that all middle leaders have a very clear understanding of the expectations of their role within the quality assurance process, are well supported and guided by Senior Staff and governors, and understand their accountability in moving their subjects forward • An external review of governance is needed in order to assess how this aspect of leadership and governance may be improved 	
We will know the federation has succeeded (success criteria) when:	Student outcomes	Milestones
	<p>Schools meet statutory attainment and progress targets for 2014 and 2015 – see introductory section</p> <ul style="list-style-type: none"> • At each progress review there is robust evidence that an increasing percentage of students in all groups are on track to meet their end of Key Stage targets • Progress measures which include English and mathematics are in line with expectations for 2014 and 2015 • All groups make appropriate progress based on value added measures in 2014 and 2015 • Learning in lessons matches the milestones for teaching <p>By September 2014</p> <ul style="list-style-type: none"> • There is an improved perception of, and engagement with, the quality of their learning experience for students of all abilities • Students know how well they are doing and what they need to do to improve • At least 75 % of students with SEN will have met their end of key stage targets • At least 75 % of students with Pupil Premium will have met their end of key stage targets • There is improved attendance amongst targeted groups of students 	<p>By September 2014</p> <ul style="list-style-type: none"> • All staff use targets and progress data to inform planning for, and delivery of, appropriately challenging active learning opportunities for all students • Appropriate learning objectives, learning outcomes, and strategies for assessing learning are evident in both short and medium term planning • Marking informs students of how well they are doing and what they need to do to improve • Teaching, including the use of assessment, is consistently good or better in 80% or more of lessons where a judgement is made • Staff at all levels have clearly defined roles, responsibilities and accountabilities for improving the progress of students with SEND and Pupil Premium, and of boys • All staff whose teaching is not consistently good are receiving structured support and challenge through the newly adopted Performance Improvement Programme. • Contact established with NGA regarding external review of governance • Targeted students have at least national rates of attendance • New governance structure adopted • Revised Senior staff structure introduced

	<p>By December 2014</p> <ul style="list-style-type: none"> • At least 80 % of students with SEN and will be on track to meet their end of key stage targets • At least 80 % of students with Pupil Premium will be on track to meet their end of key stage targets <p>By April 2015</p> <ul style="list-style-type: none"> • Students are engaged and positive about the learning experience • Progress rates for students with special education needs and disabilities, Pupil Premium and with low attainment will be at least in line with expectations as measured by value added on point score threshold and progress measures 	<p>By December 2014</p> <ul style="list-style-type: none"> • Teaching, including the use of assessment, is consistently good or better in 85% or more of lessons • Short and medium term planning provides effective opportunities to accurately and regularly assess learning • Staff have an increasingly effective repertoire of teaching and learning strategies for students with SEND • Marking practices within and across subjects are consistent in frequency and quality of feedback to students – use of SWANS • External review of governance completed • Revised Middle Leadership structure is planned <p>By April 2015</p> <ul style="list-style-type: none"> • Teaching, including the use of assessment, is consistently good or better in 90% or more of lessons • All teachers are able to use assessment outcomes to effectively plan and deliver strategies to actively engage and meet the needs of all learners <p>By Sept 2015</p> <ul style="list-style-type: none"> • The aspirational target for the quality of teaching is 90% good or better and at least 90% of teaching is good or better • Revised Middle Leadership structure is implemented
<p>Evaluation Methods:</p>	<ul style="list-style-type: none"> • FGB progress reviews - termly • Report on performance data and departmental reviews to demonstrate the impact of good T&L on student attainment and achievement-termly at Learning and Achievement Committee of Governors / half termly with Senior Staff and Chair of Governors • Termly evaluation by the schools and external improvement partners of the impact of support provided • Five times yearly student data collection • Student Voice feedback termly in departmental reviews and via line leadership meetings • Student Voice feedback • Departmental Reviews 	

Action		Lead	Resources	Time-Line	Monitoring
1.1	Support the leadership to: <ul style="list-style-type: none"> implement a teaching and learning training and support programme which supports good teaching and good learning, including a common approach to Accelerated Learning 	HTS	Develop Learning Handbook CPD programme planned INSET days planned	September 2014 September 2014 June 2013	HOL
1.2	Support leadership to develop the capacity of governors, middle and senior leadership to: <ul style="list-style-type: none"> Undertake rigorous quality assurance across a range of aspects Use outcomes of quality assurance to drive improvement Embed the Appraisal system 	HOL	Input from OEP External audit External training package	Summer 2014 Autumn 2014 Autumn/spring 2014	COG/HOL
1.3	Support for developing schools' coaching capacity for moving staff from: <ul style="list-style-type: none"> Satisfactory to good Good to outstanding By development work with coaches	HTS LIL MIL	Coaching requirement established Coaches identified and trained Training needs established	May 2014 September 2014 Half termly	HOL/CGB
1.4	Support specific coaching with identified individual teaching staff in specific subjects to support improvements in areas of weakness including: <ul style="list-style-type: none"> Planning for learning Assessment of and for learning Effective questioning Fostering independent learning Teaching for learning Behaviour for learning Accelerated Learning Work to include: <ul style="list-style-type: none"> the further development of in-class intervention to support special needs and underachieving students 	HTS FST LIL MIL	Targeted students identified Interventions planned and implemented Data collection system redesigned and staffing altered accordingly Behaviour for Learning revised Develop Learning Handbook	April 2014 April 2014 January 2015 September 2014 September 2014	HTS CGB
1.5	Support for processes to improve performance of teachers causing concern through <ul style="list-style-type: none"> Robust identification of underperforming staff The development of support programmes and plans for individual staff based on need Support for the Headteachers in managing competency procedures if required 	HTS FST MIL	Programme of Departmental Review planned and implementation commences CPD Plan established	January 2014 June 2014	HTS HOL/WIL

1.6	Contribute to programme of professional development (INSET, twilights and in school support) with regards to: <ul style="list-style-type: none"> • Planning for learning – including differentiation, AfL • Assessment for learning • Teaching repertoire • Active engagement effective questioning and challenge at whole academy and/or subject level • Accelerated Learning Briefings 	HTS FST	Coaching requirement established Coaches identified and trained Training needs established Whole staff briefings commence	May 2014 September 2014 September 2014 September 2014	HOL CGB
1.7	Support to enable staff to plan to match learning to students' additional needs: <ul style="list-style-type: none"> • Support following a range of training to put appropriate strategies into practice. • Provide advice regarding interventions and resources available. • Develop and extend the understanding of staff re the teaching and learning of targeted groups of learners. 	HTS LG LIL MIL	Review of staff skills audit Training needs identified and CPD planned Link established to new appraisal process PM targets established	March 2014 June 2014 September 2014 October 2014	HOL CGB
1.8	<ul style="list-style-type: none"> • Support to enable staff to improve the attendance of targeted groups of learners. • Intervention and behaviour plan • Improved Home-School contract 	HTS LG	Review of role of support staff Students identified and support plans established and implemented on an individual basis Plan implemented Contract issued to stakeholders	March 2014 On-going March 2014 September 2014	HOL/WIL CGB LG CGB

	The leek Federation Action Plan: Issue 2	
Improvement Priority: 2	Identified groups of students and students eligible for the pupil premium make slower progress than others	
Diagnosis	<p>We need to raise achievement for all groups of students, but especially those eligible for the pupil premium, by making sure that:</p> <ul style="list-style-type: none"> • leaders at all levels and teachers use information about students' progress promptly, to plan learning at the right level in all subjects. • leaders and governors check the quality of teaching and other aspects of each school's work more often, in order to prevent any decline in performance. 	
We will know the school has succeeded (success criteria) when:	Student outcomes	Milestones
	<ol style="list-style-type: none"> 1. Appropriate improvement is being made for all groups of students in progress, achievement, attainment, and in the attendance of all identified students 2. The improvements in learning and progress in lessons identified in Improvement Priority 1 are achieved 3. Statutory targets for 2014 and 2015 are met as are the targets for different groups identified in the diagnosis above 4. Statutory targets for 2016 are predicted to be met for all students, and particularly the target groups as identified above 	<p>By September 2014</p> <ul style="list-style-type: none"> • Leadership and governance roles, responsibilities and accountabilities are clear <p>By January 2015</p> <ul style="list-style-type: none"> • Accountability and quality assurance systems are routinely embedded with evidence of classroom impact on progress and a clear relentless agenda on improving outcomes • Self evaluation is rigorous and accurate and outcomes of this are used to drive improvement in all areas of weakness • Leadership at all levels, is impacting clearly and positively on areas of responsibility and is held accountable for improvement by Senior Staff • Governance has a clear and accurate view of strengths and weaknesses and holds leadership to account for progress and improvement <p>By September 2015</p> <ul style="list-style-type: none"> • Leadership and management are at least good
Evaluation Methods:	<ul style="list-style-type: none"> • FGB and CGB progress reviews - termly • Report on performance data and departmental reviews to demonstrate the impact of good T&L on student attainment and achievement-termly at Learning and Achievement Committee of Governors / half termly with Senior Staff and Chair of Governors • Termly evaluation by the Headteachers and governors, and external improvement partners, of the impact of support provided • Twice termly student data collection • Student Voice feedback • Departmental Reviews 	

Action		Lead	Resources	Time-Line Start/complete	Monitoring
2.1	Support to improve performance of senior staff and governors through <ul style="list-style-type: none"> Joint planning of a more effective quality assurance system Training leaders in the implementation of the new system The development of support programmes for strategic leaders 	HOL	Audit of current systems	March 2014	CGB / HOL
		WIL	Restructure of SLT structure and function	September 2014	CGB
		HTS	Training needs analysis completed	May 2014	HTS
2.2	Support federation senior staff to review leadership structures and establish clear lines of accountability for target groups and key issues	HOL	Strategic Plan for leadership model designed	March 2014	CGB
		HTS	Restructure of SLT planned and implemented	September 2014	FGB
2.3	To assist in the effective planning of a calendar for self-evaluation and review that enables all staff to see the connection between monitoring, evaluation and resultant action planning that generates impact for students in the classroom.	HOL	Plan established	May 2014	CGB
		HTS FST	Intervention Plan rolled out	July 2014	
2.4	Support senior staff to develop the capacity of middle leadership to <ul style="list-style-type: none"> Undertake rigorous quality assurance across a range of outcomes and activities Use outcomes of quality assurance to drive improvement 	HOL	Restructure Line Leadership model in each school	June 2014	CGB
		HTS	Revised job descriptions established	September 2014	
2..5	Support all senior staff to maintain an updated record of self-evaluation and to link this securely to improvement programmes and plans	HTS	Link to new appraisal system established and documentation produced	September 2014	HOL CGB
2.6	Support for strengthening line leadership processes that secure accountability, with review of line leadership recording booklet redesigned	HTS FST	QA procedures planned and timetable implemented Booklet fit for purpose	September 2014	CGB
2.7	Conduct regular termly External Improvement Partner monitoring reviews of progress towards addressing the key Issues from the inspection	HOL	Programme of visits planned	June 2014	CGB FGB
				October 2014	
				March 2015	
				June 2015	

	The Leek Federation Action Plan: Issue 3	
Improvement Priority 3:	<i>Teaching is not yet good enough to secure good progress for all students. This is because the work set is not always at exactly the right level for all students, who sometimes have to spend too long listening to their teachers.</i>	
Diagnosis	<p>We need to improve teaching to consistently good by making sure that:</p> <ul style="list-style-type: none"> • tasks are always set at exactly the right level for each student • all teachers actively involve students in their learning • teachers' questioning checks understanding and makes students think for themselves about difficult ideas • teachers' approaches to marking make clear to students precisely what they must do in order to improve their work 	
We will know the school has succeeded (success criteria) when:	Student outcomes	Milestones
	<p>By September 2014 All schools meet statutory attainment and progress targets for 2014 and predicted for 2015 – see introductory section</p> <ul style="list-style-type: none"> • At each progress review there is robust evidence that an increasing percentage of students in key groups are on track to meet their end of Key Stage targets, • All progress measures which include English and mathematics are at least in line with expectations 2014 and 2015, and showing relative improvement on 2013 • All students are engaged in self and peer assessment • All students familiar with SWANS <p>By January 2015</p> <ul style="list-style-type: none"> • There is an improved perception of, and engagement with, the quality of their learning experience for students of all abilities • Students know how well they are doing and what they need to do to improve • At least 75% of students with SEN and Pupil Premium will be on track to meet their end of key stage targets 	<p>By September 2014</p> <ul style="list-style-type: none"> • All staff use targets and progress data to inform planning for and delivery of appropriately challenging active learning opportunities for all students • Appropriate learning objectives, learning outcomes, and strategies for assessing learning are evident in both short and medium term planning • Marking informs students of how well they are doing and what they need to do to improve • Teaching, including the use of assessment, is consistently good or better in 80% of lessons • Staff at all levels have clearly defined roles, responsibilities and accountabilities for improving the progress of students • All staff whose teaching is not consistently satisfactory are receiving structured support and challenge through the new Performance Improvement Programme <p>By January 2015</p> <ul style="list-style-type: none"> • Teaching is at least good or better in 85% of lessons • Short and medium term planning provides effective opportunities to accurately and regularly assess learning

	<p>May 2015</p> <ul style="list-style-type: none"> At least 80% of students with SEN and Pupil Premium will be on track to meet their end of key stage targets <p>Sept 2015</p> <ul style="list-style-type: none"> Students are engaged and positive about the learning experience Behaviour for Learning is embedded at all key stages Progress rates for students with special education needs and disabilities, PP and with low attainment will be at least in line with expectations as measured by value added and progress measures 	<ul style="list-style-type: none"> Staff have an increasingly effective repertoire of teaching and learning strategies for students to ensure that all groups make appropriate progress Marking practices within and across subjects are consistent in frequency and quality of feedback to students <p>By May 2015</p> <ul style="list-style-type: none"> Teaching, including the use of assessment, is consistently good or better in 90% or more of lessons All teachers are able to use assessment outcomes to effectively plan and deliver strategies to actively engage and meet the needs of all learners, <p>By September 2015</p> <ul style="list-style-type: none"> The aspirational target for the quality of teaching is 90% good or better and at least 90% of teaching is good or better
Evaluation Methods:	<ul style="list-style-type: none"> Improvement Partners' progress reviews – termly to Senior Staff and Governors Each school's samples lessons' performance data and student work to demonstrate the impact of good T&L on student attainment and achievement- half termly by Departmental Reviews, data collection and Learning Walks Termly evaluation by the Senior Staff and governors, and Other Improvement Partners, of the impact of support provided Parental feedback termly at Parents' evenings Student Voice feedback. In Departmental Reviews 	

Action	Lead	Resources	Time-Line	Monitoring
1.1	Support the leadership to: <ul style="list-style-type: none"> implement a teaching and learning training and support programme which supports good teaching and good learning, including a common planning method including the use of INSET days Accelerated Learning TALC 	HTS Audit of current systems Restructure of SLT structure and function Training needs analysis completed	March 2014 September 2014 May 2014	HOL CGB

1.2	Support leadership to develop the capacity of middle leaders and senior staff to: <ul style="list-style-type: none"> Undertake rigorous quality assurance across a range of aspects Use outcomes of quality assurance to drive improvement 	HOL LIL	Appraisal process reviewed Support programme planned and commences QA system designed and implemented	September 2014 September 2014 May 2014	HOL/HTS CGB
1.3	Support for developing each schools coaching capacity for moving staff from: <ul style="list-style-type: none"> Inadequate to satisfactory Satisfactory to good Good to outstanding By development work with coaches	HOL HTS FST	Coaching requirement established Coaches identified and trained Training needs established	May 2014 September 2014 Half termly	CGB
1.4	Support specific coaching with identified individual teaching staff in specific subjects to support improvements in areas of weakness including: <ul style="list-style-type: none"> Planning for learning Assessment of and for learning Effective questioning Fostering independent learning Teaching for learning Behaviour for learning Work to include: <ul style="list-style-type: none"> the further development of in-class intervention to support special needs and underachieving students the use of TAs Mentor system for vulnerable students 	HOL HTS LIL MIL	Coaching requirement established Coaches identified and trained Training needs established	May 2014 September 2014 Half termly	CGB
1.5	Support for processes to improve performance of teachers causing concern through <ul style="list-style-type: none"> Robust identification of underperforming staff The development of support programmes and plans for individual staff based on need Support for the Headteacher in managing competency procedures if required 	HTS	Appraisal process reviewed Support programme planned and commences	September 2014 September 2014	HOL CGB FGB
1.6	Contribute to programme of professional development (INSET, twilights and both in house and external support) with regards	HTS	INSET events planned and delivered/impact monitored	April 2014/on-	HOL

	<p>to:</p> <ul style="list-style-type: none"> • Planning for learning – including differentiation, AfL • Assessment for learning • Teaching repertoire • Active engagement effective questioning and challenge at whole academy and/or subject level • Staff T&L briefing 	MIL	<p>Training audit completed</p> <p>CPD planned</p> <p>Weekly briefing established</p>	<p>going</p> <p>April 2014</p> <p>June 2014</p> <p>September 2014</p>	CGB
1.7	<p>Support to enable staff to plan to match learning to students' additional needs:</p> <ul style="list-style-type: none"> • Support following a wide range of training to put appropriate strategies into practice. • Provide advice regarding interventions and resources available. • Develop and extend the understanding of staff re the teaching and learning of different groups of students at all key stages <p>Introduction of Intervention Plan</p>	<p>HOL</p> <p>HTS</p> <p>MIL</p> <p>HTS</p>	<p>Increased frequency of data collection planned</p> <p>INSET events planned and delivered/impact monitored</p> <p>Training audit completed</p> <p>CPD planned</p> <p>Waves established in practice</p>	<p>March 2014</p> <p>April 2014/on-going</p> <p>April 2014</p> <p>June 2014</p> <p>September 2014</p>	<p>CGB</p> <p>FGB</p>