Over the past 2 years CMAs roll has grown significantly. With this in mind it has been necessary to grow the teaching staff at the Academy. In 2018 we will have 62 of teaching staff and 49 support staff. This gives a teaching staff pupil ratio of 14.7. (National average is between 15/16 for secondary schools) We are slightly over staffed. This is due to a prediction of continued increase in pupils on roll, promoting specialist teaching in all subjects and investing in curriculum areas such as music and dance that have not had specialist teaching for a number of years.

**Context**

The teaching and learning team is made up of a VP and an AVP. The table below shows how the school is staffed this year and compare with how it was staffed the previous year.

|  |  |  |
| --- | --- | --- |
| **Teachers** | **September 2018-19** | **Numbers Sep 2017/18** |
| **Main Scale teachers** | **43** | **37** |
| **Mat leave** | **0** | **0** |
| **Long Term Sick** | **0** | **1** |
| **Fixed term contract** | **0** | **0** |
| **Part-time** | **2** | **2** |
| **Supply** | **2** | **2** |
| **UQTs** | **4****(1 Teach first, 1 Science, 1 English RiS and 1 EAL teacher)** | **7****(4 Teach first, 2 Researchers in schools and 1 EAL teacher)** |
| **NQTs** | **11** | **6** |
| **Total Staff** | **62** | **55** |

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| **Areas of Strength**  | **Developmental Priorities**  |
| 1. Health and social care, PE, Buisiness, History, Geography, RS and MFL are all areas of strength with a positive progress 8.
2. Links with Alliance for Learning, Teach First, RIS, Universities and IFT are well established.
3. Strong CPD programme.
4. Progress in all subject is improving further down the school as teaching improves.
5. Appraisal process is well established and creates a support, challenge and accountability culture.
6. The number of top grades has improved from 1 in 2017 to 19 in 2018. This is in the context of more challenging exams.
7. Development of middle leadership is now a strength in the academy.
8. Acdemy data shows an improving picture. (See predictions 2019-21)
9. The gap is closing between non PP and others.
10. Students get a range of experiencial learning opportunities with the increase in trips and extra curricular activites available to them.
11. NQT and new staff induction.
12. Predicted outcomes show an improving trend.
 | 1. English progress was -0.6 this is an improvement on last year but there is still a need to raise practice in the department.
2. Maths progress was -0.43 this is an improvement on last year but there is still a need to raise practice in the department.
3. Eradicating passivity in lessons.
4. ICT and computer science outcomes and teaching remain unsecure.
5. Marking and feedback have improved but further development is needed in English.
6. Ensuring stretch and challenge for middle and higher ability students.
7. EAL progress is -0.161 but we need to further develop both our first language GCSE offer and our INA induction and support process.
8. Improve the teaching of reading across the academy.
9. We have a large proportion of staff who are NQTs this needs to be monitored.
 |

**Ofsted Key Areas 2017**

Ensure that teaching consistently results in good progress by:

– verifying that there is sufficient challenge for middle- and higher-ability pupils.

– checking that work is suitably adapted for pupils who speak English as an additional language.

Eradicate low-level disruption that exists in the small minority of lessons.

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| **Quality of teaching and learning** | **Autumn 2018** | **Spring 2019** | **Summer 2019** |
| **Good or better** | **2017/18**61% | **Target 70%**% Actual | **2017/18**68% | **Target 75%**% Actual | **2017/18**73% | **Target 80%**% Actual |
| **Inadequate**  | 2% | % Actual | 0% | % Actual | 0% | % Actual |

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| **Expected Outcome 1: Improve the quality of teaching and learning in the academy so that at least 80% of teaching is judged good or better and no inadequate teaching.** |
| **Link to SEF area number** | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T&L section of SEF1,2,3,4,7,8 and 9 | Teaching and learning within the academy will be at 80% good or better and there will be no inadequate teaching. | CHYDGI | 1. Calendar and deliver CPD sessions that address the identified areas for improvement (eg) Behaviour for Learning /Marking and Feedback and closing the gaps for key groups. This will be done in collaboration with the Teaching School.
2. Insititue for Teaching programme, 10 high leverage teachers (mostley NQT’s and RQT’s developing teaching skills) and 5 teacher educators (Staff highlighted as being able to lead CPD and coaching in the future).
3. To continue the extended T&L leadership group to move practise forward within the academy.
4. Continue the ‘peer coaching programme’ (Half Term 3 DGI and CHY) All teaching staff involved.
5. Link with the teaching school to support the development of teaching staff. (Investing in teachers programme) (Jan 2019)
6. Conduct departmental reviews on key departments.
7. Additional non contact time for all teaching staff that will be directed to improve T&L.
8. Use SLE support to QA accuracy of predictions in English/support Science.
9. Monitor and review the quality of T and L on a termly basis.
10. Continue with the strategy to recruit subject specialists on substantive contracts, so that students benefit from sustained expert teaching.
11. Implement the middle leader’s development course. (Julie Turner and internal staff)
12. Appraisal targets to be set that support teachers to improve their practice.
13. T+L drop-ins to assist QA in this respect by ragging key performance indicators.
 | * Autumn Term 2018 – 70% Good or better
* Spring Term 2019 – 75% Good or better
* Summer Term 2019 – 80% Good or better
 | £2500 for the Investing in middle leaders.£2400 for 2 staff on NPQML.£1300 for 1 staff on NPQSL.£2000 cohort of investing in teachers.IFT funded by the DFE £30,000£10,000 CPD budget. (Individual bids)£2000 SLE support£1500 external speakers.Review days (free throught the teaching school)Cover for NQT’s to allow them to access training days.  |
| T&L section of SEF1,2,3,4,7,8 and 9 | NQT and new staff are inducted into the academy and supported to become good or better teachers. 80% of new staff and NQT’s will be good by the end of the academic year. | DGI | 1. Establishment of a professional studies programme for NQTs.
2. Set up induction programme for new staff in the academy.
3. Establish subject mentors for NQT’s.
4. Set up monitoring/support programme.
 | * Autumn Term 2018 – 70% Good or better
* Spring Term 2019 – 75% Good or better
* Summer Term 2019 – 80% Good or better
 | NQT fees and cover time for mentors. |
| T&L section of SEF1,2,3,4,7,8 and 9 | Work as part of the DFE pilot on staff retention and recruitment. | CHY | 1. Meet with the NLE to review impact of the pilot.
2. Write separate action plan. (See Plan)
 | * Retention of staff (See Plan)
 | DFE Funding |
| T&L section of SEF3,8 | Remove all low level disruption and passivity from lessons.  | CHY/SLE | 1. Promote a positive culture in assemblies.
2. Whole staff CPD on passivity and high expectaions. (September 2018)
3. Use T&L drop ins to highlight where this is a strength and an area for development.
4. Staff training for NQT’s and new staff.
5. Make sure observations templates include this.
 | * Autumn Term 2018 – 70% Good or better
* Spring Term 2019 – 75% Good or better
* Summer Term 2019 – 80% Good or better
 | Cover for staff to observe best practise. |
| T&L section of SEF1,2,4 | QA programme that supports and challenges staff to review and improve their practice.100% of departments regularly conduct their own QA programme leading to the overall improvement in T&L to the academy target of 80%. | CHY | 1. Schedule QA calendar.
2. Present new QA process to SLT/middle leaders.
3. Training senior and middle leaders with regards to the new QA system.
4. Monitor the impact that the QA has on T&L.
 | * Autumn Term 2018 – 70% Good or better
* Spring Term 2019 – 75% Good or better
* Summer Term 2019 – 80% Good or better
 | Cover for staff to QA practise. |
| T&L section of SEF3,8 | Teachers to have higher expectations of more and the most able students so that stretch and challenge is observed regularly in 80% or more lessons. | DGIKWA | 1. Training on the most able students full staff CPD. (see CPD calendar)
2. T & L focus for drop ins – to be ragged as part of QA.
3. Students identified early in KS3 and a programme of experiences established.
4. HABL interventions tracked and QAed.
5. Training for staff on ‘teaching to the top’.
6. Students have a folder of ‘Best Work’ and departments have displays of student WAGOLLs.
 | Increase the % of top grades achieved across the curriculum from 12.9% 2017-18 (148/1149) to 15%. 2018-192016-17 3%See Outcomes plan. | Cover for staff to observe best practise.Most able students to be a focus group/identified in work scrutinies and lesson obs? |
| T&L section of SEF1,2 | Ensure assessments build students skills and are fit for purpose. Giving diagnostic feedback to students, highlighting strengths and areas for development. So that 80% of books regularly include diagnostic feedback and student reflections. | DGINCA | 1. Publish CMA assessment calendar
2. Ensure that assessment is carried out and supports student progress.
3. Students are tested for Access Arrangements.
4. Sharing of best practice for diagnostic feedback.
 | * Autumn Term 2018 – 70% Good or better
* Spring Term 2019 – 75% Good or better
* Summer Term 2019 – 80% Good or better
 | CPD time given over. |
| T&L section of SEF1,2 | Improve the quality and consistencey of marking so that it is judeged secure in all departments. | DGICHY | 1. Streamline current policy and make it more user friendly.
2. Set up QA calendar for marking and feedback.
3. Marking and feedback is the CPD focus for term.
4. Insititue for Teaching programme, 10 high leverage teachers (mostley NQT’s and RQT’s developing teaching skills) and 5 teacher educators (Staff highlighted as being able to lead CPD and coaching in the future).
5. Conduct departmental reviews on key departments.
 | Baseline data* Autumn Term 2018 – departments not yet secure?
* Spring Term 2019 – departments not yet secure?
* Summer Term 2019 – departments not yet secure?
 | CPD£350 |
| **Expected Outcome 2: All key groups have access to high quality teaching and learning.** |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T&L section of SEF | Key groups are identified and appropriate support is given to improve outcomes.  | PML/KAL (PP)NCA (SEND)DGI (EAL)KWA (Middle Ability/High ability)CHY (Boys) | 1. Outcomes for each group including attendance will report to the SIB on progress of key groups.
 | See outcomes section of the ADP with the 2018 targets and predictions. | N/A |
| T&L section of SEF | Learners in key groups access a range of experiental learning and extra-curricular oportinuties. | DGI | 1. Data about the uptake of extra-curricular opportunities is collected and collated.
2. Any statistically significant differences are identified and reported.
3. Positive discrimination used to increase the uptake of trips/visits and extra-curricular opportunities.
 | See outcomes section of the ADP with the 2018 targets and predictions. | Some additional funding esp. PP, to fund activities and trips. |
| **Expected Outcome 3: Teaching of reading, writing and communication is highly effective across the academy.**  |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T&L section of SEF | 30% of students achieve a reading ability standard score of ≥ 100 October 2019 results to be 10% higher than 2018[2017-18 data shows 22% of all pupils achieved standard school ≥100] | ACOMDO | 1. New Group Reading Test to be completed and marked by October half term 2018.2. Reading test data to be added to SIMs and to be used to plan all lessons.3. Students causing concern to be discussed at progress meetings with appropriate intervention being put in place.4. NGRT data to be analysed for target groups. 5. ACO to audit staff and literacy interventions they are trained in.6. Students with a reading ability standard score of ≤70 to receive targeted reading intervention outside of lessons.7. Discrete ‘literacy lessons’ (i.e., Vocabulary Enrichment Programme; Narrative Intervention Programme) to be offered as part of the English curriculum for all pupils in Year-7, -8 and -9 once per fortnight (i.e., one in every nine lessons).8. Discrete ‘literacy lessons’ to be offered for some sets in Year-10 and -11 with a reading ability standard score of ≤70.9. Monitor all departments are using age appropriate, good quality texts within lessons.10. ACO to model, team teach and monitor for the teaching of reading across departments11. Trips and visits to encorporate vocabulary enrichment- vocabulary discretely taught prior to trip. Review of new vocabulary upon returning.12. ACO to develop literacy champion steering group- recruiting a person from each subject. Meet half termly to review strategy.13. Teaching Staff to be aware of their more able readers, and ensure they are being stretched within lesson time. | 30% of students achieve a reading ability standard score of ≥ 100 (Needs to be reviewed after this reading test, HT) | £1500 for reading tests.£500 Marking of reading tests.£2000 aditional purchase of class readers.Use of the Tass team. |
| T&L section of SEF | Children become more engaged in reading for pleasure. They are more engaged during reading in lesson time  | ACOMDO | 1. Book swap
2. Book fair
3. Author visit
4. Library lessons
5. Monitor use of the library
6. Displays
7. Class reader
8. All lessons to include an aspect of reading
9. ACO to model, team teach and monitor for the teaching of reading across departments
10. Librarian to run reading club for more able readers
 | NGRT scores will increase by 10% by October 2019. School library will be used more frequently, during lesson time, as well as free time. | CPD time given over.Use of the Tass team.Author visit bid for fundingVocabulary rich trips- bid for funding |
| **Expected Outcome 4: Teaching of EAL Students is highly effective across the academy and INA Induction is a strong and supportive process.**  |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T&L section of SEF | EAL students make progress in line or above National targets.2017/18 – Prog 8 EAL learners = -0.1612018/19 – Prog 8 EAL learners = -0.131 (Summer 2018 FPGs) | DGI | 1. EAL differentiation is embedded in teaching.
2. EAL support from the EAL department is bespoke and supports progress.
3. Increase in the Proficiency in English levels of students across the Academy.
4. EAL Progress 8 will increase from -0.161 (2017/18).
5. GCSE 1st Language GCSE uptake increases so that 100% eligible students are able to achieve.
6. INA induction is strong for all in-year and year 7 EAL / INA students.
 | Quality of T&L across the Academy shows that ALL learners are well catered for in lessons.Interventions by the EAL staff support measureable progress be EAL Students, including reading age development (current intervention adds 18 months reading age development in 6 months)60% of CMA EAL students currently below ‘Competent’ – this will decrease to 50% by July 2019 Progress 8 for EAL students in 2016/17 = -0.38 and -0.161 in 2017/18. Positive Progress 8 scores (>0) in 2018/19 and onwards, September 2018 predictions are -0.131.2016/17 46 students sat exams in 10 languages, 2017/18 68 students entered for 11 languages with 6 entered for multiple languages. 2018/19 potentially 75 students in 11 languages.Student voice and staff surveys will show that there is a holistically positive view of induction. | Possible addition of EAL TA to budget. |