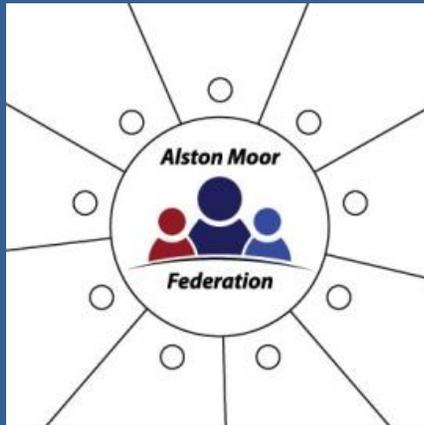


Jan.



## Improvement Plan 2018-2019

### Our Aim For This Year

*To continue to develop the very best practice at our secondary school, while pushing hard to build upon the progress made during a transitional year for our two primary schools so that by October half term we can be confident that they are at least 'good' across the Ofsted standards.*

### What We Value

- ⇒ **Our Pupils:** they are central to everything that we do; we want them to be happy at school, to be confident, respectful and supportive of each other, enthusiastic to learn, and for them to thrive, achieve and succeed.
- ⇒ **Our Families:** the contribution they can make to their children's learning and progress is crucial; we do everything we can to make them feel welcome and to help them fulfil their key role.
- ⇒ **The Wider Community:** we are keen to further develop our links with local businesses and the voluntary sector, widening the range of opportunities available to our pupils by tapping into local people's skills and experiences whenever possible.
- ⇒ **Partnership Working:** our Federation exemplifies the importance of partnership working; on top of this, our on-going development is underpinned by links with other schools through the CASL and LASL as well as the Local Authority and its various agencies.
- ⇒ **Our place within the UK:** we want children to appreciate the uniqueness of the environment in which they live; but we also want them to be in sympathy with British values and to be aware of and excited about the opportunities presented to them as citizens of the United Kingdom.

<b>Area</b> <b>Personal Development, Behaviour &amp; Welfare</b>		<b>Objectives</b>			
		1. Continue to raise the profile and importance of Health & Safety in people's minds.		3. Continue to promote the importance of parents to their children's on-going learning and progress.	
		2. Create opportunities to raise the importance of the 'student voice' in each of our three schools and across the Federation as a whole.		4. Fully involve Year 11 students in their on-going learning, progress and choices at 16+.	
<b>Current Situation</b>	<b>Supporting Evidence</b>	<b>Required Changes</b>			
Behaviour in lessons is good across all three schools and the two Alston schools have now settled down after last year's colocation. We are ready to push towards outstanding practice in these areas.	<ul style="list-style-type: none"> <li>• SKS &amp; APS Inspection Reports</li> <li>• LA Reviews</li> <li>• School self-evaluations</li> <li>• Behaviour, Safeguarding and Attendance records</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Safety notice boards needed in the staff rooms at both sites. Members of staff need to see latest bulletins and information and to be more aware of how our policies are implemented.</li> <li>• Ian Johnson needs to return to his role of Year 11 mentor, overseeing the sixth form / college visits holding individual meetings with students to discuss on-going progress and aspirations.</li> <li>• Parents need to continue to play a greater role in their children's [progress &amp; learning.</li> <li>• The Year 11 Prom Committee and other groups need to be regularly canvassed for their views.</li> </ul>			
<b>Obj</b>	<b><u>ACTIONS</u></b>	<b>Led By</b>	<b>Time Scale</b>	<b>Success Criteria/ Intended Outcomes</b>	<b>Progress</b>
<b>1</b>	a. Complete all of the actions identified in the LA H&S Inspection report.	PS/IPJ/ SW	By 29/3/19	<ul style="list-style-type: none"> <li>• All actions recommended by the LA Report completed.</li> </ul>	▪
<b>2</b>	a. Link at least one PTA member to each of the three students councils.	ST/KB/ DS	Commencing from 4/2/19	<ul style="list-style-type: none"> <li>• PTA member linked with each school council.</li> <li>• Each group making decisions re spending.</li> <li>• Students feeling involved in decision-making process and keen to help with fund-raising.</li> </ul>	▪
	b. Allocate 25% of PTA funds to each council so that children have the chance to prioritise within real budgets.	PTA	Commencing from 4/2/19		
<b>3</b>	a. Revise and recirculate the Federation Homework Strategy.	IPJ	By 1/2/19	<ul style="list-style-type: none"> <li>• Revised Homework Strategy sent out to parents by 1/2/19 along with specific advice / details re SATs and GCSEs.</li> </ul>	▪
	b. Ensure that the parents of children in Years 2, 6 and 9-11 know when their child's assessments are taking place in the summer and what they can do to support the process.	ST/KB/ CR/HW	By 1/2/19		
<b>4</b>	a. Continue with the half termly progress meetings for individual Year 11 students and their families.	IPJ	On-going	<ul style="list-style-type: none"> <li>• 70% parent attendance at Year 11 sessions.</li> <li>• All applications in by end of Spring Term.</li> <li>• No NEATS in September 2019.</li> </ul>	▪
	b. Ensure that every Year 11 student has completed their 16+ applications.	IPJ	Deadline of 29/3/19		
<b>Procedures for Monitoring Actions</b>				<b>Procedures for Monitoring Impact</b>	
<ul style="list-style-type: none"> <li>• Headteacher reports to governors.</li> <li>• Governor Health &amp; Safety monitoring.</li> <li>• Deputy Head behavior monitoring.</li> <li>• Year 11 Profiles.</li> <li>• Student Council minutes.</li> </ul>				<ul style="list-style-type: none"> <li>• Pupil surveys and feedback.</li> <li>• 2019 GCSE outcomes – Ebacc; Progress 8; Attainment 8.</li> <li>• LA Health &amp; Safety monitoring.</li> </ul>	
<b>Intended Impact</b>					
We are looking for Year 11 students to feel greater responsibility for younger children and a sense of involvement in the process of school improvement. In establishing a real connection and enthusiasm with the 16+ choices, we are hoping to improve older students' mental health and GCSE outcomes. Health & Safety policy & procedures were reviewed last year and an important next step is to make staff fully aware of how things are organized and their part in this important area.					

<b>Area</b> <b>Teaching, Learning &amp; Assessment</b>		<b>Federation Wide Objectives</b>				
		1. Continue to raise the profile of reading across our three schools. 2. Improve students' deeper understanding of Maths so that they are better able to solve the problem solving aspect of this subject.		3. Continue to develop teachers' questioning skills. 4. Introduce a basic tracking system for primary school History, Geography, Languages and Science.		
<b>Current Situation</b>		<b>Supporting Evidence</b>		<b>Required Changes</b>		
TLA is good at SKS & NPS and improving at APS. Progress at APS needs to accelerate so that TLA can quickly be rated as good. Staff changes and a new class structure should help in this respect. Reading continues to be a priority although significant progress has been made with it at our secondary school. Internal assessments are generally accurate, but require more rigour if they are to be truly formative.		<ul style="list-style-type: none"> <li>• SKS / APS Ofsted</li> <li>• Exam results</li> <li>• Minutes of Governors TLA Committee</li> <li>• LA SIM records</li> </ul>		<ul style="list-style-type: none"> <li>• Read Write Inc needs to be introduced at APS with the lessons learned from its introduction informing our practice at NPS as well. Reading at Alston needs to be promoted across the two schools simultaneously.</li> <li>• Additional Maths teacher time is needed on the Alston site to better need pupils' needs and to allow for coordination across the two schools.</li> <li>• The old APS class structure cut across Key Stages and particularly held back pupil progress in the Early Years and KS1.</li> <li>• We need a new tracking system for primary school foundation subjects.</li> </ul>		
<b>F</b> <b>W</b> <b>Os</b>	<b>ACTIONS</b>		<b>Led By</b>	<b>Time Scale</b>	<b>Success Criteria/ Intended Outcomes</b>	<b>Progress</b>
<b>1</b>	a. Continue to drive reading standards up at Alston Primary School through the delivery of the Read Write Inc programme.		CR/ST	On-going	<ul style="list-style-type: none"> <li>• APS phonics, reading &amp; writing outcomes to significantly improve.</li> <li>• NPS results to continue to progress.</li> <li>• Profile of reading to continue to rise at SKS.</li> <li>• Way forward agreed for KS2 literacy.</li> </ul>	▪
	b. Decide the best KS2 programme / strategy to build upon the RWI approach from July 2019.		IPJ / TLAO	Deadline of 4/3/19		
<b>2</b>	a. John Hammond to work with targeted Year 5/6 pupils after school and on Fridays.		HW/JH/ LC	From 21/1/19	<ul style="list-style-type: none"> <li>• Primary school Maths outcomes to show improvement on last year's performance.</li> <li>• Progress for Year 8 &amp; 11 children to accelerate towards targets.</li> </ul>	▪
	b. Lindsey Chapman and Emma Sisson to continue to work together on the Maths Mastery approach.		LC/ES	On-going		
<b>3.</b>	a. Lindsey Chapman and Sally Timmons to deliver questioning INSET to all Alston based staff during Spring Term staff meetings		LC/ST	By 29/3/19	<ul style="list-style-type: none"> <li>• INSET completed with improved questioning observed in monitoring weeks.</li> </ul>	▪
<b>4.</b>	a. Helen Ward and Ian Johnson to agree a basic tracking system and implement.		HW/IPJ	13/2/19	<ul style="list-style-type: none"> <li>• Tracking system operating by February half term so that we can monitor primary school pupils' progress in History, Geography, Languages and Science for the first time.</li> </ul>	▪
	b. Half termly data to be first collected at Assessment Checkpoint 3.		IPJ	13/2/19		
<b>Procedures for Monitoring Actions</b>					<b>Procedures for Monitoring Impact</b>	
<ul style="list-style-type: none"> <li>• Teacher meetings.</li> <li>• Headteacher reports to Governor TLA/Outcomes meetings.</li> </ul>					<ul style="list-style-type: none"> <li>• Read Write Inc tracking. Assessment Checkpoint data.</li> </ul>	
<b>Intended Impact</b>						
<ul style="list-style-type: none"> <li>• Progress picked up well at NPS last year. We want to maintain this. We also need to significantly improve outcomes at APS. These actions along with staff and class changes at APS are intended to accelerate progress in the Early Years, KS1&amp;2. Additional Maths teaching will also particularly support Year 11 outcomes.</li> </ul>						

<b>Area Outcomes for Students</b>		<b>Federation Wide Objectives</b>			
		1. Continue to drive up standards and rates of pupil progress in all three of our schools.	2. Make sure that teachers are fully aware of each child's target and actively plans for them to reach that target on a half termly basis.	3. Review the impact of interventions implemented within each school on a half termly basis.	
<b>Current Situation</b>		<b>Supporting Evidence</b>	<b>Required Changes</b>		
Our analysis of assessment data continues to improve, but we need to ensure that everyone is clear about the messages it conveys. Teachers are aware of student progress, but not yet fully using that knowledge to adjust their plans to meet the needs of individual children. We believe our interventions are effective, but cannot prove it.		<ul style="list-style-type: none"> <li>SATs scores</li> <li>GCSE results</li> <li>A/C data</li> </ul>	<ul style="list-style-type: none"> <li>We need to be clear about the progress made by individual pupils from KS1 to KS2 and understand what needs to be done differently if the new cohort is to do better.</li> <li>KS1 results were disappointing and while being honest about that we also need to understand the factors that contributed to them and explain what we are doing differently and the impact that is having as the year progresses.</li> <li>Governors need to know each half term what interventions have been implemented and their impact.</li> </ul>		
<b>F W Os</b>	<b>ACTIONS</b>	<b>Led By</b>	<b>Time Scale</b>	<b>Success Criteria/ Intended Outcomes</b>	<b>Progress</b>
<b>1</b>	a. Monitor Park Fell progress against birth dates.	CR/IPJ	From 7/1/19	<ul style="list-style-type: none"> <li>Park Fell children continue to make good progress.</li> <li>Year 1 assessments pick up as quickly as the Year 2s did at the end of December. Year 2s continue to push on.</li> <li>Pupil progress at NPS picks up to the point where more children are at or above national expectations for their Year Group.</li> <li>APS KS2 pupils clearly diminishing the difference between where they were in December and national expectations. Year 6 SATs show stronger progress than previous years.</li> <li>SKS Progress 8 above 0.2.</li> </ul>	■
	b. Continue to use the Read Write Inc to continue to drive up standards in the younger years.	CR/ST	On-going		
	c. Increase the TA time at NPS to support the delivery of targeted interventions across the School.	KB	From 14/1/19		
	d. Deliver the Fresh Start programme and other interventions to better target APS KS2 pupils.	ST/HW	On-going		
	e. Introduce English & Maths Flinty Fell Fridays along with a targeted Year 6 Maths Club.	HW/JH/FB	From 11/1/19		
	f. Ensure that SKS teachers allocate plenty of time for students to prepare for the mocks & final exams.	LC/ST	From 14/1/19		
<b>2</b>	a. Ian Johnson to meet with individual APS teachers to discuss half termly assessment data. Ian Johnson to meet with Kate Bainbridge. Lindsey Chapman & Sally Timmons to hold SKS meetings.	LC / ST / IPJ	October 2018 On-going	<ul style="list-style-type: none"> <li>All teachers able to explain rationale behind grading and their on-going planning.</li> <li>Increased confidence in the accuracy of the assessment process across the Federation.</li> <li>Improved targeting and planning contributing to improving outcomes.</li> </ul>	■
	b. Teacher meeting agendas to provide time for teachers to discuss their assessments.	IPJ / LC	On-going		
<b>3</b>	a. NPS half termly intervention logs to record interventions, their impact and next steps.	KB	Half termly from November 2018	<ul style="list-style-type: none"> <li>Governors able fully aware of the interventions being in place and their success or otherwise.</li> <li>Improved targeting of SEN pupils' needs and accelerating progress.</li> </ul>	■
	b. APS / SKS half termly intervention logs to record interventions, their impact and next steps.	ST	Half termly from November 2018		
<b>Procedures for Monitoring Actions</b>				<b>Procedures for Monitoring Impact</b>	
<ul style="list-style-type: none"> <li>Headteacher meetings senior staff.</li> <li>Headteacher reports to Governors.</li> <li>Chair of Governor / Headteacher meetings.</li> </ul>				<ul style="list-style-type: none"> <li>Assessment Checkpoint data</li> <li>Governors TLA / Outcomes Committee.</li> <li>Summer 2019 Results</li> </ul>	
<b>Intended Impact</b>					
Improving outcomes at NPS / SKS need to be maintained. These actions along with staff and class changes at APS are must help to accelerate progress in the Early Years, KS1&2.					

<b>Area Leadership &amp; Management</b>		<b>Federation Wide Objectives</b>			
		1. Further cement senior leadership of the Federation while strengthening middle leadership particularly at APS.		3. Agree the make-up of the APS KS2 classes and their rooms by 29 <sup>th</sup> March 2019.	
		2. Agree and recruit to the Federation 2019/20 curriculum & staffing model by 30 <sup>th</sup> June 2019.		4. Target the schedule of monitoring weeks to support each school's on-going development needs.	
<b>Current Situation</b>		<b>Supporting Evidence</b>		<b>Required Changes</b>	
Senior Leadership remains strong at SKS and has been significantly improved at our two primary schools over the past year. Middle leadership needs strengthening at APS and to continue to develop at our other two schools. A number of people have worked with us effectively as volunteers in recent years, demonstrating that this is a model we could usefully extend. A number of parents contribute strongly to pupils' learning and progress, again showing another resource for us to better exploit.		<ul style="list-style-type: none"> <li>• SKS Inspection</li> <li>• Governor minutes</li> <li>• Site improvements</li> <li>• Feedback from parents, students and staff.</li> <li>• LA monitoring feedback.</li> </ul>		<ul style="list-style-type: none"> <li>• The leadership of History, Geography, RE and Maths at APS needs to be established with further responsibilities allocated as we move through the year.</li> <li>• The parents of Reception aged pupils need to be encouraged to come in and work alongside their children for up to half an hour a day. Teachers across all three schools need to consider how best to connect with parents and encourage them to play their part in the learning process.</li> <li>• Each school needs its own monitoring focus rather than the Federation wide approach.</li> <li>• We need to actively recruit and deploy a team of community volunteers.</li> </ul>	
<b>F W Os</b>	<b>ACTIONS</b>	<b>Led By</b>	<b>Time Scale</b>	<b>Success Criteria/ Intended Outcomes</b>	<b>Progress</b>
<b>1</b>	a. Support the two new APS KS Coordinators and Alston site AHT to make a strong contribution.	IPJ / ST	From 7/1/19 & 1/4/19	<ul style="list-style-type: none"> <li>• Widening curriculum coverage at both APS Key Stages.</li> <li>• Federation leadership roles and responsibilities defined by 30<sup>th</sup> May 2019.</li> <li>• Headship for the coming academic years determined by 28<sup>th</sup> February 2019.</li> </ul>	■
	b. Agree the Alston site leadership structure moving forward from September 2019 or earlier.	IPJ	Deadline 30 <sup>th</sup> May 2019		
	c. Settle the Headteacher position from September 2019.	BC / Govs	Deadline 28 <sup>th</sup> February 2019		
<b>2</b>	a. Agree and recruit to the Federation 2019/20 curriculum & staffing model by 30 <sup>th</sup> June 2019.	IPJ	30 <sup>th</sup> June 2019	<ul style="list-style-type: none"> <li>• Fully staffed curriculum model ready for implementation from mid-June 2019.</li> </ul>	■
<b>3</b>	a. Agree the makeup of the two APS KS2 classes moving forward.	IPJ/HW	Deadline 29/3/19	<ul style="list-style-type: none"> <li>• Parents informed of new classes by 30<sup>th</sup> May 2019.</li> <li>• Any room changes agreed and implemented for 1/7/19.</li> </ul>	■
	b. Agree potential room changes and moves for July 2019.	IPJ/HW /CR / ST	Deadline 31/5/19		
<b>4</b>	a. Tailor the half termly monitoring weeks to target the specific needs of each school / teacher.	IPJ/KB ST/LC	On-going	<ul style="list-style-type: none"> <li>• Students progressing well at all three schools. School and individual teacher objectives being met.</li> </ul>	■
<b>Procedures for Monitoring Actions</b>		<b>Procedures for Monitoring Impact</b>			
<ul style="list-style-type: none"> <li>• Weekly bulletins and website.</li> <li>• Volunteers schedule</li> <li>• Headteacher reports</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment Checkpoint data and Read Write Inc data</li> <li>• Teacher &amp; volunteer feedback</li> <li>• Governor Committees</li> </ul>			
<b>Intended Impact</b>					
We need to strengthen leadership for Alston Primary School. There a lot of skills within our community and the volunteer programme has the potential to significantly enhance our children's learning experiences. Parents are a key part of the learning process and any increase in involvement will add capacity to what we do. Targeted monitoring will ensure that we are better able to meet our objectives.					