

Statement of Action summary document (2017-2018)

Priority	Aims	SLT Lead	Expected outcomes
Priority 1: Improve outcomes for all pupils, especially lower-ability disadvantaged pupils in Key Stages 3 and 4	a) Commission a full review of the provision for Pupil Premium students across the academy.	MA	Pupil Premium review carried out and strategies developed. Students on track to achieve within their attainment zones and progress evidenced via the data and in student workbooks. Confident and consistent monitoring and tracking of student achievement.
	b) Ensure all students have challenging targets.	MA	Consistently high standards of work seen in students workbooks. Triangulation of evidence indicates sufficient challenge with tiers of support in place where required.
	c) Support the outcomes of lower ability students in both key stage 3 and key stage 4 through development of reading.	AHH	Students involved in a reading strategy with reading celebrated and embedded across the academy. Competitions and quizzes taken by students providing evidence for development.
	d) Support the outcomes of lower ability students in both key stage 3 and key stage 4 through development of writing.	AHH	Student producing quality extended written work with evidence displayed in classrooms and workbooks throughout the academy
	e) Close monitoring and analysis of data for all groups of students.	SA	Regular data collection and analysis carried out. Increased numbers of students achieving improved maths and English GCSE qualifications.
	f) Raise the profile of the progress of disadvantaged students through the use of key staff appraisal process.	SA	With coaching support staff increased accountability for improving outcomes and expectations across the academy.
Priority 2: Improve the quality of teaching in Key Stages 3 and 4	a) To ensure quality first teaching is being consistently delivered across the academy.	MA	Differentiation and engagement strategies are in place with external reviews to ensure consistent best practice
	b) To ensure there is greater consistency in marking and presentation of student work across the academy.	MA	Regular monitoring of marking in student workbooks providing consistent evidence and feedback to students. Coaching and support offered to ensure high expectations for all students is observed.
	c) Continued development of differentiation to ensure work is appropriately challenging and that students are making rapid progress.	MA	Continued staff development and data collection show appropriate levels of challenge and that students are engaged during lessons and making progress.

	d) Raise staff and student expectations via the introduction of clear success criteria in every lesson to ensure students of all abilities know what they need to do to improve their work and make progress.	MA	Students have developed understanding of their progress through high quality planning of lessons. Student voice collections will evidence confidence and ability to discuss progress.
	e) Use of new external partners to ensure greater rigor of challenge to support the improvement of teaching within specifically the core departments but also the foundation subjects.	MA	Subject areas have regular lesson observations and external reviews to ensure assessments are in line with SUA expectations with high quality teaching in place.
Priority 3: Improve pupils' personal development, behaviour and welfare	a) Improve the attendance of all vulnerable students so they do not miss learning time.	DP	Vice Principal secondment and Attendance Intervention Manager commence in post. Parent and student voice show positive impact on student attendance with positive intervention in place for hard to reach students.
	b) To reduce the occurrence of low level disruption during lessons to ensure student learning is not hampered because of this.	DP	Introduction of the RESPECT code across the academy resulting in a reduction in low level disruption in the classroom. Regular student voice and academy council meetings to ensure this is evident by the students across the academy.
	c) To improve student aspiration across the academy.	DP	Aspirations raised across the academy with additional work undertaken during the tutor programme. Students completing surveys within their year groups and raised awareness in academy displays evidencing more career options to students. Assemblies hosted by Sixth Formers and external speakers to discuss career aspirations to lower year groups.
	d) Increased parental engagement with the academy. To include informing parents of the proposed actions as a results of the Ofsted judgement and ascertaining and taking their views into account.	RH	School App actively engaging parents with student rewards and behaviour during the academy day. Increased communication and accessibility for parents within the local community. Parents' Forum meetings provide a positive environment for parents to speak directly with the Leadership Team and discuss student outcomes and academy improvement work.
	e) To closely monitor the success and impact of all alternative provision including Nova training and the work with other schools in the District.	DP	Students making good progress in alternative provision with success rates increasing. Improved links provide evidence to reduced exclusions from the academy for disruption.
	f) To expand community engagement and family support through the continued development of the Chase View Support Centre.	AHH	Family learning groups established within the local community and extended links with Chase View Support Centre resulting in positive impact for local families and community. Increased involvement with external agencies.
Priority 4: Improve the effectiveness of leadership	a) To commission a full review of the governance of SUA coordinated by Painsley Teaching School.	RH	Governors have a higher level of understanding in their linked subject areas and high quality governance in place providing challenge to leadership.
	b) Coaching in place for the senior leadership team to support self-evaluation processes.	RH	Leadership changes have been implemented, with strategies and consistency across SLT with greater confidence in data.

and management, including governance	c) To ensure all middle leaders are supported through challenge to develop their leadership skills.	MA	Training courses provided for staff to continue their professional development. Departmental development plans provide clear understanding and support of the progress.
	d) Review the curriculum offer to ensure all courses are appropriate and add value to student learning.	MA	Draft curriculum model consultation has been reviewed and approved by governors.
Priority 5: Improve the effectiveness of 16-19 programmes of study	a) To increase the academic rigour of sixth form teaching to ensure the highest grades are being achieved.	RF	The quality of teaching has improved. Student outcomes are monitored closely and interventions deployed effectively.
	b) To ensure all post 16 students are equipped to be able to achieve level 3 value added targets and beyond.	RF	Sixth form students aware of their successes and achievements with interventions in place where required.
	c) Review of curriculum provision to ensure it meets the needs of all learners.	RF	Curriculum model review has taken place enabling students to be successful in their future career. Subject taster days, together with external providers available to students to discover options.
	d) To create additional opportunities for post 16 students to develop life skills through work/projects across the academy with younger students.	RF	Sixth form students lead assemblies to raise the aspirations of students within the academy. Sixth form involvement in community projects raising the profile of the sixth form students within the academy and the community.