Action Plan for: Transition

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| Leadership and Management  ‘The Principal has created a culture of collegiality and openness where diversity is not just accepted but understood and respected.’  ‘The leadership and management of behaviour is strong.’  Leadership and management are not yet good because pupils do not make consistently good progress; disadvantaged pupils’ achievement is not improving quickly enough;standards in English are too variable; and the quality of monitoring by middle leaders is not rigorous enough.’  ‘Senior leaders set high expectations for pupils’ achievement. Their monitoring is thorough and well-focused.’  ‘Self-evaluation is honest and precise. This has helped build strong capacity for improvement.’  (Ofsted Report July 2017) | Teaching, Learning and Assessment  ‘The quality of teaching is variable both within and between departments. Occasionally, this leads to low-level disruption which prohibits good progress.’  ‘Disadvantaged pupils do not make consistently good progress. This is because the quality of teaching is not consistently good enough and pupil premium funding is not targeted enough on improving progress.’  ‘The most effective teaching observed was typified by its inclusive nature, high  expectations and the teacher’s excellent subject knowledge. Where teaching is less  effective it does not offer sufficient challenge for middle and higher ability pupils.  Expectations of what pupils can achieve are too low.’  (Ofsted Report July 2017) |
| Outcomes for students  ‘This information indicates that there will be some improvement in outcomes for the current Year 11 but leaders accept that this may not be enough to ensure that the school meets the government’s current floor standards. However, achievement information for the current Year 10 and 9 shows a more significant level of improvement.’ (HMI Report May 2017)  ‘Progress is not yet consistently good in English or for disadvantaged pupils.’  ‘Disadvantaged pupils’ progress is mixed. Data shows that, from their starting points,  pupils make at least sufficient and sometimes good progress in key stage 3. In key  stage 4 progress is more variable due to a legacy of underachievement.’  ‘Pupils’ attainment on entry to school is well below the national average. Only a few  have high attainment on arrival. Published progress data do not accurately represent  pupils’ achievements. This is because there are much higher than average levels of  transience and many pupils arrive to school without any prior attainment information.’  (Ofsted Report July 2017) | Personal Development, Behaviour and Welfare  ‘The vast majority of pupils behave extremely well and get along with their peers from very different backgrounds to themselves.’  ‘Overall attendance has improved significantly since the previous inspection. However, the attendance of disadvantaged pupils and those  who have special educational needs and/or disabilities remains below that of their peers.’  ‘There remains low-level disruption in a small minority of classes particularly when  teaching fails to engage pupils’ interest or the work is not challenging enough for them.’  ‘There remains low-level disruption in a small minority of classes particularly when  teaching fails to engage pupils’ interest or the work is not challenging enough for them.’  (Ofsted Report July 2017) |
| Transition, Parents and Community  ‘At the heart of his very clear vision for the school is effective transition from key  stage 2 to 3. Leaders are working in partnership with their colleagues in the trust  primary schools on a range of areas such as curriculum planning and behaviour  management strategies. This collaborative approach is reflected in the new weekly  bulletin which is distributed to parents of all pupils in the schools. This bulletin also  reflects the importance that the executive principal puts on communicating  effectively with parents. As well as being informative, it has a real focus on  celebrating the achievements of pupils.’ (HMI July 2016) | Key Groups  See table below for details |

Key Groups:

Progress 8 for all pupils at Cedar Mount in 2016 was -0.87

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| **Pupil Premium/disadvantaged students** (Progress 8 2016 -1.13)   |  |  | | --- | --- | | *‘While these overall attendance figures are to be commended, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities remains a concern.’*   |  | | --- | | *‘Assessment information indicates that the differences between the achievement of disadvantaged pupils and others nationally are diminishing, but not at a quick enough rate. ‘*  *(HMI report May 2017)*  **Target**: reduce progress and attainment gap in 2017-18 (progress 8 of better than -0.6), remove in 2018-19. | | | **Roma students** (progress 8 2016 – 1.29)  Over represented in detention, IEU, fixed term exclusions and attendance issues. A high percentage of our Roma students do not make it through to Year 11 currently.  **Target**: Reduce percentages on Roma pupils in IEU and receiving fixed term exclusions, improved percentages completing secondary education. Improve progress 8 to better than -0.9 in 2017-18. |
| **Boys** (progress 8 2016 -0.77 but -1.03 in English)  Over represented in detention, IEU and fixed term exclusions.  **Target**: Improve progress in English particularly (progess 8 of better than  -0.6 in 2017-18), reduce numbers in detention, IEU and FTE. | **EAL** (Progress 8 2016 -0.33 but now the largest group in school)  A large number of these students do not have KS2 data and therefore do not count towards progress 8.  **Target**: Ensure induction to school is effective and maximise outcomes. Progress 8 to be positive in 2017-18. |
| **White British students** (progress 8 2016 – 1.41)  Over represented in detention, IEU and fixed term excusions.  **Target**: Improve progress 8 to better than -0.8 in 2017-18 and better than  -0.2 in 2018-19. | **SEND students** (SEND support students progress 8 2016 -2.50)  *‘While these overall attendance figures are to be commended, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities remains a concern.’*   |  | | --- | | *‘Pupils currently on roll who have special educational needs and/or disabilities are making better progress than in recent years.’* |   *(HMI report May 2017)*  **Target:** Improve attendance of SEND students and increase progress 8 to better than -0.8 in 2017-18 and to better than -05 in 2018-19. |

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| School /Numbers | Numbers of students in year 7 in 2016. | Numbers of students in year 7 in 2017. | Numbers of students in year 7 in 2018. | Target number of students in year 7 in 2019. |
| Rushbrook | 12 | 26 | 34 | 40+ |
| Stanley Grove | 1 | 7 | 6 | 10 |
| Chapel Street | 7 | 7 | 8 | 10+ |
| Old Hall Drive | 12 | 13 | 19 | 25+ |

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| **Expected Outcome 1: To ensure Y6-Y7 Transition is smooth and successful for all students. To continue to improve the numbers starting in September.** | | | | | | | | |
| **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** |
| 2 | Curriculum developments for KS223. |  | | MBE | * Best practice being shared across KS2 and KS3 with groups already formed. * Primary Project Team (PPT) established and projects worked on in RPA, SGA, Old Hall Drive and Chapel Street. * Action research used from strategies developed through the PPT in both primary and secondary settings. * Increased number of schools involved in the community of partners work in Term 2 5/2/19 and Term 3 11/6/19. | | Action plan developments in all deparments with CMA / RPA and Old Hall Drive increasing to Stanley Grove and Chapel Street in term 1.  All 4 schools then to calendar and attend CPD sessions at CMA on 5/2/19 and 11/6/19.  Record of action research in departments. | Time on timtables for staff to support transition projects.  Cost of training / gust speakers. |
| 2 | KS3 curriculum developments |  | | MBE / PME | * Redevelop KS3 curriculum and reporting with middle leaders to ensure better outcomes at KS3. * Ensure KS3 assessments mirror KS4 and prepare students for GCSE requirements. * Develop a curriculum pan for KS3 / KS4. * Monitor English / Maths / Science outcomes and compare to the previous year to check progress. * Redevelop how we report to parents at KS3 by working with staff, parents and pupils. Review data and work with departments to ensure we have valid data that supports students on their flight path to KS4. * Improve staff knowledge of scale scores at KS2 and assessment at KS3 to ensure students are on track for KS4 outcomes. * Basline data will be taken in year 7 and 8 in term 1. * Year 8 students to be given a survey with similar questions as year 7 in 2018 to get student voice and be able to compare data. * Parental survey for parents of year 7 / 8 to be given out. | | An improved data picture at KS3.  Future GCSE cohorts secure better outcomes.  KS3 progress measures show improvements in scaled scores from KS2 in English and Maths from term 1 to term 2 and 3.  All departments have reviewed their assessment skills and are secure in their assessment and moderation at KS3 is happening.  KS3 will be an agenda item at Middle leaders / departmental meetings and CPD opportunities will be calendard in the year.  Attitudes to learning scores will improve in year 7 and 8.  Attitudes to learning mean scores.  Year 7   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | AtoL Aut1 | AtoL Aut 2 | AtoL Spring | AtoL Sum 1 | | 17/18 | 3.165 | 3.172 | 3.073 | 3.097 | | 18/19 |  |  |  |  |   Year 8   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | AtoL Aut1 | AtoL Aut 2 | AtoL Spring | AtoL Sum 1 | | 17/18 | 2.962 | 2.991 | 3.055 | 3.143 | | 18/19 |  |  |  |  |   Behaviour incidents will reduce over the year in year 7 and 8 in comparison from the previous year.  FT Exclutions Year 7   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Y | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | 17/  18 | 4 | 12 | 5 | 10 | 8 | 13 | | 18/  19 |  |  |  |  |  |  |     FT Exlutions Year 8   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Y | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | 17/  18 | 10 | 12 | 9 | 4 | 16 | 14 | | 18/  19 |  |  |  |  |  |  |   Progress will improve from scale scores. Intervention groups will retake a KS2 test to assess level of improvement.  Attendance of year 7 and 8 will improve from 96.68% Y7HT1 2017 and 94.72% Y8HT1 2017 was to (97%+ Y7 target) and (96%+ Year 8 Target)  Settling in pupil survey will continue to show an imporving confidence of students. 79%(sept 2016), 83% (sept 2017) believed they were made to feel welcome. Target to be over 85% for 2018. | Planning time.  Staff time.  Cost of visits / enrichment / transport / training for staff. |
| 2 | Intervention for Year 7 and 8 students with lower than age related expectation in numeracy and literacy including reading. (SATS) |  | | MBE / ACO | * Primary model / teaching strategies used for pupils leading to exellerated progress in English and maths. * Reading intervention strategies leading to excellerated reading ages. | | Targeted students will make rapid progress from their starting points in primary school targeting 18months + progress in reading and numeracy.  Attendance to library monitored – HT updates | Primary Practictioner – staffing cost. |
|  | See Primary KS3 Numeracy and Literacy Lead Plan 2018. |  | |  |  | |  |  |
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| 2 | Continue to improve the reputation of CMA and develop curriculum opportunities at KS3 that will lead to attracting higher numbers in year 7. |  | | MBE / HAL / KHO / HOD’s / Primary Project Team | * Develop opportunities for transition activities and projects with further schools to include Chapel Street, Seymour Road, Armitage and Aspinal. Continue to work closely with Stanley Grove, Rushbrook and Old Hall Drive. * Action plans for each subject to improve transition opportunities. * Primary Project Team working with primary schools to impove links to secondary school and raise the profile of CMA. * Developed marketing strategies. Improve the look of materials going out to parents including the development of a new prospectus. * Quality materials in marketing to parents and the local community. | | Higher numbers of families attend Open Evenings from targeted primaries.  2017 47 Studnets  2018 63 students 51 Adults.  Higher number of applications and students starting in year 7 (86 in 2016, 123 in 2017 and 137in 2018.  Higher number of students starting with us from our targeted primary school partners.  **See table above.**  Increased partnership links in the community from 4 main partners to increase by at least 2 in 2018/19.  Increased numbers of students having CMA experiences.  **(just awaiting for confirmation from all departments for breakdowns in 2017/18 for a starting point.)** | Staff time |
| 1 | To continue to work with our local primary schools on developing strategies for our community to reduce behaviour incidents, IEU and exclusions occurring. |  | | SLE | * SLE to continue to work with RPA to develop behaviour and attendance strategies across KS223. * Invite Old Hall Drive to support the development of the group and share best practice and develop strategies working collaboratively. | | Behaviour strategies reduces behavioural incidents in Year 7 and improves attendance.  Data to be comared each half term and in comparison from previous years.  FT Exclusions Year 7 2017/18 – 2018/19   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Y | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | 17/  18 | 4 | 12 | 5 | 10 | 8 | 13 | | 18/  19 |  |  |  |  |  |  | | Staff time to meet.  Resources as needed. |
| **Expected Outcome 2: To develop parental engagement and the wider community to support and improve pupil outcomes.** | | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | | **Cost, training & resources** |
| 3 | Continue to organise school events and projects. | |  | MBE / LCR / KHO / Subject staff  CWI | * Friends of Cedar Mount meetings to continue in the planning of events. * Engage staff to help organise and host events to fundraise/ engage parents at CMA and the local community. * Continue to devlop leadership into the community including volunteers leading in community and primary school clubs. * Link our leaders into DMSF’s events calendar from October 18. | Events throughout the year (Term 1-3)  2017/18 – 4 events increase to 6 events in 2018/19.  Number of parents signed up to Friends of Cedar Mount were 11 in 2017/18.  Action plans and bids to develop key partner activity in the academy.  Numbers of students as sports leaders volunteering in community clubs to increase from 8 (mainly DMSF). | | Organisation of events  Cost of marketing.  Transport to events. |
| 3 | Increased numbers to parents evenings and presence from CMA at local primary parents evenings. | |  | **LCR** / PL’s / APL’s / KHO | * Ensure clear communication around events via social media etc * Develop early promotion to all parents evening and events. * Develop the use of the marketing to promote events and engage parents. * Roll out parent APP on SIMs and ensure high parental engagement | An increase of numbers to parents evenings. 2017/18 - Year 7 -72% , Year 8 – 90%, Year 9 – 78%(+5% for families attending at a different date) , Year 10 – 50-60% , Year11 – 65% (2nd 50%).  Further positive feedback from parents in parental questionaires aiming for above 90% agreeing or strongly agreeing that they would recommend our school. | | Staff time.  Letters.  Marketing costs. |
| Please also see Parental Engagement Action Plan for further details | | | | | | | | |
| **Expected Outcome 3: To develop and strengthen transition from Year 11 to 12 supporting students to continue into higher education.** | | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| 3 | Careers opportunities and stalls at key events at CMA. | |  | PWA | Local colleges contacted and invited to attend key events such as parents evenings and careers evenings to support students in their choices for further education. This is now rolled out to year 10 and 11 and parents are encouraged to attend. | | 100% of Students will have opportunities to speak to key careers and colleges about their future. | Staff time to organise outside angencies to attend |
| 3 | Pupils equipped with the skills to write college applications and being interview ready. | |  | PWA – Year 11 team | Action plan for Year 11 including key dates for application writing and QA.  Form time opportunities for applying to college with form tutor reference support .  All students able to apply for their chosen pathways and ensure 100% are given the opportunities to apply for further education and training. | | 100% of students applying for at least one college, apprenticeship or futher education pathway. | Staff time |
| 3 | More KS4 pupils accessing work experience linked with their careers aspirations. | |  | PWA | Early support for year 10 students to access work experience opportunities in their careers aspirations.  Work experience booklet are developed and strudents complete a before and after self evaluation highlighting the skills they have developed. Contact to be made early to all students to check attendance.  Pupils given plenty of time to organise their own placements.  Link students with placements that best suit their aspirations, skills and experiences. | | 100% of students placed for work experience and where possible offsite. | Cost of support placements. |
| 3 | Students to be aware of the options available after school. | |  | PWA | All students to receive a one to on careers guidance appointment by Dedcember . This is by the in school careers advsior from Careers Connect.- This also includes AP students. | | Students gaining their desired pathway into further education.  **Destination data here once updated.** | Time of the appointments for the students.  Staff time to coordinate. |
| 3 | Increase the opportunities for students to go on to do apprenticeships. | |  | PWA | Invite apprenticehsip providers in for assembly and careers events.  Students to discuss this as an option during their careers appointment. | | Students will gain apprenticeship places. | Time in assemblies. |