Transition Action Plan (December 2016 update)

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| **Expected Outcomes 1:** Transition between the phases improves due to better communication between partner schools, parents and outside agencies.  | **Expected Outcomes 2.** To engage parents and the wider community to support pupils outcomes in a more effective way. |
| **Expected Outcomes 3**: To develop and strengthen transition from Y11 to Y12 supporting students in higher education. | **Expected Outcomes 4 :** Higher numbers of Year 6 pupils/parents choose Cedar Mount within their top 3 choices, leading to a more coherent cohort at Year 7 and improved behaviour, attendance and outcomes.  |

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| **2015/16** | **Autumn 2016** | **Spring 2017** | **Summer 2017** |
| Low numbers of Year 7 first 3 choices for CMA. 2016 Cohort only 80 at start of term.  | Open Evening to be widely publicised, visits by MBE and PME to Rushbrook, Stanley Grove, Old Hall Drive and Chapel Street Primaries to deliver literature, speak in assemblies and speak to parents.  | Primary Heads of School and Upper KS2 leads continue to liaise with CMA around events and marketing opportunities. | Planning for Autumn 2017 Open evening and day (September) |
| Initial liaison around Key Stage 2 and 3 collaboration. Visits by Maths and English staff from CMA to Rushbrook to observe Year 5 and 6 teaching.  | PE staff from CMA teaching full time at Stanley Grove, Rushbrook staff and pupils making use of music/multi-purpose room at CMA and drama space. | Autumn 2016 plus Year 7 team established and training begins for Autumn 2017 approach. | Autumn 2016 plus New approach to Year 11 established (separate action plan). |
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|  | **Expected Outcome 1: To ensure Y6-Y7 Transition is smooth and successful for all students.** |
| **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** |
| T1 | High percentage of pupils in year 7 settling into school. Student survey shows high levels of pupil confidence and enjoyment at CMA.Less C3’s and C4’s at data collection points than 2015/16. | MBE/CWI/DCKNovember 2016CWIEach term | * Pupil Survey at the end of the first half term.
* Transition from primary to secondary seamless in English and Maths after work completed in the summer term with subject leads and departments.
 | Attendance to schoolPositive comments on surveyReduction in C3’s and C4’s given at the same points last year (checked termly) | Low costSurveysTime to collate the information. |
| T2 | Tailored curriculum for Year 7 that suits the learners at CMA in collaboration with key staff and informed by relevant data. Student surveys indicate higher level of well-being and key behaviour data shows reductions in negative behaviour and improvement in progress.  | PMETransition ESLTOther key staff including year 6 leads and year 7 progress team at CMANov 16 - Ready for Sept 17 | * Transition team comprised of key staff from KS2 and KS3 as well as Exec Principal to meet and consider evidence base in November 2016 leading to proposed plan.
* Staffing and resourcing implications considered and addressed by Feb 2017.
* Year 7 team created and trained as appropriate by Easter 2017.
 | Attendance to school in Sept 17improves in first term compared to that in Sept 16.Reduction in C3’s and C4’s given at the same point.Consistent and supportive teaching and learning for year 7 pupils.Improved outcomes and rapid progress. | Staffing costsSpecific Training for Year 7 team and relevant primary colleagues.  |
| T3 | Linear progression for students and progress of students accelerated in year 7.  | Dept Leads/ PLMBE22nd Dec (second data drop) | * Shared SOW and plans between English and Maths to continue.
* Extend this partnership with Science 2016/2017.
* Development of a seamless progression in Physical Education using Physical Educationalists in Stanley Grove working with the YST.
 | Improved progress data in the first term compared with the same point last year.New projects and liaison between CMA and partner primary schools in Science.An assessment model used in SGPA that supports transition and skills sets for students developing in primary school sport and in transition to Y6. | LowTime to meet and plan.YST registration / cost of teaching hours |
| T4 | Open Evening with higher attendance and engaging activities that show off our Academy and teaching and learning capabilities. | MBEOctober 16 | * Presentations occurring in feeder primary schools.
* Links with Manchester City and Diane Modahl show cased.
* Community marketing.
 | Numbers that register at open evening.Numbers attracted to make CMA their first choice place increase especially in trust schools.(60 students and families attended open evening.Up by 100% from last year. – Nov 2016 update) | Cover needed to release staff for presentations.Cost of activities for the evening. |
| T4 | Cedar and partner primaries to move towards a shared behavioural approach by the end of 2016-17 academic year. | SLE2016-17 academic year | * Sharing of the behaviour matrix from Rushbrook to Cedar
 | Pupils confidence and understanding of the behaviour system will be smooth with the same or similar approach. Pupils will be familiar straight away. | No costStaff time |
| T7 | To have young leaders and Ambassadors in all departments across the school. | MBESpring term 2017 | * Development of an Ambassador and Leadership programme in CMA that replicates what is happening in Physical Education
 | More students develop as leaders.Pupils working with primary students as mentors | Teachers and students timeCertificates and badges |
|  | **Expected Outcome 2: To engage parents and the wider community to support pupils outcomes in a more effective way.** |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T5 | Increase in numbers to year 7and 8 parents evening through better communication and relationships with parents  | Year7 & 8 CWI and APL8/2/17 | * Communication home from APL’s PL’s and form tutors
 | Numbers to parents evening increases by at least 10%. | LowTime for FT and PL and APL’s to make contact. |
| T4 T2 | Presentations to schools for open evening for year 5 and 6 pupils. Meetings to take place between key staff and primary staff involved in transition.Information sharing and best work pieces used in the CMA to promote high standards of work from pupils straight away. | MBEDept LeadsSept / Oct 16 | * Develop links with partner primary schools to promote CMA and establish relationships outside of BFET schools.
 | Presentations delivered in primary schools and increase in numbers for open evening.50 students and families attended open evening.Up by 100% from last year.Presentation of work gets better across the Academy. (Data used from QA)Staff work closely and offer opportunities for liaison in all four main feeder primaries. | LowQA documentsStaff time Photocopying |
| T8 | A working parent group established sharing parental views with the Academy. | Sharon Egan / CMA Key worker KHA | * Develop a rational of the outcomes of the group.
* Contact to parents and an initial invite to parents to get involved.
 | Parents sharing parental voice with the Academy.Parental involvement in community projects that support CMA and trust primary schools.CHY/PMN termly  |  |
| T5, T8 | Improve communication with parents at CMA to lower complaints. | PME | * SLT surgery for parents and cares or a drop in offer established.
 | SLT transition team to meet termlyParental complaints reducedParents using the time allocated to have a voice in school. | SLT time |
| T6 | Year 7/8 pupils to all access at least one visit to Whitworth / Manchester Museum to enable students to access local cultural assets.University day for DMSF students | PMEKHAMBE | * Art project for year 7 pupils
* Organised visits to the museums
* Organise a university day with DMSF students in 2017.
 | SLT transition team – termlyNumbers of pupils on the DMSF to increase this year. | TransportDMSF registration costs |
|  | **Expected Outcome 3: To develop and strengthen transition from Y11 to Y12 supporting students to continue in 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** |
| T9 | Connell/AGGS students mentoring KS3 CMA students from Autumn 2016Attendance raised and behavioural incidents lowered. | MBEProgress Leaders | * Liaise with Connell College and AGGS to enable Sixth Form students to engage as mentors to Cedar Students. (Spring 2017)
 | * Mentors from Connell and AGGS working with CMA students. Students report positive impact of mentoring. Improved outcomes.
 | Transport costsMentor training |
| T9 | More students moving onto courses at Connell Sixth Form College. | PMEConnell staffKWAYear 11 Team | * Development of KS5 courses to suit our learners at CMA through liaison with Connell leadership and relevant staff (by Dec 2016) to include Level 2 and 3 BTEC as well as more academic programme and 3 year pathway.
 | * Relevant courses offered at Connell that allow for a smoother transition between KS4 and KS5
* Higher numbers of CMA students joining Connell in September 2017.
 | Meeting TimeTransport to Connell for relevant events. |