OUTCOMES FOR STUDENTS

|  |  |
| --- | --- |
| 1. **Expected outcomes:** Attainment shows consistent improvement from a low starting point. From different starting points, the proportions of students making and exceeding expected progress in English and mathematics are close to national figures.   Across all year groups and in a wide range of subjects including English and mathematics, students make consistently strong progress, considering their different starting points.  Students attain the relevant qualifications to move on to the next stage of their education. The proportion of students progressing to further education, apprenticeships or training is close to average. Their qualifications and attainment meet their career plans. (Ofsted report ref: | 1. **Expected outcomes:** standards of literacy (oracy, reading and extended writing) and mathematical skills are appropriate to students’ ages. Students read widely and often, with fluency and comprehension. They can apply their mathematical knowledge in a range of contexts. (Ofsted report ref: 1.6, 3.11) |
| 1. **Expected outcomes:** Across a wide range of subjects, the progress of disadvantaged students, disabled students and those with special educational needs currently on roll is improving towards that of other students with the same starting points.   The overall progress of the large majority of disadvantaged students is improving in relation to other students nationally. (Ofsted report ref. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Outcomes 2016** | | | | |
| **% Basics (C+ EM)** | 28 |  |  |  |  |
| **Progress 8** | -0.86 |  |  |  |  |
| **% English Baccalaureate** | 2% |  |  |  |  |
| **Progress 8 Disadvantaged Students -High** | -1.07 | **Progress 8 Others High Nat** | 0.07 | Gap to National | -1.14 |
| **Progress 8 Disadvantaged Students -Middle** | -1.44 | **Progress 8 Others Middle Nat** | 0.14 | Gap to National | -1.58 |
| **Progress 8 Disadvantaged Students -Low** | -0.58 | **Progress 8 Others Low Nat** | 0.19 | Gap to National | -0.77 |
| **Progress 8 SEN Students** | -2.56 | **No SEN** | -0.54 | In-School Gap | -2.02 |

Please note the above data is taken from the unvalidated 2016 RAISE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Summer 2016** | **Autumn 2016** | **Spring 2017** | **Summer 2017** | **Target 2017** |
| **% Basics (5+ EM) Y11** | 17 | 28 |  |  | 37% |
| **Progress 8 Y11** | -1.28 | -1.21 |  |  | -0.40 |
| **Progress 8 Y10** | -0.82 | -0.72 |  |  | 0.00 |
| **Progress 8 Y9** | -1.16 | -0.49 |  |  | 0.02 |
| **% English Baccalaureate** | 0.9 | 2.6 |  |  | 4% |
| **Progress 8 Disad Students Y11 - High** | -2.11 | -2.13 |  |  | -0.40 |
| **Gap to National 2016** | -2.18 | -2.20 |  |  |  |
| **Progress 8 Disad Students Y11 - Middle** | -1.52 | -1.43 |  |  | -0.40 |
| **Gap to National 2016** | -1.66 | -1.57 |  |  |  |
| **Progress 8 Disad Students Y11 - Low** | -0.71 | -0.61 |  |  | -0.40 |
| **Gap to National 2016** | -0.90 | -0.80 |  |  |  |
| **Progress 8 SEN Students** | -2.29 | -2.39 |  |  | -0.50 |
| **Progress 8 Not SEN Students** | -1.07 | -0.97 |  |  | -0.40 |
| **In-School Gap** | -1.22 | -1.42 |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expected Outcome 1:** To improve attainment and achievement outcomes for all students. Students attain relevant qualifications to meet their career plans and to move on to FE, apprenticeships and training | | | | | | | | |
| **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** |
| Outcome  1, 2, 3 | 2017 Progress 8 improves on 2016 |  | | ELT, SLT  KWA  Yr 11 Progress team  HODs | * Implementation of Project 11 action plan including: * Accurate half-termly formative assessments, analysed to identify whole-cohort and personal areas for intervention. * Introduction of Period 6 * Revisions of schemes of learning, to match whole cohort learning needs. | Half termly data analysis shows consistent improvement:  Autumn 2016: -1.21 (a 0.07 improvement from Summer 2016)  Spring 2017:  Summer 2017: | | Meetings with parents,  Cost of SISRA, PIXL and SIMS systems, training for staff, data meetings, general resources, trips and visits costs, incentives. |
| 1,3 | Expected progress and exceeding progress in English and maths improve, closer to national figures. |  | | ELT, SLT  KWA, CRE, SME  English and maths teams | * Departmental action plans show preparation of robust schemes of work, that give students constant practice to prepare for exams; matching of teachers’ skills with sets’ learning needs; strategic use of period 6 and other interventions. * Academic mentoring for English and maths borderline and more able students. | Half term data analysis shows consistent improvement:     |  |  |  | | --- | --- | --- | |  | Sum 16 | Aut1 16 | | % 3+ LOP Eng | 32.6 | 53.8 | | % 4+LOP Eng | 10.9 | 12.9 | | % 3+LOP Maths | 40.9 | 41.6 | | % 4+LOP Maths | 31.2 | 18.0 | | | As above |
| 15 | The proportion of students progressing on to FE, apprenticeships or training is close to average. |  | | ELT, SLT  PWA and careers team  Yr 11 Progress team  Connell SFC  HODs | * Liaison between CMA and CSFC leadership teams to create a transition plan that offers progression from KS4 to KS5 * Careers Convention (Nov 2016) * Students’ attendance at FE recruitment events facilitated (Nov 2016) * Vocational Assemblies and visits to employers, especially for Years 10 and 11. * Year 10 work experience, Summer 2017 * Careers in specialist subjects promoted in schemes of learning and in classroom displays. | CSFC applications, conditional offers and enrolments increase, especially from the more able.  Other FE enrolments, apprenticeships and training places.  No students to be NEET by December 2017. | | As above plus meeting time with Connell and transport to open evenings etc. |
| 3, 7, 8, 12, | Students attain the relevant qualifications to move on to the next stage of their education. |  | | KWA  ELT, SLT | For Key Stage 4 2016/17:   * Monitor each student’s progress and make appropriate decisions on withdrawal from exams * Track FE/apprenticeship/training offers, to ensure that students complete the courses necessary to meet conditional offers   For Key Stage 3 Year 8 options, Spring 2017:   * Review the KS4 offer against “good” descriptor (Autumn 2016) * Consult staff, students and parents on draft recommendations (Autumn 2016) * Determine courses to be offered from Sep 2017 (by eoy 2016) * Design staffing and resource model and budget (Spring 2017). | Significant increase in students opting for EBacc   |  |  | | --- | --- | | Y11 % students entered for E-Bacc | 4.4 | | Y10 % students entered for E-Bacc | 8.3 | | Y09 % students entered for E-Bacc | 45.9 |   Curriculum meets “good” descriptor  Enhanced progression into CSFC foundation year via “open group” vocational courses | | As above |
| 1 | Students make consistently strong progress across all subjects and all year groups. |  | | KWA  ELT, SLT  Progress Leads  HODs  All staff | See CMA action plan- Teaching, Learning and Assessment, Personal Develeopment, Behaviour and Welfare,  Transition  See also Subject SEFs and action plans | Half termly data analysis shows the majority of students’ making at least expected progress against their starting points  in all subjects. | | As top cell |
| **Expected Outcome 2:** To improve standards of literacy (oracy, reading and extended writing) and mathematical skills across the academy for all students | | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| 14 | Students are supported in all lessons to develop the standard of literacy required to make good progress, especially in formative written and oral assessments and examinations | |  | KWA  ELT, SLT,  ESLT T&L,  Literacy team (HBA, TaSS, AMO) | * Consistent use of literacy marking codes by all staff, displayed in classrooms. * Literacy Strategy launched Sep 2016:   **Reading:**   * All students Reading Age tested to provide baseline and to identify students in need of intervention (Sep/Oct 2016) * Staff training by BFET primary experts on guided reading (Sep 2016) * Opportunities to develop reading for meaning written in to lesson plans and homework. * Opportunities to hear excellent reading built into schemes of work   **Oracy:**   * Training from TaSS team on modelling standards of oracy (Sep2016) * Oracy opportunities planned into every lessons, including pair and group problem-solving and formal presentations * Opportunities for students to present in public, including leading assemblies, hosting visitors, School Council and Student Leadership activities, students forums.   **Extended writing:**   * Lesson plans include scaffolded learning to prepare for long answer and high tariff questions, from Year 7 | | Learning walks and work scrutiny evidence  consistent use of literacy codes.  Evidence of reading embedded into lessons from lesson observations and learning learning walks.  Evidence of interventions improving reading ages by additional six months by summer 2017  Evidence from HT1 Autumn 2016 lesson observations  shows oracy embedded in 76% of lessons.  Evidence of students’ oral confidence and capacity from assemblies, reports on public events and  School Council records.  Evidence from lesson observations and learning walks, that students are confident to tackle long answers.  Improved marks in formative assessments for 6/10/12 mark questions. | Staff meeting time  Monitoring time  resources |
| 14, 1, 3 | Students read widely and often, for pleasure | |  | Literacy team  All staff | * All staff take every opportunity to model a love of reading, for information and for pleasure * Joint project with AGGS to boost the book stock in the Library (Autumn 2016) * Library borrowing system implemented * Library open before and after school and at lunchtime for reading and study. | | Years 7,8, 9 have form books read every day  2,000 books added from AGGS (Oct 2016)  Numbers of students accessing the library increasing. | Reading books  Transport from AGGS  Library scanners  Staff training on guided reading |
| 1, 3 | Students are able to apply mathematical skills in all areas of the curriculum | |  | SME  ELT, SLT  HODs  All staff | * Opportunities to apply mathematical knowledge and skills are planned into all schemes of work. | | Lesson observations, learning walks and work  scrutiny evidence majority of lessons include  mathematical skills. | Monitoring  Maths resources |
|  | **Expected Outcome 3:** To improve the progress of disadvantaged students, disabled students and those with special educational needs | | | | | | | |
|  | **What will success look like?** | |  | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | | **Cost, training & resources** |
| 7 | The overall progress of the large majority of disadvantaged students is improving in relation to other students nationally | |  | DGI  SLT/ELT  Heads of Dept | All Teachers to be aware of disadvantaged students in each class and target support to them as needed.  Use data rich seating plans in all lessons. | Gap narrowed between disadvantaged students and their peers.  Gap narrowed between disadvantaged students and all students nationally.  *Autumn 1 data shows that gaps have narrowed for Middle and Low ability students – see above table* | | Pupil Premium spend (see PP plan) |
| 6 | EAL students make at least expected progress from their starting points | |  | DGI  EAL dept  SLT/ELT Heads of Dept | Use of EAL separtment to support admission, induction and integration of EAL students to mainstream classes.  Training for all teachers in use of EAL support techniques for use in class (Dec 2016) following on from previous training in 2015-16. | EAL student outcomes show good or better progress from starting points. | | Staff  Training for all teaching staff  EAL resources |
| 8 | Students with special educational needs make at least expected progress | |  | NCA . LMA  SLT/ELT/HODs | Effective deployment of SEN support staff in class and elsewhere (monitored by SENCO/SLT).  Pooling of EHC funds to create specialist SEN class to support pupils with greatest needs (Jan 2017?).  Use of Melland expertise to support staff training and individual pupil needs. | SEN pupils outcomes show at least expected progress.  Student and parent feedback shows increased satisfaction with provision and support. | | Staff team  Training  SEN resources |