

Olive AP Academy- Havering Academy Improvement Plan Sept '18- July '19

- **Rag Rated every Half Term after Data Collection**
- **Challenge Meeting held between Headteacher and Director of Academy Standards and Effectiveness**
- **Commentary by the Director of Academy Standards and Effectiveness. RAG rating is for IMPACT not ACTIVITY**

Strategic Priorities 2018/19 based on SEF and indicators for outstanding practice (Ofsted Guidance)

Leadership and Management	
LM1	The school's actions secure substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and Mathematics
LM2	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils
LM3	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
LM4	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
LM5	Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staffs vigilance confidence and competency to challenge pupils views and encourage debate.
LM 6	Governors systematically challenge senior leaders so that the effective deployment of staff and resources including the pupil premium, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
Quality of Teaching Learning and Assessment	
QTLA 1 (1)	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils common misconceptions and act to ensure they are corrected
QTLA2 (2)	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
QTLA3 (5)	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
QTLA4 (8)	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

QTLA5 (9)	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
Progress and Outcomes	
P&O1	Throughout each year group and across the curriculum, including in English and Mathematics, pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
P&O2	The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
P&O3	The number of students registered as NEET each year continues to fall
Personal Development Behaviour and Welfare	
PDBW1 (1)	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
PDBW2 (3)	High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
PDBW3 (5)	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
PDBW4 (6/7)	Pupils' conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are rare. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.
PDBW5 (10)	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have, including radicalisation, bullying and gang related issues.

KEY PERFORMANCE INDICATORS FOR 2018 / 2019

- **LEADERSHIP & MANAGEMENT**

- Leadership in the Academy is secured and increasingly effective
- Safeguarding is evaluated as effective in external and Trust reviews
- All school leaders are accountable for their areas of responsibility
- Processes for school improvement are robust and accurate
- Numbers of students reintegrated to mainstream demonstrate improved relationships with partner schools

- **QUALITY OF TEACHING LEARNING AND ASSESSMENT**

- 60% of teaching is judged as Proficient or better by Dec 2018
- 75% of teaching is judged as Proficient or better by July 2019
- Termly external verification judges that 80% of teacher assessments are accurate
- Predictions for KS4 students in their final examinations are at least 80% accurate

- **PROGRESS & OUTCOMES**

- 80% of students will make at least good progress in Eng and Maths from their initial assessed baseline on entry
- 70% of students will make expected progress from their KS2 baseline
- 100% of Y11 students continue to progress to appropriate education, employment or training by September 2019
- 90% of Y11 students are still in appropriate education, employment or training by Easter 2020
- 90% of Y11 students will leave with 5 accredited outcomes

- **PDBW**

- Overall Academy attendance is at least 70% by July 2019
- Reduction in days lost per student for FTE relatively to the corresponding term 17/18
- Character / Consequences data demonstrates incremental improvements term by term.

LEADERSHIP AND MANAGEMENT

L&M1 The school's actions secure substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and Mathematics. **LEAD: Headteacher & SLT**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Embed the Progress Review Cycle across the year (5 DC points) • Secure standardised baselining of all new students on entry. Baselining to include Reading and Spelling Age, Resilience and Social and Emotional Gaps (Boxall profiling) • Robust student files in place holding all key target setting paperwork, to support strategic planning and student progress. • Learning and Progress conversations take place with every teacher after each DC to ensure that progress is being tracked accurately and robustly. • Recruit additional capacity for Mathematics and Art • Ensure that engagement data is being tracked for every lesson and strategies are in place to improve it. 	HT1	<ul style="list-style-type: none"> • All teachers understand the Progress Review Cycle and have their own plan for raising achievement • All staff have robust fine tracking data to support the headline data they submit at each data drop. • Target setting is robust for all students as per the academy methodology, with a minimum expected target and an aspirational target • Line management meeting notes reflect that fine tracking data is being moderated. • Student engagement improves over time. • High quality teachers of Art and Mathematics are recruited. • All student files are up to date and accurate. • SEND lead produces a half termly review of QTLA from a SEND perspective, triangulating this with a book SEND review and 	<ul style="list-style-type: none"> • HT to report to AAB each half term • Director of Standards and Effectiveness holds challenge meetings after each Data Collection • Director of Academy Standards and Effectiveness reports termly to the Education Standards Board 	n/a
	HT2			
	HT3			
	HT4			
	HT5			
	HT6			

<ul style="list-style-type: none"> The support for SEND students leads to improvements in their provision and progress. 			<p>progress data. Report is built in collaboration with the lead for T+L</p>		
<p>Notes: SEND lead produces a half termly review of QTLA from a SEND perspective, triangulating this with a book SEND review and progress data. Report is built in collaboration with the lead for T+L</p> <ul style="list-style-type: none"> Work scrutiny has taken place Learning walks have taken place Dashboards completed half termly Review of this HT1 is underway Regular line management meetings with Headteacher and SENDCO are in place data is key agenda item 					<p>Information is still being pulled together in the format Head teacher has asked for</p>

LEADERSHIP AND MANAGEMENT

L&M2: Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. **LEAD: Headteacher & DHT**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> Clear cycle of accountability including line management meetings, learning walks, work scrutiny, data collection and PM Observations. Framework to be based on a clear organisational structure. Line managers undertake regular “developmental coaching” discussions with all staff 	HT1		<ul style="list-style-type: none"> All line manager meet with staff every other week and quality assurance shows that all meetings have a direct link to impact on student progress / AIP priority area Organisational structure in place, that all staff are aware of. 	<ul style="list-style-type: none"> AAB each half term to review HT to report to this body. Director of Standards and Effectiveness meets with HT to track and sample LM meeting notes. 	<p>Leadership coaching support from Eileen Hinds</p>
HT2					
HT3					
HT4					

<ul style="list-style-type: none"> • CPD opportunities linked to areas of focus from LWs or PM Observations • Opportunities for working with staff from the other Academies develops skill and expertise • Opportunities for peer to peer assessment and feedback to develop skill and expertise • Co-planning for The Olive Way and Learning Expeditions develop staff skill and expertise • CPD files are in place • There is weekly monitoring of the quality of the planning and delivery of all lessons. 	HT5		<ul style="list-style-type: none"> • QTLA data demonstrates continual improvement and rigour of challenge to improvement. • Sampling of Learning Expedition planning demonstrates the highest quality of planning and use of staff & resources. • All staff to have an up to date CPD file that evidences the support they are currently receiving. • The lead for T and L shares a data driven representation of the QTLA every two weeks with SLT and shares regular feedback with all teaching staff. 		
<p>Notes: CPD opportunities linked to areas of focus from LWs or PM Observations</p> <ul style="list-style-type: none"> • SEND staff training has taken place this will be followed up termly • Extra bulletins and resources will be provided half termly and when necessary 					

LEADERSHIP AND MANAGEMENT

L&M3: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. **LEAD: DHT and Headteacher**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Develop and embed The Olive Way curriculum to create opportunities for emotional and learning resilience for students • Develop and embed Learning Expeditions to create opporutnities for deeper learning for students • SLT to work to develop further breadth in opportunities within the curriculum, including Outdoor Learning, Service Learning and the Perfomring Arts 	HT1		Regular assessment points demonstrate rapid progress and learning	Director of Standards and Effectiveness through the Progress Review Cycle	Staff release time to upskill on The Olive Way and EL approaches and planning expeditions
	HT2		Links between the learning in The Olive Way, Outdoor Learning, and the curriculum are established and evaluated		
	HT3		SEMh scores consistently show that students' resilience is improving.		
	HT4		High quality permanent staff are recruited incrementally as the need arises.		
	HT5		Any additional teachers added to the staff (Performing Arts, 1 2 1 Maths Mentoring) are evaluated as stong and adding capacity to the Academy team		
	HT6				

Notes:

LEADERSHIP AND MANAGEMENT

L&M4: Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> Commission an annual external safeguarding review Commission termly Trust audit of Safeguarding at Board level Commission half termly (unannounced) audits of CPOMS / EVOLVE Undertake termly student and staff surveys re Safeguarding Develop further strong links with external agencies and LA services (including EWS) to ensure that information is shared in a timely way 	HT1		SLT lead reports half termly on Safeguarding to Headteacher.	<ul style="list-style-type: none"> Monthly report to Headteacher AAB Monitors effectiveness Safeguarding regularly Trust lead for PDBW monitors the effectiveness of the systems and processes for Safeguarding each term. 	Annual independent review of Stafeguarding
	HT2		Half termly attendance figures demonstrate that students' attendance is improving		
	HT3		Students with multiple risk indicators are tracked robustly		
	HT4				
	HT5				
	HT6				

Notes:

LEADERSHIP AND MANAGEMENT

L&M5: Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staffs vigilance confidence and competency to challenge pupils views and encourage debate.

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • All staff have received high quality training in radicalisation and extremism. • A high quality curriculum is in place for PSHE. • External speakers brought into the academy to support the lessons being delivered. • CPOMS and Arbor used to log incidents effectively. 	HT1		<p>Staff training feedback evidences understanding. Arbor and CPOMS logs evidence here risks have been noted and acted upon.</p> <ul style="list-style-type: none"> • Curriuclum for PSHE includes esafety lessons for all pupils and lessons on sexual violence, knife crime, bullying of any kind and gang culture. • Log of external speakers. • Bullying log available termly. Incidents decline over time. 	<p>Signed documentation to demonstrate training has taken place.</p> <p>Curriuclum review along with data to on the quality of delivery and student enagement.</p> <p>Log of external speakers</p> <p>CPOMS and ARBOR logs available for evaluation.</p>	
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

Notes:

LEADERSHIP AND MANAGEMENT

L&M6: Governors systematically challenge senior leaders so that the effective deployment of staff and resources including the pupil premium, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Analysed progress data available at each AAB meeting. • Training in place where needed to support governors in interpreting the academy produced data. • HT report to contain a detailed report of student progress by year group and by Key Stage. • Governing Body Agenda to have a progress data specific section at each AAB meeting. • QTLA data triangulates with student progress data. 	HT1		<ul style="list-style-type: none"> • Data available at each meeting. • Training supplied • HT Reports contain analysis of data and context. • Agenda contains data specific times. • DHT triangulates with QTLA data and validates in their commentary student progress indicators. 	<ul style="list-style-type: none"> • Monthly report to Headteacher • AAB • DHT Report available. 	Time
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

Notes:

Analysed progress data available

- Data is being used to map progress of students, attainment and engagement
- SENDCO is working with Headteacher to triangulate this data
- Data presented in dashboards half termly
- Regular line management meetings with Headteacher and SENDCO are in place data is key agenda item

Information is still being pulled together in the format Head teacher has asked for

QUALITY OF TEACHING LEARNING AND ASSESSMENT

QTLA1: Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils common misconceptions and act to ensure they are corrected. **LEAD:** DHT for QTLA with HT

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Implement the QA cycle for QTLA and Progress as per the calendar • Clear cycle of accountability for staff including line management meetings, learning walks, work scrutiny, data collection and lesson observations • Line managers undertake regular “developmental coaching” discussions with all staff • CPD opportunities linked to areas of focus ascertained from learning walks, lesson 	HT1		<ul style="list-style-type: none"> • Termly external verification judges that 80% of teacher assessments are accurate by Easter 2019 <p>Outcomes for KS4 students in their final examinations are at least 80% accurate</p> <ul style="list-style-type: none"> • Learning walks, book scrutinies and lesson observations QA demonstrates that SEND students and other disadvantaged groups 	<ul style="list-style-type: none"> • Weekly slot at SLT meeting focuses on QTLA with detailed monthly report • Regular QTLA update to AAB Meeting via HT (DHT to present to AAB at alternate meetings) 	<ul style="list-style-type: none"> • HT to continue to work with JJ on data development to ensure system is fully embedded • HT and DHT to continue to support staff via CPD and LMM to ensure understanding
	HT2				
	HT3				
	HT4				

<p>observations, work scrutiny and highlighted individual staff needs</p> <ul style="list-style-type: none"> • Staff develop high quality skills when marking student work to ensure progress can be made and can be measured • Staff forge links with outstanding PRUs and APs in order to share resources and good practice – ideas are cascaded through CPD 	HT5		<p>are able to make appropriate progress</p> <p>All marking is good in quality and provides opportunities for students to feedback and progress is then made in subsequent work</p>		and accuracy of reporting
<p>Notes:</p> <ul style="list-style-type: none"> • Teaching staff are encouraged to attend external training and CPD in their subjects by examination boards in order that they can better prepare students for their exams • Key staff have been set PM targets in relation to building effective working relationships with outstanding PRUs and Aps • Further internal staff training on effective questioning is scheduled <p>Learning walks, book scrutinies and lesson observations QA demonstrates that SEND students and other disadvantaged groups are making progress</p> <ul style="list-style-type: none"> • SEND and PPG Learning walks have taken place HT1 • SEND and PPG Work scrutiny has taken place HT1 • Report has been completed on findings • SEND & PPG work scrutiny has taken place across the half term <p><u>Findings</u></p>					

- Clear differentiation was seen 50% of the time
- Strong use of differentiated tasks seen in English
- English marking was consistent and constructive
- Use of pupil passport to inform teaching was clear in English
- Report has been generated for Headteacher

Next Steps

- Revised staff training detailing findings from work scrutiny/learning walks, key focus to be differentiation/reasonal adjustments
- CW will look at Science resources with staff, CW to liase with CH at Thurrock for support with this
- CW to ask MHO to give staff examples diffrentiation
- CW to create verbal feedback stickers
- CW to remind staff where they can find pupil passports/ support etc



QUALITY OF TEACHING LEARNING AND ASSESSMENT

QTLA2: Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. **Lead: DHT for QTLA**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Implement the QA cycle for QTLA and Progress as per the calendar • Clear cycle of accountability including line management meetings, learning walks, work scrutiny, data collection and lesson observations 	HT1	<ul style="list-style-type: none"> • 60% of teaching is judged as Proficient or better by Dec 2018 	<ul style="list-style-type: none"> • Weekly discussion re QTLA in SLT meeting and monthly QTLA report to HT • Regular reports to AAB 	Support from JJ – Olive Associate for data AHT PDBW to provide further behaviour strategies support training
	HT2	<ul style="list-style-type: none"> • 75% of teaching is judged as Proficient or better by July 2019 		
	HT3	<ul style="list-style-type: none"> • Through ongoing learning walks, work scrutinies and lesson observations, staff are able to use 		

<ul style="list-style-type: none"> Line managers undertake regular “developmental coaching” discussions with all staff, and link this to informal coaching and support plans where necessary CPD opportunities linked to areas of focus ascertained from learning walks, lesson observations, work scrutiny and highlighted individual staff needs CPD focuses on the importance of clear planning for all learning needs Analyse assessment and progress data to highlight variations in student progress within and across subjects Staff utilise Character & Consequences to engage students’ learning 	HT4		<p>data effectively and appropriately to ensure that students make good progress</p> <ul style="list-style-type: none"> QA demonstrates that staff plan lessons effectively, and deliver lessons with pace and challenge to support and stretch students’ learning Student progress data demonstrates few variations within and across subjects 	<ul style="list-style-type: none"> Director of Standards and Effectiveness monitors through Challenge meetings with HT after each data drop 	<p>VH from Havering SEN to provide further training on supporting students with particular needs in the classroom to assist teacher planning</p>
<p>Notes:</p> <ul style="list-style-type: none"> Internal staff training on effective planning has taken place and is continuously reviewed Teaching staff are encouraged to share ideas and resources Data training is a consistent feature of CPD sessions so that all staff feel able to use data effectively <p>VH from Havering SEN to provide further training on supporting students with particular needs in the classroom to assist teacher planning</p> <ul style="list-style-type: none"> VH has visited the academy this half term to assist with the needs of a vulnerable student 					<p>More external support is needed</p>

- SENDCO has attended borough SEND meeting
- EP visit is booked in for 31/10/18
- Support has been sought from CAD team



QUALITY OF TEACHING LEARNING AND ASSESSMENT

QTLA3: Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. **LEAD: DHT for QTLA with HT**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Implement the QA cycle for QTLA and Progress • Work scrutiny is scheduled within the QA cycle – internal moderation and peer to peer monitoring encouraged • Staff respond to students' work by using the marking sheet effectively which enables students to reflect and make progress 	HT1		<ul style="list-style-type: none"> • Work scrutiny shows students are making measurable progress against targets • Students take pride in their work • Students regularly redraft and improve work in line with comments ma teachers on their marking sheet • Subject certificates awarded in reward assemblies shows student commitment and progress 	<ul style="list-style-type: none"> • Weekly QTLA discussion in SLT meeting • Monthly QTLA report to HT • Regular QTLA report to AAB • Director of Standards and Effectiveness through 	
	HT2				
	HT3				
	HT4				

<ul style="list-style-type: none"> • Students are seen to respond pro-actively to marking and verbal feedback from teachers • Learning conversations with students take place regularly – students are aware of their targets and how to improve 	HT5			monitoring the QA calendar	
<p>Notes: Work scrutiny is scheduled within the QA cycle</p> <ul style="list-style-type: none"> • Work scrutiny has taken place this half term and has highlighted the need for improved student response to staff feedback • SEND & PPG work scrutiny has taken place across the half term <p><u>Findings</u></p> <ul style="list-style-type: none"> • Strong use of differentiated tasks seen in English • English marking was consistent and constructive • Use of pupil passport to inform teaching was clear in English • Report has been generated for Headteacher <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Revised staff training detailing findings from work scrutiny, key focus to be differentiation/ reasonal adjustments • CW will look at Science resources with staff, CW to liase with CH at Thurrock for support with this • CW to ask MHO to give staff examples diffrentiation • CW to create student verbal feedback stickers • CW to remind staff where they can find pupil passports/ support etc • Staff to be reminded to date work, use academy slide appropriately and to mark literacy effectively so that stduents can make progress 					

QUALITY OF TEACHING LEARNING AND ASSESSMENT

QTLA4: Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. **Lead: DHT for QTLA with HT**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • After baselining on entry students are set targets which are regularly reviewed and updated • Teachers regularly discuss progress with students and use data to inform their planning • SLT have scheduled progress and learning conversations with teachers at each data drop • The QTLA cycle demonstrates that teachers are using data to plan lessons that show high expectations of all students • Work scrutiny is scheduled within the QA cycle • Teachers use the Character and Consequences system regularly and effectively • Students take pride in their work 	HT1		<ul style="list-style-type: none"> • QA shows that all lessons are differentiated appropriately to meet the needs of all students • All teachers have performance management targets linked to the progress and outcomes of their classes • 75% of teachers meet their PM progress targets for their classes by July 2019 • 80% of students in Y11 achieve in line with their targets in the summer 2019 exams • 80% of teacher assessments, moderated externally, are accurate by Easter 2019 	<ul style="list-style-type: none"> • Meeting between HT & DHT at each data drop to review progress • Regular reports to AAB meetings • Director of Standards and Effectiveness through QA calendar 	<ul style="list-style-type: none"> • Support for staff via CPD in stretch and challenge and differentiation
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

Notes:

- CPD sessions continue to be used to train staff in using data

- Book scrutiny has taken place and revealed that the lesson slide is now quite firmly embedded but the personalised nature of it requires further work
- Marking is improved and the key area of focus now is to develop student response to feedback
- Stretch and challenge is a key area of focus – one method currently being trialled is 1:1 Maths for more able students once per week with an outside trainer – this is proving successful in terms of student engagement
- A folder of outstanding work has been created to showcase some of the excellent work students have produced over the last term and a half
- Rewards assembly on Thursday afternoon offers the opportunity for subject certificates

QUALITY OF TEACHING LEARNING AND ASSESSMENT

QTLA5: Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. **Lead: DHT QTLA**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Senior Leaders work with the HT to develop an innovative Curriculum Plan • AHT PDBW works with teachers to develop The Olive Way curriculum • DHT QTLA works with teaching staff to develop the Expeditionary Learning curriculum • The Outdoor Learning curriculum offers students the opportunity to develop a number of skills including 	HT1	<ul style="list-style-type: none"> • Implementation of the Curriculum Plan demonstrates high levels of student engagement through half termly student voice • Student ambassadors form a crucial link between students and staff and views are clearly represented • Lesson observations show that staff use a common language in line with Olive values and refer to outdoor learning in the classroom 	<ul style="list-style-type: none"> • Regular reporting to AAB meeting • Director of Standards and Effectiveness through QA calendar • Student ambassador board and discussions in coaching time 	<ul style="list-style-type: none"> • Timetabled student ambassador meetings and student voice sessions
	HT2			
	HT3			
	HT4			
	HT5			

resilience, stamina, determination, problem solving, teamwork – new activities present personal challenges to overcome	HT6			reflect student concerns	
Notes: <ul style="list-style-type: none"> The curriculum is now more broad and balanced but there is still more work to be done once the new building project is complete Students are positive about the new outdoor learning opportunities Student voice has made further suggestions on what more can be trialled 					

PROGRESS AND OUTCOMES					
PO1: Throughout each year group and across the curriculum, including in English and Mathematics, pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. Lead: DHT for QTLA / Progress with AHT SEND					
KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> Appoint a Data lead across the Trust Implement the QA cycle for QTLA and Progress Externally moderate progress across the Trust through linking with OA-Hav and OA-Sc staff Externally moderate progress through linking with mainstream settings. 	HT1		Termly student voice demonstrates that students know what their targets are and how they can improve their work.	Reporting to AAB Meetings	TASS support for moderation. DHT support from OA-Hav and OA-Sc
	HT2				
	HT3		The Work Scrutiny process demonstrates increasing student engagement with Critique and Feedback	Progress Review meetings for SEND students	
	HT4				

<ul style="list-style-type: none"> After baselining on entry Students are set targets for minimum expected grade / progress and an aspirational target. Each student assessed as needing SEND support / EHCP students has an individual learning / intervention plans 	HT5		DC points show that individual student progress is in line with their targets.		
	HT6				
Notes: Each student assessed as needing SEND support / EHCP students has an individual learning / intervention plans <ul style="list-style-type: none"> All pupil passports are in place in a timely fashion as students join the academy 					

PROGRESS AND OUTCOMES					
PO2: The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. LEAD: AHT SENDCO with DHT for QTLA					
KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> Implement the QA cycle for QTLA and Progress After baselining on entry Students are set targets for minimum expected grade / progress and an aspirational target. 	HT1		<ul style="list-style-type: none"> Reading ages set for targeted students will rapidly diminish the difference (between current RA and Chronological age) half term by half term Progress analysis for vulnerable / disadvantaged groups 	Report to AAB meetings Director of Standards and Effectiveness to monitor through the Progress Review Cycle	Cost of testing materials
	HT2				

<ul style="list-style-type: none"> Each student assessed as needing SEND support / EHCP students has an individual learning / intervention plans Staff are allocated to deliver intervention plans with targeted students Special concessions are arranged for SEND students for their Y11 exams Students with additional needs are allocated specific interventions relative to their wider SEMH needs 	HT3		<ul style="list-style-type: none"> demonstrates more rapid progress Measures for SEMH progress demonstrate rapid progress from starting points. 		
	HT4				
	HT5				
	HT6				
<p>Notes: Special concessions are arranged for SEND students for their Y11 exams</p> <ul style="list-style-type: none"> Access arrangement will be accrued out in November, further arrangements may be needed as future year 11's join 					Not yet completed
PROGRESS AND OUTCOMES					
PO3: The number of students registered as NEET each year continues to fall LEAD: AHT PDBW and HT					
KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> All KS4 students receive targeted careers and post 16 study guidance. 	HT1		<ul style="list-style-type: none"> NEET figures continue to decline year on year. 	Report to AAB meetings	Cost of IAG Careers Service

<ul style="list-style-type: none"> • Data regarding college applications or employment is monitored rigorously. • All KS4 students are working towards a post 16 plan. • All students receive support with college applications 	HT2		<ul style="list-style-type: none"> • Data available for scrutiny from AHT termly. • All KS4 student files contain evidence of a post 16 target and plan. • Coaching time curriculum contains lessons on CV writing and college applications. 	Director of Standards and Effectiveness to monitor through the Progress Review Cycle	
	HT3				
	HT4				
	HT5				
	HT6				
Notes:					

PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

PDBW1: Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. **Lead: AHT PDBW**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> Embed and develop the Olive Character and Consequences process to support student attitudes to their learning DHT to monitor and analyse daily lesson engagement Curriculum developed to engage and meet the variety of needs of students Students with SEMH needs are identified in a timely way and specific interventions are created for them 	HT1	<ul style="list-style-type: none"> Implementation of the Curriculum Plan demonstrates high levels of student engagement through data and student voice Lesson observations and work scrutinise show that students have positive attitudes to learning which is increasingly impacting on their progress Staff are trained in a developing range of SEMH interventions 	Director of Standards and Effectiveness monitoring through Reviews Reporting to AAB Meeting	Cost of SEMH intervention training (Resilience Doughnut, Mental health)
	HT2			
	HT3			
	HT4			
	HT5			
	HT6			
<p>Notes: Students with SEMH needs are identified in a timely way and specific interventions are created for them</p> <ul style="list-style-type: none"> SEND pupil passports identify students with known SEMH needs who are under CAMHS advice is given to staff 				

PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

PDBW2: High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Through the Curriculum Plan create a cohesive CEIAG programme for all students • Ensure that each Y11 student has regular and timely careers meetings with the specialist adviser • Y10 and Y11 students have the opportunity to undertake relevant and high quality work experience • Links are made with other agencies to offer a wide range of work experience opportunities 	HT1		<ul style="list-style-type: none"> • All Y11 students have a clear progression plan at the end of their Y11 programme • 100% of Y11 students remain in education, employment or training after leaving • Students are able to build their work-related skills with a developing range of providers 	Director of Standards and Effectiveness monitoring through Reviews Reporting to AAB meeting Half termly meetings with Careers Adviser (AHT PDBW) Termly quality assurance of work placement providers	Cost of work exp placements
	HT2				
	HT3				
	HT4				
	HT5				
	HT6				

Notes:

PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

PDBW3: Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Coordinate the work of the Olive EWO, LA EWOs and Academy staff to ensure that processes are robust • Each student has an attendance baseline and improvement target • Liaise closely with LA EWO to ensure that legal processes where necessary, are robust, timely and accurate • Associate tutor focusing on attendance to monitor Tutor interventions and impact weekly 	HT1		<ul style="list-style-type: none"> • Attendance target of 70% is met by July 18 	Director of Standards and Effectiveness monitoring through Reviews Reporting to AAB Meeting	Cost of AP provision and VLE
	HT2		<ul style="list-style-type: none"> • First day and follow up contact for student absence is embedded, and the processes tracked effectively (Evidenced in Safeguarding reviews) 		
	HT3				
	HT4		<ul style="list-style-type: none"> • Referrals to EWO are timely and effective, including legal processes where necessary 		
	HT5		<ul style="list-style-type: none"> • Students demonstrate good progress towards achieving their attendance target 		
	HT6				

Notes:

PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

PDBW4: Pupils’ conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption is rare. For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. **LEAD AHT for PDBW**

KEY ACTIONS	Timeline & RAG		Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> • Embed and extend the Character and Consequences system inc use of rewards • Setting up and using Behaviour passports and mentoring so every student has behaviour targets and reviews weekly • Behaviour incident reviews happen at induction and after exclusions with Behaviour team • Restorative approach is established and embedded to address behaviour • Explore additional support for students with specific needs 	HT1		Suite of impact measures (including Resilience Doughnut, Student survey) used to demonstrate the impact of interventions	Director of Standards and Effectiveness monitoring through Reviews Reporting to AAB Meeting	Cost of training
	HT2				
	HT3				
	HT4		Analysis of the Character and Consequences system demonstrates increasingly positive and appropriate outcomes		
	HT5		Days lost per student for Fixed term exclusions continue to decline to 2017/18		
	HT6		Behaviour passports completed, updated and impact identified Restorative training completed and approach cascaded to staff		

Notes:

PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

PDBW5: The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have, including radicalisation, bullying and gang related issues. **LEAD: AHT for PDBW**

KEY ACTIONS	Timeline & RAG	Success Criteria for the Priority	Monitoring & Evaluation	Cost / Support
<ul style="list-style-type: none"> Unannounced and randomised checks of CPOMs take place to ensure that concerns continue to be recorded properly and followed up carefully Half termly Child Protection and safeguarding review carried out by the Trust or external consultants to include: checks on safer recruitment through the staff files, the single central record, site walk and review of statutory compliance documentation All staff to have yearly CP and Keeping Children Safe in Education Training. Regular top up training to be provided throughout the year to include 	HT1	Half termly safeguarding reviews show that safeguarding is effective	Director of Standards and Effectiveness monitoring through Reviews Reporting to AAB Meeting	Training for staff
	HT2	Student voice questionnaires 2x per year show that all students feel safe		
	HT3	Staff safeguarding questionnaire is completed with 95% security in responses		
	HT4	Randomised checks each half term demonstrate 100% compliance with Safeguarding processes		
	HT5			
	HT6			

PREVENT, radicalisation, gang issues as appropriate to need.					
Notes					