LEADERSHIP AND MANAGEMENT

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| 1. **Expected outcome:**  Leaders and governors use performance management effectively to improve teaching. Accurate monitoring by senior and middle leaders identifies best practice: CPD is designed to build on best practice, drive up standards and improve students’ learning opportunities.   Leaders foster a climate of collegiate responsibility. Effective action is taken to recruit and retain specialist staff, to ensure continuity of high quality staffing for all students.  (Ofsted report ref: 3.3, 3.4, 3.6, 3.9, 3.12) | 1. **Expected outcome:** Senior and middle leaders set high expectations of staff and students, in a culture of respect. All relationships are positive, between leaders, staff, students and the community, which support all students’ progress.   Leaders consistently promote British values and students’ spiritual, moral, social and cultural development.  Leaders promote equality of opportunity and diversity. Staff and students work together to prevent discrimination and prejudice.  (Ofsted report ref: 3.2, 3.10) |
| 1. **Expected outcome:** The curriculum is broad and balanced, providing students with opportunities for students to acquire knowledge, learning and skills across a range of subjects, including humanities, scientific, technical, social, physical and artistic learning. Middle leaders ensure that all subjects contribute to students’ behaviour and welfare (physical, mental and personal well-being, safety and SMSC).   (Ofsted report ref: 3.2) | 1. **Expected outcome:** Governors hold senior leaders to account for all aspects of performance. The use of Pupil Premium and SEN funding is deployed effectively on staffing and resources to deliver improving outcomes for students.   (Ofsted report ref: 1.7 (TAs), 3.8, 4.5)  Leaders and governors have high expectations for all students’ progress and outcomes. Actions to ensure improvement for disadvantaged students are effective, especially in English and mathematics.  (Ofsted report ref: 3.7)  Leaders’ and governors’ accurate knowledge of all aspects of the academy is used to plan, monitor and improve strategies for sustained improvement.  (Ofsted report ref: 3.1, 3.5) |
| 1. **Expected outcome:** Leaders ensure that Safeguarding is effective. Leaders and all staff take appropriate action to identify students who are at risk of neglect, abuse or exploitation.   Concerns are reported and support is provided, in line with statutory policies.  Leaders protect students from radicalisation and extremism.  Staff are trained and vigilant. Positive and trusting relationships between staff and students create a climate of open discussion. | |

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|  | **2015/16** | **Autumn 2016** | **Spring 2017** | **Summer 2017** |
| The quality of provision is improved through self-evaluation, rigorous analysis, appraisal, recruitment and retention, quality CPD. | Re-structured leadership is judged to be taking effective action.  The quality of T&L is making sustained improvement , following recruitment to substantive posts.  Middle leaders are more effective at holding teachers to account. | Action Plan and SEF revised.  QA programme in place.  Appraisal: all initial meetings completed on time and CPD needs supported.  Induction programme completed.  Peer-led, research-based CPD programme in place.  Staff well-being programme initiated. | Quality of provision continues to improve.  Staff attendance and retention rates reflect collegiate responsibility and staff well-being.  CPD programme effective in raising achievement. | Leadership is effective in bringing CMA out of special measures.  Recruitment is successful, ensuring full staffing complement for 2017/18 |
| Programmes are effective in developing students’ SMSC understanding, equality of opportunity and positive relationships across the community. | The RS/Citizenship department leads on SMSC and British values, creating a welcoming and inclusive ethos.  HMI highlights the quality of relationships as a strength. | Role of the tutor enhanced.  Assembly and tutor time at the start of the day.  Revised behaviour management strategies introduced to acknowledge right behaviour. | Change to single lunchtime and introduction of City Year to support behaviour. | Review of SMSC curriculum in preparation for next academic year.  Review of behaviour policy and practice. |
| The curriculum is broad and balanced. Middle leaders ensure all subjects contribute to pupils’ behaviour and welfare. | The curriculum offer is improving, through joint planning with primary colleagues, starting GCSE in Year 9,and widening access to EBACC | Introduction of Creative and Performing Arts, Key Stage 3.  Consultation on expanded curriculum offer for 2017/18.  Teachers take responsibility for pupils’ attendance and readiness for learning. | Enhanced curriculum offer in place for Year 8 options.  Year 8 options completed | Staffing decisions following on from Year 8 options etc.  Review of year |
| Governors hold Leaders to account for the progress of all pupils, in particular for the disadvantaged, SEND and for attainment in English and maths | The SIB is judged to be holding leadership to account.  Insufficient narrowing of the gap between disadvantaged and non- disadvantaged. Attainment in English and maths below prediction.  SEND progress requires improvement | SIB continues to hold leadership to account.  Disadvantaged pupils make expected progress.  English and maths departments have strategies in place to improve progress.  SEND pupils have Education Plans to address learning needs. | Plans developed to re-instate the governing body.  (postponed until 4th monitoring visit has happened) | Summer 2017 outcomes show narrowing of the gap between disadvantaged and non-disadvantaged.  English and maths outcomes move significantly closer to national average.  SEND pupils make expected progress. |
| Safeguarding policies and procedures are effective. | Safeguarding is effective. | Safeguarding Review (Sep 2016) recommendations addressed. | Ongoing training including de-escalation training for all staff and Level 3 for SLT. | Review of year |

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| **Link to Sef area number** | **Expected Outcome 1: The quality of provision is improved through self-evaluation, rigorous analysis, appraisal, recruitment and retention and CPD.** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there? (actions)** | **How will we know we have arrived? (impact)** | **Cost, training and resources** |
| **L and M**  **1 and 3** | * The SEF accurately records the academy’s strengths and areas for development. | PME  ELT and SLT | Termly review, presented to the SIB. | Accurate up-to-date SEF available for external scrutiny.  SEF informs Action planning to support school improvement. | Time  Printing |
| **L and M**  **1 and 3** | * The Action Plan is effective in addressing areas requiring improvement. | PME  ELT and SLT | Termly review, presented to the SIB.  Continual adjustments made as strategies develop | Actions bring about improvements required to bring the academy out of special measures by the Summer term 2017. | Time  Meeting time  Printing |
| L and M 6 | * The revised and comprehensive appraisal programme raises the quality of provision and eradicates inadequate teaching. | CHE  ELT, SLT, middle leaders and managers | Appraisal meetings follow the Appraisal Policy procedures and timescale.  Appraisal objectives reflect the priorities in the Action Plan.  CPD supports staff in achieving their objectives. | All appraisals completed in a timely manner.  All staff meet their objectives.  The quality of provision achieves 80% good or better.  Consistency across the curriculum and year groups in improved pupil progress. Outcomes close to national expectations. | CPD sessions  Appraisal meetings  Cost of CPD across year (£25k) |
|  | **Expected Outcome 2: Programmes are effective in developing pupils’ SMSC understanding, equality of opportunity and positive relationships across the community.** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there? (actions)** | **How will we know we have arrived? (impact)** | **Cost, training and resources** | |
| B3  PDW4 | * Opportunities for pupils to develop their SMSC understanding are embedded across the curriculum. | LMO  All staff  HBA, MRO | SMSC planned into all schemes of work and lessons.  SMSC assessed in lesson observations and learning walks.  Revised positive behaviour strategy, to acknowledge good behaviour. Actions as outlined in the Behaviour and Welfare sections of the Action Plan  All departments to offer enrichment opportunities  Continued development of the Duke of Edinburgh Award.  Improved Learning Outside the Classroom offer. | Consistently positive relationships between teachers and pupils.  Positive relationships between pupils observed in lessons and in unstructured time.  Continuing reduction of incidents of anti-social behaviour. Targets outlined in Behaviour and Welfare section of this plan are met.  Majority of pupils engaged in departmental, House and charitable activities.  All students accessing some LOTC aspects each half term. | SMSC resources  Lesson and assembly time |
| T2 and 8 | * Parents are actively engaged in partnership with the academy, to raise pupils’ achievement. | PME/MBE  ELT, SLT, Progress Leaders | Regular newsletters available to parents and pupils and communicated via website and social media.  All Year 11 parents offered a meeting in HT1 to outline progress needs of individual students.  Parental survey by December 2016  Specific parent events – open evenings, Christmas events etc  See transition, parents and community plan | Parents engaged with meetings and other events.  Parental survey results indicate improved opinions of school and recent changes.  Attendance at open evenings etc up on last year. | Printing  Meeting and event time  Banners for open evening (£200) |
| B3  PDW2 | * Assembly and tutorial time at the start of the day establishes and celebrates the academy’s values and standards of behaviour | SLE  ELT, SLT,  Progress Leaders and Pastoral Team | Actions as outlined in the Behaviour and Welfare sections of the Action Plan | Outcomes from Behaviour and Welfare sections met. | See B and W plan |
| **Link to Sef area number:** | **Expected Outcome 3: The curriculum is broad and balanced. Middle leaders ensure that all subjects contribute to pupils’ behaviour and welfare.** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there? (actions)** | **How will we know we have arrived? (impact)** | **Cost, training and resources** |
| L and M 2 | * The curriculum is broad, balanced and offers the full range of subjects. | KWA  ELT, SLT, subject leads | Autumn term consultation on curriculum offer for 2017.  Revision of Year 7 offer (planned Dec 2016 – April 2017, implemented September 2017) | New curriculum in place for KS3 and KS4 for Autumn 2017.  Year 7 new offer in place for September 2017. Improved feedback on transition. Year 7 behaviour points indicate improved behaviour. | New resources  Inset Day time  CPD as relevant  Recruitment if needed. |
| L and M 2 | * Pupils’ requests for an extended curriculum offer are addressed | KWA  ELT, SLT, all staff | Autumn term consultation on additional courses. | Full set of responses received and acted on.  Pupil survey indicates increased levels of satisfaction with curriculum.  Further reduction in fixed term exclusions. | Staff recruitment as needed to ensure range of subjects required offered. |
| L and M 2  B2  O3  T and L 4 | * Alternative courses added to the curriculum offer for pupils in The Bridge and SEND | NCA  ELT, SLT, SENCo, AP staff | An appropriate accreditation within a personalised programme of learning is available to all students in The Bridge.  Actions as outlined in the Behaviour and Welfare sections of the Action Plan  Implement COPE for SEND students. | Bridge students accessing alternative accreditations via Man City, Diane Modahl etc.  Cope being taught and having impact on SEND students skills and behaviour. | Cost of alternative accreditations (subsidised by Man City in some cases) |
| L and M 2 | * Enhanced access to EBACC | KWA  ELT, SLT, subject leads | Targeted pupils offered EBACC subjects in 2016  Options process revised to ensure that more pupils can access full EBACC in future | Percentage gaining EBACC to improve to 10% in 2017 and 20% in 2018. | Staffing  CPD as needed  Additional resources as needed. |
| T and L 3 | * Behaviour for learning is consistently good in all lessons | SLE  ELT, SLT, middle leaders, all staff | CPD for staff  Rewards and sanctions reviewed  Bespoke timetable for targeted pupils  Lesson feedback shared with staff | Behaviour for learning observed as good in 90% of lessons by July 2017. 100% of lessons by December 2017. | CPD time  Cost of bespoke teaching programme (£2000). |
| **Link to SEF area number:** | **Expected Outcomes 4: Governors hold leaders to account for the progress of all pupils, in particular for the disadvantaged, SEND and for attainment in English and maths** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there? (actions)** | **How will we know we have arrived? (impact)** | **Cost, training and resources** |
| L and M 5  L and M 6 | * Re-establish local governance arrangements in line with Trust policy. | GHA  SIB | SIB meets monthly, to receive reports on academy improvement.  SIB members conduct monitoring visits, including learning walks and work scrutinies and meet with students.  Recruitment for a permanent Governing Body to start Easter 2017 | Ofsted inspection judges the academy to be out of special measures by the summer term 2017.  Arrangements are In place to re-establish a local governance model for September 2017. | Various  Cost of Governor training and clerking |
| L and M 4 | * Pupil Premium action plan is effective in narrowing the gap between disadvantaged and non-disadvantaged pupils. | DGI  ELT, SLT, subject leads,  SIB | Pupil Premium funding is targeted, to raise the rate of progress of disadvantaged pupils, evidenced in reports to the SIB. | Progress data and outcomes demonstrate the narrowing gap, towards national expectations. | Resources  Staff training  Additional staffing |
| Outcomes 8 | * SEND pupils make expected progress | NCA  ELT, SLT, SENCO  SIB | Actions as in the Teaching and Learning and Outcomes sections of the Action Plan.  Evidence in regular reports to SIB | Progress data and outcomes demonstrate that SEND pupils make expected progress. | Resources  Staff training  Additional staffing |
| Outcomes 1 | * Progress and attainment in English and maths are in line with national expectations. | PME  ELT, SIB  HODs of English and maths | Department action plans and intervention strategies in place, in line with Year 11 Strategy.  Evidence in regular reports to SIB | English and maths outcomes in line with national expectations. | Books , off site trips, staff meeting time, lesson observations and book scrutinies. |
| **Link to SEF Area:** | **Expected Outcome 5: Leaders ensure that Safeguarding is effective. Leaders and all staff take appropriate action to identify pupils who are at risk of neglect, abuse or exploitation. Concerns are reported and support is provided, in line with statutory policies. Leaders protect pupils form radicalisation and extremism. Staff are trained and vigilant. Positive relationships between staff and students create a climate of open discussion.** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there? (actions)** | **How will we know we have arrived? (impact)** | **Cost, training and resources** |
| L and M 5 | Safeguarding practices are effective and rigorous. | **PME, SLT, MPR** | Induction training for new staff, Sep 2016, is completed.  Level 1 training for all staff, September 2016, is completed.  Level 3 training for senior staff, Autumn term 2016, is competed.  Website reviewed to check up to date versions are in place.  Policies are reviewed, updated as required and where appropriate personalised to the Academy.  There is a central record is in place recording staff have seen and read all policies linked to safeguarding.  Ensure all staff are aware of the Academy Whistle Blowing Policy.  Actions as outlined in the Behaviour and Welfare sections of the Action Plan | A Safeguarding Team is in place with roles and responsibilities of each member clearly defined.  The Team meets regularly (at least each half term); records of meetings demonstrate the development of working practises.  Safeguarding is on each agenda for the SIB and reports demonstrate progress towards securing and embedding rigorous safeguarding practices across the Academy.  Issues arising from the Safeguarding Review 28th September 2016 have all been addressed.  Targets in the Behaviour and Welfare section of the Action Plan have been met. | Meeting time  Staff CPD time (Level 3 for SLT, Level 1 for all staff and Governors, other as appropriate)  SIB meeting time  First aid resources |