

# Solway Community School

# **School Improvement Plan**

# **2016-2017**

September 2016

First review: [November 2016](#)



## **Our School Improvement Plan**

This is a working document, available to all staff. The intention is that the whole plan be reviewed at the end of each half term, in addition to specific milestones, and commentary / evaluations and impact assessments added. This will in turn drive additional and revised and refreshed actions, with timescales, owners and monitoring activities.

All the actions on this document have been derived from the School Self Evaluation, and our vision for the future.

These documents together are a realistic and honest picture of where we are and where we want to be, and are shared, understood and lived by governors and staff.

## **School Context**

Solway Community School is at the heart of the community in Sillioth. Established over 50 years ago, we have a reputation as school where students of all abilities excel. Our big strength is our small size – everyone knows everyone else; yet we are able to provide a wide range of courses to match learners' strengths and interests. We know everyone – and we help them develop into unique and self-confident individuals.

We remain a comprehensive school and welcome students of all abilities. As a school we constantly challenge ourselves to learn and improve.

One of our strengths is that we offer a personalised curriculum. We recognise that we do not produce widgets, but individuals. We tailor our provision to suit every student, as far as we can, and we try to think out of the box to do this. We concentrate on making sure our students achieve substantial progress in their time with us in both academic and vocational subjects, which have parity of esteem, while at the same time make sure they mature into responsible, constructive and active members of society.

Expectations of our students are very high; in all areas of school life – uniform, behaviour, classwork, homework, social responsibility, courtesy and respect. They learn far more than subject curriculum content while they are with us. We want them to be able to answer the moral, political, economic and social questions that will be asked of them with confidence and understanding. Importantly, we do this for everyone, regardless of starting point, or academic potential, or aspirations.

Every member of staff, teaching and non-teaching, shares this ethos.

Our aspirations and ambitions for our students are high. Our business as a school is to achieve the qualifications necessary for our students to move on to the next stage in their lives, be that sixth form, further education or employment. Lifelong learning is essential. We aim to challenge our students to become independent learners, with the skills they will need to help them through life. We ask students to aim high, not to be satisfied with less than they can achieve; we support them, we find alternative routes if necessary, to make them feel safe, supported, challenged, and able to get to where they want to be. We are a community.

The education we provide is based not only on universal human values of justice, equality, respect, responsibility, but also on Christian values of forgiveness, compassion, perseverance, integrity, hope, faith in the future.

This is what we share. This is what we believe. This is what we deliver. This underpins everything we do in school. This is what we do.

## **Vision and values**

### **Our Vision:**

Staff, students, parents and governors have the moral courage and integrity to do the right thing for our students: to allow everyone to be what they are meant to be; to inspire everyone to reach their potential; to be happy, safe and hardworking. To be the secondary school of choice in the Solway Plain.

### **Our Values:**

Courage and compassion

Inclusion and equality

Respect and courtesy

Optimism and perseverance

Forgiveness and tolerance

## **Building on 2015 – 2016**

In 2015 – 16 the new HT introduced several new initiatives (IQ lessons, Independent Study, dialogic marking and feedback, zero tolerance for poor behaviour, introduction of three year KS4 from September 2016, new department improvement and evaluation documents) all of which have been shown to have a positive impact on progress and outcomes. These will continue to be built on; while we embed these, we intend to combine this with a back to basics focus on teaching and learning where we have significantly raised the bar in terms of expectations. Our focus is not “what am I teaching” but rather “what are the students learning”. We are increasing our focus on independent learning and metacognition, and the use of HOQ in all lessons to challenge all students and in particular the most able. We are concentrating on closing the gap for pupil premium students.

## Strategic Aims

- Raising attainment and accelerating progress
  - Responding to 2016 GCSE results
  - Mastery of red line objectives in KS3
  - All students making good progress from whatever starting point in all years; particular focus on pupil premium, SEN and boys
  - Rapid improvements in Science outcomes
  - Targets are appropriate, aspirational and robust
  - Creative approach to curriculum – introduction of three year GCSE and Year 8 options
  - Challenging the most able
- Improving leadership and management
  - Further embed whole school approach to and knowledge of data
  - Strengthening middle leadership
  - Improve monitoring of teaching
  - Further embed new ethos, distributed leadership and positive accountability
- Improving teaching and learning
  - Back to basics: all teaching good or better, sharing good practice, supported with effective INSET and CPD
  - Differentiation and personalisation
  - Higher order questioning and independent Learning
  - Building on improvements in behaviour and attitude to learning
- Educating the whole child
  - Sustaining and developing pupils personal development, welfare and behaviour
  - Raising aspirations and enhance and enrich parental involvement in their child's education
  - Enterprise and employability; raising aspirations and transferable skills
- Making Solway Community School the school of choice within the Solway Plain
  - Working with Caldew to provide post 16 provision
  - Marketing, engagement with primary schools, transition and cross phase teaching
  - Working with other schools to take the BP4L agenda forward towards academisation

Priority	Development Area	Activity / Objective
Raising Attainment and Accelerating Progress	Outcomes for Pupils: responding to 2016 results	Address areas of concern identified from 2016 results
<b>Commentary</b>	<p>Our 2016 results show reasonable progress. All 5A*-C measures have improved. New aims:</p> <ul style="list-style-type: none"> <li>• Pupil premium – closing the gap</li> <li>• Focus on HPA English, LPA Maths</li> <li>• Boys achievement</li> </ul> <p>Progress at KS3 improving. Continue to:</p> <ul style="list-style-type: none"> <li>• Embed IQ</li> <li>• Independent study lessons focus on metacognition</li> <li>• HOQ a focus for all teachers (see teaching and learning)</li> </ul>	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
1.1.1	<p>Structured approach to PP based on Sutton Trust research to concentrate on these strategies:</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Collaborative learning and peer tutoring</li> <li>• Metacognition and self regulation</li> <li>• Mastery learning (building on 2015)</li> <li>• Behaviour interventions (building on 2015)</li> <li>• Dialogic marking (already in place)</li> </ul>	<p><i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 2 <i>Summative impact</i> Summer 2</p>	<p>JR/GW All teachers</p>	Narrowing the difference	<p>Heads of Faculty, JR and GW reporting to HT <a href="#">All staff working with these approaches. Metacognition in Year 8 IS excellent progress; dialogic marking checked in WS October 31<sup>st</sup>; IQ mastery in Maths, Science and English in first half term excellent</a></p>
1.1.2	Specific students (PP and non PP) to be identified by Faculties and interventions IDd and in place	September and ongoing faculty meetings Impact measured by Aut 2 in Faculty meetings	HoF and JR	Personalised approach to consolidating skills across the curriculum	<p><a href="#">Work scrutiny and lesson obs carried out – to check we are doing what we say we are doing. Interventions for individual pupils discussed during briefing each day. P8 data used in faculty meetings to identify areas of concern across and within subjects as well as holistic, whole school view. Interventions focused and in place. Ongoing monitoring. See evidence file.</a></p>
1.1.3	Continue to build reading culture kick started by School to	Ongoing	All staff, BG lead	Better literacy skills across the school	Accelerated reader outcomes, monitored by BG and reported to HT.

	School Action Plan –continue to build library provision				
1.1.4	Re-launch ERIC and The Day; BBC News on TV screens at lunchtime	September	All Form Tutors / BG/JG	Culture of reading Awareness of society and cultural issues	Tutors to monitor. <a href="#">Ongoing. Tutors using The Day quizzes. Technician putting BBC news on at lunchtimes. ERIC is accepted practice.</a>
1.1.5	Effective use of IQ lessons for whole year	From September. Evaluated on a half termly basis	All teachers	Mastery of red line objectives in KS3 Consolidation of options and revision at KS4	HT to monitor and evaluate on half termly basis. Teachers to provide empirical evidence of progress <a href="#">Evidence at Aut 1 positive (see file)</a>
1.1.6	Independent study lessons used to promote critical thinking, peer collaboration, metacognition	From September 2016	JR	Increased skills of independent study transferred to other subjects	JR to monitor progress in lessons and triangulate this with evidence from subject teachers <a href="#">Keith Hunton involvement this term means evaluation required by end Autumn 2</a>
1.1.7	Replace context sheets with pupil learning passports	By end Autumn 1	GW	Clear awareness of students' strengths and weaknesses	All staff to be using by end Autumn 2 – evidenced in departmental SEFs and in Faculty meetings. Monitored by SLT. Updates to context sheets being discussed at pupil discussions during briefing, all context sheets available on SIMS. Evidence of these sheets being used.
1.1.8	Where groups identified as concern from results, address through specific classroom based PM targets, additional tutoring, careful staffing choices (HPA in English, LPA in Maths in particular, PP across the curriculum, boys)	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 2 <i>Summative impact</i> Summer 2	SLT	Ensure progress of targeted groups is clear and effective CPD and INSET delivered to all staff to support this	HoF, SLT, PM appraisers. <a href="#">Interventions in place and monitored by HoF. KDP1 data analysis shows progress being made.</a>
1.1.9	Pupil premium: Measure pupil progress across all groups and report to Governors on a termly basis. Including specific details of individual pupils and interventions being undertaken	First report end Autumn 2	HoD, HT, Governors	Renewed and refreshed focus on groups by Governors	Minutes in place for all Governor meetings, standing item on Full Governor agenda. SEN Governor assigned as Pupil Premium champion and monitoring via Governor Visits from Summer 2016
1.1.10	All PP students discussed at Faculty meetings across the year	At each Faculty meeting	HoF, SENCO, JR	All pupils reviewed regularly, new and current	HoF Minutes PP individual student reviews Governor minutes

				interventions discussed and ideas cascaded throughout the school	HoF meetings have reviewed students. Progress and revised interventions up in staff room w/beg 7 <sup>th</sup> Nov
1.1.11	Evaluation of PP strategies on a termly basis, evaluating impact on progress, cost effectiveness, replicability across the rest of the cohort	See above for strategies. Implementation end Autumn 2.	HoB, HoF, SENCO	Impact of PP strategies showing clear progress gains	Evaluation of PP strategies in Quality Assurance, reviewed at STEAM, Governors and in annual PP review
1.1.12	Year 11 in targeted groups being given tutoring time with SLT after school on Wednesdays (HPA, PP girls, LPA etc)	September 2016	SLT	Small group teaching with targeted aims improves student progress	Evaluation by SLT at Christmas – may then be replaced with assertive mentoring Sessions going well as at November review. Extra lunchtime quiet study launched November 7 <sup>th</sup> . Student survey shows input from SLT welcomed.

Priority	Development Area	Activity / Objective
Raising Attainment and Accelerating Progress	Pupil Progress	Ensure all pupils make good progress in all subjects relative to their starting points
<b>Commentary</b>	Rigorous target setting and analysis of individuals, group, subject and whole school data to ensure progress is tracked and issues identified and addressed promptly. Targets set based on P8 data to ensure a positive outcome Continued use of dialogic marking and feedback to improve progress, using progress booklets	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
1.2.1	Whole school monitoring of progress across whole school, subjects, groups and individuals by HoB, plus specifically PP and disadvantaged groups, identifying weak areas and agreeing action plans to address.	Each half term, after key data points. <a href="#">Launched September; implemented Autumn 1.</a> Compliance (established systems and impact on progress) Aut 2	HT, HoF, HoB,	HT and HoF aware of whole school implications of current levels of progress. Pinpointing of specific areas to address.	At least once each half term, HoB presents 'areas of concern' to STEAM and facilitates identification of actions and agreeing of action plans. SLT monitor and ensure actions are carried out, feeding into department evaluation and improvement documentation and action plans. Reporting of concerns and outcomes to Governors including taking back of challenges to Faculties by HoB. <a href="#">KDP1 shows progress trends upwards although slight dip from Summer (expected). Data workshops for governors held. Data analysis at Faculty meetings.</a>
1.2.2	Department Evaluation and Improvement Document introduced last year to be continued	26 <sup>th</sup> September	Subject leads	One living document assuring departmental improvement and focus on progress	Termly review of data and action planning in response to whole school monitoring approach (see above) <a href="#">Document formed basis of governor meetings September 2016 to review results</a>
1.2.3	Create robust aspirational targets for pupils based on prior attainment at KS2 and ability	5 <sup>th</sup> September 2016	JS/GW/HL and all staff	Clear, realistic yet aspirational targets for each child based on ability in each subject.	<a href="#">Targets completed.</a> To be revisited by SLT to reflect P8 data linked to whole school monitoring of progress (GW/JR). <a href="#">Done at KDP1</a> <a href="#">Work scrutiny and faculty meetings to check targets and progress – October 2016, November 2016</a>
1.2.4	Year 11 extra lesson in targeted groups with members of SLT once a week, with support from parents	September 2016	SLT	Progress made specific to needs	<a href="#">Ongoing by SLT – evaluation at October good, see student survey.</a>
1.2.9	Source examples of students' best work so it can be copied to	Summer 2017	BG	Benchmark what students are capable	In place by Autumn 1 for new year 7 pupils

	everyone before they start in Year 7			of and refuse to let them regress	
1.2.10	Give all Year 6 students a book to read over the summer at summer school which will form the basis of the first term's teaching in English	Summer 2017	BG	Developing skills from Y6 to 7 and develop links from primary to secondary to support transition	Book has been read by September 2017 – success evaluated by BG and reported to SLT
1.2.11	Trial – teachers going to primaries to teach Year 6 students (also impacts on BP4L and Federation plans)	Summer 2017	All staff	To ensure there is effective progression when planning for next year, especially for the most able so they are not repeating work	Monitored by SLT
1.2.12	Start to map SOW content and skills from year 4	Summer 2017	All staff	KS3 schemes are informed by what is happening at KS2	Monitored by SLT
1.2.13	Common CPD for feeder primaries and us (implications for Federation plans)	September 2017 onwards	TH	Develop shared systems for assessing work across phases to develop the continuum of learning	Monitored by SLT
1.2.14	Ask primary staff to come in and have a look at what the students are doing in Year 7 (also impacts on Federation plans)	September 2017	JSc	To enable staff to identify growth or deterioration	Monitored by SLT
1.2.15	Work scrutiny to provide analysis of evidence of progress over time	Ongoing (see calendar)	SLT	Feedback to teachers via HoF, evidence of progress clear	<a href="#">Check of progress during Work Scrutiny October 2016 complete (see calendar)</a>
1.2.16	Progress booklets to be rolled out to all departments – different formats to suit needs to give clear indication of progress to external visitors and opportunity for	September 2016	JC/TH	Clear evidence of progress, linked to targets	<a href="#">RE, Science and Maths using booklets Autumn 1.</a>

	dialogic marking (this was started last year and is embedded in practice)				
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Priority	Development Area	Activity / Objective
Raising Attainment and Accelerating Progress	Outcomes for Pupils	Improve results in Science
<b>Commentary</b>	Our Science results for KS4 in 2016 showed a very small improvement following change in personnel as of March 2016. Continue to work hard to make sure results improve significantly in 2017 and across the school.	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
1.3.1	New and existing staff clear on their objectives to improve results. Documented in Science Departmental Evaluation and Improvement Plan	September 2016	Science HoD	Clarity of actions required to improve results	Regular reviews of Science Dept EIP by HoF happening at Faculty Meetings; drop in and peer to peer observations September – November complete Overview by HT.
1.3.2	Support plan in place for HoD via School to School Action Plan	In place by September, ongoing	TH	Improved and effective departmental management	HoF, HT. Complete
1.3.3	Conduct departmental review	ASAP by end Sept	Science HoD, HT, Chair of Governors	Completed departmental review.	Way forward is clear, action plan in place, monitored by HoD and HoF. Complete
1.3.4	Monitoring of science learning across department by learning observations, work scrutiny	By end September and ongoing	HT & HoF	Rapid improvement in learning in Science Department across KS3 and KS4	HoF and HT to monitor and assure. KDP1 shows progress being made in all year groups.
1.3.5	Confirmation of rigour of assessment at KS3 and KS4	By end Autumn 2	HT & HoF	Confidence in assessment of progress	HoF liaise with HoD. Moderated with Head of Science Beacon Hill; department data and SEF moderated by Deputy head Cockermouth October 2016.
1.3.6	Improved progress by KS3 and KS4 pupils	By end Autumn 2	HoB	Evidence of improved progress	KDP1 encouraging. WIP heading towards KDP2.

Priority	Development Area	Activity / Objective
Raising Attainment and Accelerating Progress	Behaviour and Attitude for Learning	Improve behaviour and demonstrably improve attitude for learning
<b>Commentary</b>	Continue to embed zero tolerance approach Use improved behaviour to underpin culture of effective learning Specific named contact for each child for improved monitoring	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
1.4.1	Remind approach to disruptive behaviour by all staff. To include HW.	1 <sup>st</sup> September 2016	All staff	Approach agreed and implemented	Complete
1.4.2	Zero tolerance approach to disruption to own and others' learning	5 <sup>th</sup> September	All staff	Consistently good behaviour and attitude to learning in class	Regular reporting by HT on internal exclusion frequencies and numbers, with a reduction over time in interventions required. Report to staff meetings and governors Aut 1.
1.4.3	Re-launch Assertive Mentoring following Year 11 mocks in December	January 2017	Assertive Mentors and Year 11 tutors	Focus on success in exams by Assertive Mentors, better results and attitude to learning seen	Monitored by Year 11 tutors
1.4.4	Continue focus on dialogic marking and feedback	By end Autumn 1	All teaching staff	Clearer progress, successful dialogue and feedback	Work scrutinies October and mini scrutinies in faculty meetings evidencing dialogic marking. Explicit time in lessons/homework to make sure students are responding.
1.4.5	Each student to be allocated to specific member of staff so information can be well managed	September 2016	All staff	Effective communication and improved behaviour and learning monitoring	Complete
1.4.6	Timetabled lesson for year 11 with SLT	September 2016	SLT	Improved behaviour, attitude to learning	Cf 1.2.4 Complete
1.4.7	Improve parental involvement in Year 11	All parents invited to meeting with SLT in September and invited to share responsibility for one to one lessons	SLT	Improved behaviour, attitude to learning, parental involvement	Cf 1.2.4 WIP

1.4.8	1-2-1 meetings with all year 11s following P&Ms Autumn 1 and clear actions in place for each individual pupil, including identifying where the school can help	November 2016	JR, Year 11 tutors	Improved behaviour, attitude to learning, engagement	Monitored by HoH
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Priority	Development Area	Activity / Objective
Raising Attainment and Accelerating Progress	Progress and Attainment of pupils	Ensure targets for all pupils are appropriate, and that assessment of pupils are robust and based on reliable mechanisms for evaluation of progress in all subjects.
<b>Commentary</b>	<p>Targets based on A8 plus one from September 2016, linked to flight path.</p> <p>All staff involved in setting of targets and understand and can justify process</p> <p>All departments to ensure that assessments are robust and reflect actual progress</p> <p>Predictions for Year 11 final grades based on empirical results and accurate</p>	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
1.5.1	Amend targets according to P8 data	1 <sup>st</sup> September	HT, GW, HL, all staff	All levels appropriate to prior attainment and our expectations of pupils based on A8 plus 1	Targets to be reviewed on a regular basis to ensure they continue to be appropriate and stretching. See ref 1.2.3 <a href="#">SLT to revisit targets to reflect P8 data after data points. Complete November 2016.</a>
1.5.2	Ensure all assessments are based on GCSE questions for KS4, and are marked according to recognised marking schemes and moderated	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 2 <i>Summative impact</i> Summer 2	All teachers, HoDs, HOFs	Robust and reliable assessment data resulting in better triangulation of our data with actual results	HoF to quality control assessment methodologies for all year groups Better correlation between Y11 assessment and actual GCSE results seen in 2017 in subjects (e.g. History, Science)

Priority	Development Area	Activity / Objective
Raising Attainment and Accelerating Progress	Progress and Attainment of pupils	Continue to enhance our creative approach to creating curricula for our pupils
<b>Commentary</b>	Continue to provide individualised curriculum where appropriate Maintain breadth of choice at KS4 Introduce three year KS4 from 2016 (option choices at end of year 8) Reduce the number of GCSEs studied where appropriate to build to strengths Be creative in delivering some aspects of the curriculum (eg music)	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
1.6.1	Re-timetable and re-plan curriculum to start GCSE courses from Summer half term	Summer 2016	HT, HoF, HoD, Subject Teachers	Pupils have longer to tackle GCSE courses and more chance of a better outcome	HOF to monitor progress at Fac meetings. <a href="#">Timetable complete.</a>
1.6.2	Personalise curriculum for pupils who require one; Lakes College courses and D of E, courses provided by CYA, some work placements	September 2016	HoF, GW, TD	Pupils are consolidating work in fewer subjects as appropriate and different options	<a href="#">Monitored by HoF and TD; alt provision in place as appropriate. TD qualified as D of E assessor. Bronze award complete for Year 11. 10 Year 10 boys signed up to start bronze award this year. Silver expedition completed by five year 11s October 2016. Boys following Lakes College courses doing well.</a>
1.6.3	Curriculum at KS3 and GCSE revised to give quality results. The Arts introduced at KS3 to deliver combined music/art curriculum	Summer 2016	HT, SLT	Fewer GCSEs and changed curriculum at KS3 so that all work done at KS3 impacts on GCSE. Removed poorer performing subjects from curriculum (Engineering, Performing Arts) to meet P8 requirements but reduce number of GCSEs to 8 – 10 depending on ability	<a href="#">Complete. HT to continue to monitor.</a>

Priority	Development Area	Activity / Objective
Improving Leadership and Management	Better whole-school view of Data	Support team to provide a holistic, critical, robust whole school analysis of data, progress, attainment at group and individual level
<b>Commentary</b>	Continue to ensure all stakeholders understand data and use systems consistently, supported by robust assessments	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
2.1.1	Governor training from LA regarding data and how to challenge and investigate	October 2016	LA	Governors confident in looking at and understanding data and using this to challenge SLT	Complete. Training successfully delivered, followed up by support sessions from JR/JS November 2016
2.1.2	Critical analysis of data conducted each half term after data points, with areas of issue and concern raised to SLT	Each half term	JR, GW,	Holistic view, by data specialist, to ensure that swift interventions can be arranged to address concerns	Governors, HT Feedback of challenges on data to each faculty by HoB Completed November 2016 for KDP1

Priority	Development Area	Activity / Objective
Improving Leadership and Management	Strengthen middle leadership	Provide coaching and other support to ensure that middle leaders are better able to address the challenge of Ofsted and producing good results year on year
<b>Commentary</b>	<p>The introduction of Heads of Faculty in November 2014 quickly improved the quality of leadership within the SLT and provided additional support to middle leaders.</p> <p>Aims:</p> <ul style="list-style-type: none"> <li>• Continue to develop Faculty Heads as senior leaders</li> <li>• Delegation and shared responsibility to middle leaders</li> <li>• Encourage positive accountability</li> </ul>	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
2.2.1	Promote culture of positive accountability - staff are happy to be held to account because they want to be responsible for their students' progress and the future of the school. Risk taking and creative thinking encouraged.	Ongoing	HT, SLT, all staff	Improved student outcomes, better quality teaching and learning, shared responsibility and challenge	<p>Anonymised staff questionnaire completed October 2016, positive responses, reported to Governors</p> <p>To be repeated in Spring</p>
2.2.2	Department reviews to be completed by end September 2016	26 <sup>th</sup> September	HoD, HoF, HoB, Governors, HT	Department reviews complete, Governors and HT satisfied that plans are sufficient to improve standards and results	HoB, HoF and Governors involved in Dept reviews in order to provide challenge to ensure actions and analysis is robust and complete. Meetings completed by October 2016
2.2.3	Ongoing coaching, mentoring and support for middle leaders including CPD where appropriate to encourage shared responsibility. Linked to PM targets and school improvement plan by TH giving holistic view	Ongoing	HoD, Governors, TH	Improvement in middle leadership, evidenced by more robust dept review, better Governor visits, better results.	Governors to provide quality control and assessment of improvements. CPD arranged for appropriate staff to be completed Aut 2; governor visits to be arranged end Aut 2/Spr 1

Priority	Development Area	Activity / Objective
Improving Leadership and Management	Improve quality of teaching	Improve the monitoring of quality of teaching and impact on learning and progress
<b>Commentary</b>	Ensure teaching is consistently good or better across the school	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
2.3.1	Improve monitoring of quality of teaching by use of standardised peer, faculty and SLT LOs, WS and learning walks etc	Ongoing	HoF, HT	Improved teaching and consistency of monitoring approach	Already in progress. Revised LO format now embedded, focus on learning and impact of teaching on this WS focus on HPA and PP progress and appropriate targets, as well as other areas as appropriate (e.g. SPaG, ref 1.1.3) Lots of departmental drop ins from September showing consistently good teaching and learning. Ambassador days evidence consistently good teaching and students focused and enjoying lessons Formal PM LOs to begin November 2016
2.3.2	Improve quality and consistency in subject leadership by introduction of new Dept Evaluation and Improvement Plan, LOs, WS and new structure providing inter-faculty opportunities to share good practice and ensure consistency of systems	IN place September 2016. Revised January and June 2017	HoF, Subject HoDs	Improvement in subject leadership	Already in progress (see 2.2.1 etc) HoF and HT to monitor; dept review visits complete October 2016, gov visits beginning end Aut 2
2.3.3	Open door culture across the school; HT and SLT to visit as many lessons as possible on 'drop in' basis	September 2016	All staff	Improvement in teaching	Ongoing by all members of SLT
2.3.4	Back to basics approach to PM lesson observations with raised expectations for all staff. All lessons to include HOQ; HoF expecting gold standard teaching and holding staff to account if not	Formal PM LOs November 2016	All staff, HoF, PM appraisers	Improvements in teaching and raised expectations for all. Supported by effective Inset and CPD which raises	HT

				status of learning and improving	
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Priority	Development Area	Activity / Objective
Improving Leadership and Management	Improved approach to Leadership	Improve leadership by operating distributed model and positive accountability
<b>Commentary</b>	Distributed leadership model to be extended to middle leaders	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
2.4.1	Reminder of values and vision	September 2016 and ongoing	HT	Awareness of and buy in to Vision and Values Capacity and capability for improvement has grown Supported by whole staff	HT to monitor, enable empowerment and accountability. Delivered in assemblies, newsletters, staff meetings, corridors... evidenced in student and staff surveys October 2016
2.4.2	Continued devolution of responsibilities to SLT, and expectation that HoF will do same to middle leaders through PM process	September 2016 and ongoing	HoF, HoB, HT	HT and HoB focus on strategy, e.g. marketing, sixth form HoF take more responsibility for operational decisions and activities	Already in progress HoF and HT to monitor and action plan as appropriate Governors to monitor Middle leaders taking on responsibilities eg assemblies, pastoral care as tutors. TH taking on Acting Head role one day a week from November 2016. All HOF stepping up to the plate beautifully!
2.4.3	Governors take active role in contributing to SEF and SIP, long term strategic vision and planning	September 2016, November 2016	Governors	More strategic and long term perspective and input	HT to monitor, facilitate and support Governors to ensure HT can justify and defend SEF and SIP. Ongoing at Governors' meetings. Data workshops and revisiting of strategic role of govs November 2016. HT report to full govs includes revisited SIP for challenge November 2016
2.4.4	Governors take a more strategic view of Departmental interactions through regular visits, use of governor visit forms and support from HoB	September 2016, December 2016	Governors	Clearer focus on strategic and longer term aims of departments as well as whole school	Already well embedded Further development will tie in with focus on Data (1.2.1) Link to 2.4.3 Monitored by HoB and HT. Subject review visits happened October 2016. Further visits planned by end Aut 2.

2.4.5	HoB to write Masters thesis: 'Critical Analysis of School Improvements following Ofsted RI', reporting to Governors and SLT on a regular basis during research and writing	Dec 2016	HoB	A robust, critical assessment of our move to 'Good' and the response to Ofsted and SIP	HoB to report to Governors and SLT on half termly basis Critical analysis to inform direction and long term strategy as appropriate Work now underway as ethical approval has been given by University.
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Priority	Development Area	Activity / Objective
Improving Teaching and Learning	Improve teaching	Improve teaching further so all teaching, all the time, is securely good or better by better monitoring and sharing of good practice
<b>Commentary</b>	<p>Our teaching is generally good or better, but we need to further improve the learning of pupils by ensuring more teaching is better than good, and that all lessons are at least good all of the time.</p> <ul style="list-style-type: none"> <li>• Run good to outstanding programme for new staff</li> <li>• Inset in December dedicated to improving teaching and learning</li> </ul>	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
3.1.1	Be better at monitoring the quality of our teaching and learning (see action 2.3)	Ongoing and securely inplace December 2016	SLT	Confident that all teaching is good or better	Perf Mgmt reviews; CASL review November 2016 <a href="#">Learning walks completed November 2016</a> Lesson observations for PM November 2016 <a href="#">Work scrutiny October 2016</a> Observation / moderation by external resource from good or outstanding school
3.1.2	Use faculties to share good practice within and between faculties, particularly between core and foundation subjects	Ongoing, already in place	SLT / HOF / All teachers	Good practice is documented and shared and evidenced by improving LOs	<a href="#">HOF drive, SLT to monitor through faculty minutes using agreed proforma. Peer to peer obs acted upon</a> <a href="#">Process documents now in place to show flows of information and tracking. HoB attends all Faculty meetings to draw together and provide safety net / central focus.</a> <a href="#">November 2016 sees system working well particularly in exchange of info re interventions and obs of students in different lessons (core and foundation) eg DC obs JB, JD obs DP</a>
3.1.3	Peer to peer observations completed in Spring 1, with each individual identifying areas of improvement and partnering with those who can support; full lesson obs in autumn and summer as opportunity to revisit the 'gold standard'	Spring 1	All teachers	Good practice shared, improvement in lesson observations	HOF to drive SLT to monitor via usual routes All LOs good or better, peer observations on the calendar to help share good practice
3.1.4	PM targets linked to improving teaching	Autumn 1	All teachers	Each individual has specific target or	<a href="#">Monitored and grandfathered by SLT and Governors.</a> <a href="#">Completed and linked to LO targets and SIP foci via PM</a>

				sub target linked to improving T&L	
3.1.5	Whole school CPD/Inset linked to PM targets. To include good to outstanding course for Heads of Faculty (as planned below, but STS unable to source course or trainers)	Autumn 2; impact assessed Spring 1 and 2	TH	Following PM reviews, TH compiled complete picture of what we are as a staff doing. To be addressed through PM reviews and whole school programme 2016 - 2017	Complete. TH completed CPD tracking chart. Courses booked and Inset planned for December to cascade learning. Impact to be assessed Spring 1 and 2
3.1.6	Run good to outstanding course with support from School to School Action plan	September 2016	Lynne Brownrigg, TH	Improved teaching	WL TSA, SLT, TH Unable to move ahead with this, so plans changed – see 3.1.5 above

Priority	Development Area	Activity / Objective
Improving Teaching and Learning	Improvement in differentiation and personalisation within lessons	Lessons are more personalised to the individual, taking into account prior attainment and potential
Commentary	All lessons are currently differentiated by task or outcome. Aim: <ul style="list-style-type: none"> <li>Improve level of challenge for the most able</li> </ul>	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
3.3.1	Ensure all lessons are differentiated by task or outcome	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 1-2 <i>Summative impact</i> Summer 2	All teachers	Pupils are making appropriate progress, books contain appropriate work	<a href="#">WS form amended to explicitly comment on quality of pupil comments; WS October to monitor; extra challenge stickers issued to all teachers. Drop in obs September / October 2016 confirm big improvement in differentiation. LOs expect HOQ and challenge for HPA non negotiable. (LOs spring 2 2016 also focused on differentiation – evidence collected that good practice is going on)</a>
3.3.2	Focus on most able in differentiation; extension and challenge tasks focused and deliberate, students directed to attempt	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 2 <i>Summative impact</i> Summer 2	All teachers	Most able are making good progress	<a href="#">As above.</a> Impact to be assessed KDP2
3.3.3	Use of teaching assistants to ensure differentiation and personalisation of lessons for individuals	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 2 <i>Day to day impact</i> seen Spr 1 <i>Summative impact</i> Summer 2	All teachers	Least able pupils are better supported and make better progress	GW to monitor via TAs; supported by LOs in spring 2 by HT

Priority	Development Area	Activity / Objective
Improving Teaching and Learning	Develop higher order questioning and independent learning	Lessons include higher order questioning; students are trained in independent learning and metacognition
<b>Commentary</b>	We have identified a need to change the way we teach and learning to ensure pupils are able to apply knowledge rather than just parrot it.	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
3.4.1	Inset provided by LS/JR on HOQ, funded by School to School Action plan	1 <sup>st</sup> September	LS/JR	Teachers able to use higher order questioning to encourage critical thinking	Lesson Obs to monitor November 2016 <a href="#">Inset session to share learning and practice</a> See S2S support plan – action research to be launched asap
3.4.2	Teachers using higher order questioning in lessons	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 2 <i>Summative impact</i> Summer 2	All teachers	Students are better able to think critically and independent learning is encouraged	WS will evaluate LOs will observe SLT to monitor
3.4.3	Extend the use of Extended Projects to encourage independent, critical thinking	By summer 2017	JC / Mentors	Critical thinking skills are enhanced	Teachers / mentors to monitor WS and project folder scrutiny will evaluate
3.4.4	Independent Study lesson to focus on particular skills	<i>Implement</i> Sept 16; <i>Compliance</i> Aut 1 <i>Day to day impact</i> seen Aut 2 <i>Summative impact</i> Summer 2	JR	As above	IS lessons in progress, especially effective for Year 8s. See evaluation in file. See 1.1.6

Priority	Development Area	Activity / Objective
Educating the Whole Child	Sustaining and developing our approach to pupils' personal development, welfare and behaviour	Improve behaviour and attitude to learning
<b>Commentary</b>	We are already good at this; these actions will further develop our approach.	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
4.1.1	Repeat new ethos	5 <sup>th</sup> September 2016	All staff and pupils	All staff and pupils aware of and embrace new ethos	Good atmosphere in school, physical manifestation of our values, evidenced in assemblies, tutor groups, corridors etc. See staff and student survey.
4.1.2	Zero tolerance to low level disruption	End Autumn 2	All	Policy introduced with new internal isolation approach. Increased parental involvement. Minimal low level disruption Better learning for all	Reducing isolations over the half term. Better behaviour observed but some boys still challenging. Consistency in behaviour management system Monitored by SLT  Student voice survey indicated majority of students in favour Year 7 students beginning to be won over (BH, BA, OE). Parents being rung on Fridays and with every isolation and very supportive. Individualised interventions for some (BW, BA, JI)

Priority	Development Area	Activity / Objective
Educating the Whole Child	Raising Aspirations	Raise the aspirations of our pupils
<b>Commentary</b>	Our pupils and/or their parents do not always have the highest aspirations for themselves. We need to change this mindset.	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
4.2.1	Praise high aspirations; re-visit smart marks and praise postcards and increase their use where appropriate. New student notice board gives higher status and profile for this. GW/JG to use TV screen in reception to give visual representation – working in conjunction with DC and SH over interhouse	By Aut 2 and ongoing	All staff; GW/JG/DC/SH	Pupils are rewarded for aspirational language and activities; interhouse comp and smart marks valued	House competition points on TV screens; interhouse competition running well with high inclusion; lunch passes issued; smart marks on student notice board
4.2.2	Parental role in RoA – action for parents in each reporting period to help their child improve	At each reporting point	All staff	Parents are clear how they can help their child improve	All reports have an action for parent to help support their child HT to monitor reports Feedback from parents at Year 7 settling in evening positive All reports last year included a task for parents to help their child improve and this will continue with RoAs this year
4.2.3	New member of staff taking on raising boys' aspirations as PM target. Linking with DofE, North Allerdale Youth Alliance, Beacon Hill to target specific group of Year 11 boys in first instance	From September 2016	TD	Disaffected boys on side; aiming for higher outcomes than previously	ST as line manager, TH as HoF, JS as HT – PM targets in place for TD. Year 10 and 11 boys buying in to D of E. Raising boys' aspirations course booked for two staff November 2016. Longer term plans to increase extra curricular opportunities emerging – rugby and football input from CUFC and rugby club; 6 week sessions for boys and girls at golf club organised for March 2017
4.2.4	Encourage parents to take role in school by valuing their ideas and opinions – survey monkey set up	October 2016	JR/JS	Encourage parents to be interested in their children's education	18 responses to survey, 14 positive November 2016

Priority	Development Area	Activity / Objective
Educating the Whole Child	Enterprise and employability	Signpost transferrable and work skills within lessons
<b>Commentary</b>	We are good at preparing our pupils for work in terms of interview skills, CVs etc, evidenced by feedback from our career exploration week partners. We need to signpost more clearly transferrable and work skills to ensure we are delivering the skills employers are looking for in Cumbria	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
4.3.1	Signpost transferrable skills in lessons; put skills and knowledge in real world context	Summer 1	All staff	Pupils are more aware of how skills are transferrable between subjects and applicable to the world of work	WS and LOs to pick up SLT to monitor
4.3.2	Explicitly practice work skills such as independent learning	Ongoing	All staff	Pupils are prepared for the world of work	WS and LOs to pick up SLT to monitor
4.3.4	Work with CYA to provide Open Awards for potential NEETs	By Autumn 2	TD/JS/GW	Potential NEETs gain employability and life skills	CYA providing support for D of E and AJ specifically. Will run short courses for appropriate students next year.
4.3.5	JS to take part in business shadowing project via Western Heads	Autumn 1	JS	School aware of employers' needs and staff aware of this	Complete. JS to present with business partner to BEC December 14 <sup>th</sup> , and engage with EHA Spring 1.

Priority	Development Area	Activity / Objective
Solway is the school of choice in Solway Plain	Sixth Form	Working with Caldew to embed Sixth form
<b>Commentary</b>	In order to attract more pupils, we need to make our sixth form work.	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
5.1.1	Sixth form provision in collaboration with Caldew School developing. Developing closer working relationship with Allan James	September 2017	HT / JC	Sixth form launched	Complete. <a href="#">Students subsequently changed their minds and transferred to College courses finding AS levels too difficult. Intention is to re-market next year. Caldew still supportive and understanding of position.</a>
5.1.2	Market to year 6 pupils and current pupils – fantastic Open Days!	October 2016	JS and all staff	More pupils come to school, more pupils stay to sixth form	24 pupils joined in Sept 2016 – up from 14 in December. <a href="#">Excellent open evening (especially Science) held in October. Awaiting numbers from LA.</a>
5.1.3	Good teaching within sixth form; sharing of resources and joint teaching opportunities	September 2017	HT / KW	Good results	Carried forward to 2016-17 as required.

Priority	Development Area	Activity / Objective
Solway is the school of choice in Solway Plain	Marketing and engagement with primary schools; working towards Academisation	Market to primary schools; building relationships with other schools leading towards Federation and Academisation
<b>Commentary</b>	Within the BP4L agenda and Academisation process, we are working with other schools both to attract more students to Solway and to improve relationships in order to work together well within a Federation or MAT	

Ref	Actions	Date	Who	Outcome / Impact	Monitoring
5.2.1	Market to year 6 pupils and younger in all feeder primary schools – fantastic open days!	September 2016	JS and all staff	More pupils come to school	Fantastic G&T maths day for Year 5 led to requests for more of the same from parents. GW asked staff for ideas for additional days and will take to primary liaison in December to arrange further dates. Year 6 open evening well attended and went well.
5.2.2	Build relationships with other schools on the Solway Plain with the intention of forming a Federation and eventually MAT. Investigate collaboration with Caldew as an option. Letter to go out to all Solway Plain schools in September to invite to a conversation	September 2016	JS	Federation working with Holme St Cuthbert in the first instance	Governors to monitor progress. Letter gone to all schools October 2016; changing agenda at LA and national level makes this complex to progress. JR trying to move federation on with Holme St Cuthbert. JS/JR working closely with Beacon Hill in absence of HT there which might move situation forward. JR working with Allonby on regular basis.
5.2.2	Dress HT up as a child catcher and lure pupils in with the promise of lollies	Timeless	HT	Pupils are trapped in school, in a caravan with bars	Baron and Baroness Bomburst to monitor on ongoing basis