






SINGLE SCHOOL ACTION PLAN

Emmanuel Middle School

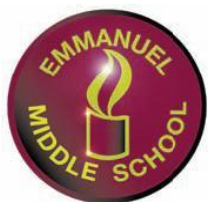
25 May 2017

Signed:  Date: 1 January 2018
Ron Jenkinson
Executive Headteacher

Signed:  Date: 5 November 2017
Rob Christopher
Interim Head of School

Signed:  Date: 25 May 2017
Robin Morgan
Chair of Governors

Signed:  Date: 25 May 2017
Liz West
Chief Executive



Emmanuel Middle School Single Action Plan 2016-2018

Review date: 29 April 2018

RAG status rating:

White: Not started
 Red: Not achieved past deadline
 Amber: In process
 Green: Achieved

Priority 1 Improve Leadership and management				Success Criterion Leaders in school rigorously secure staff accountability that improves standards			
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
1.1 Leaders monitor the quality of teaching, learning and assessment across the curriculum and use their findings to improve standards and reduce variation of teaching.	1.1.1 Re-structure leadership team. Clear areas of responsibility in SLT and middle leaders.	25 July 2018	RC	17 June 2017 Structure agreed and in place. Dec 2017: review of structure and effectiveness Feb 2018: review of structure and effectiveness. May 2018: review of structure and effectiveness.	100% staff know roles and responsibilities of leaders in school. 100% staff have secure judgements. 100% lessons good or better. 100% of books demonstrate progress. 80% pupils working at ARE. 20% pupils making more than expected ARE progress.	LW / PSG	
	1.1.2 ELT quality assured for monitoring tasks: books scrutiny and lesson observations.	25 July 2018	NLE: SM / AP SLE: CB / LJ	July 2017: Lesson observation judgements: AD / JB / LS / MR / KA / JH / KT Jan 2018: Book scrutiny judgements: RC / JB / KA / MR / JH / SDH 60% of books demonstrate progress March 2018: group validation: lesson observation 84% lessons good or better	100% staff have secure judgements. 100% lessons good or better. 100% of books demonstrate progress.	RC NLE-SM	

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				June 2018: group validation: book scrutiny 84% of books demonstrate progress.	80% pupils working at ARE. 20% pupils making more than expected ARE progress.		
1.1.3 PP and SEND: roles and responsibility for teachers clearly defined.	25 July 2018	JS PP LS SEND AJH from Feb 2018 for both	Teacher meeting 26 June 2017 Dec 2017: review of structure and effectiveness Feb 2018: review of structure and effectiveness. May 2018: review of structure and effectiveness.	No significant attainment / progress GAP 100% staff have secure judgements. 100% lessons good or better. 100% of books demonstrate progress. 80% pupils working at ARE. 20% pupils making more than expected ARE progress.	RC		
1.1.4 Teaching and Learning Lead to undertake an audit of teaching development needs through lesson observation and questionnaire. Plan individual CPD to address these needs. CPD to include INSET, model teaching, observation, team teaching, paired observation.	25 July 2018	RC	7 July 2017: Baseline of staff with clear strengths and development areas. Oct 2017: 60% lessons good or better Dec 2017: 76% lessons good or better March 2017: 84% lessons good or better June 2018: 100% lessons good or better	100% of lessons Good or better. 16% lessons outstanding 80% pupils working at ARE. 20% pupils making more than expected ARE progress.	RC through SLT meetings		
1.1.5 Regular lesson observation timetable and feedback to staff regarding strengths of teaching, areas to improve with support and challenge in place with	25 July 2018	Lesson observations: Maths: LJ English: CB Foundation:	Oct 2017: 60% lessons good or better Dec 2017: 76% lessons good or better	100% lessons good or better. 16% lessons outstanding	RC		

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	Standards Team to hold year team to account for non-negotiable expectations.		RC Standards: Yr 5: SDH (RC) Yr 6: JH Yr 7: MR Yr 8: KT	March 2017: 84% lessons good or better June 2018: 100% lessons good or better	80% pupils working at ARE. 20% pupils making more than expected ARE progress.		
	1.1.6 Scrutiny of books to ensure high quality marking and feedback.	25 July 2018	Book scrutiny: Maths: LJ English: CB Foundation: RC Subject Leaders	21 July 2017: 60% of books demonstrate progress. December 2017: (new cohort) 60% of books demonstrate progress March 2018: 76% of books demonstrate progress. June 2018: 90% of books demonstrate progress.	100% of books demonstrate progress. 80% pupils working at ARE. 20% pupils making more than expected ARE progress.	RC	
	1.1.7 Core Data Challenge meetings: half termly. Ensure effective challenge, support and interventions are in place - for 100% of children to achieve at least expected progress. Attainment gaps between groups and individuals (PP, SEND, MA) identified Sept 17 to have narrowed.	25 July 2018	JB English AD (MB) Maths RC whole school	December 2017: SIMs assessment in place. December 2017: (new cohort) 60% of books demonstrate progress March 2018: 76% of books demonstrate progress. June 2018: 90% of books demonstrate progress.	No significant attainment gaps between groups: PP, SEND, MA and individuals. 80% pupils working at ARE or closing the gap. 20% pupils making more than expected ARE progress.	RJ	
1.2 Implement a new inclusion and achievement team	1.2.1: Standards Team: Year 5 SDH Year 6: JH Year 7: MR Year 8: KT Inclusion team: Year 5: SDH Year 6: JS Key stage 3: MR Assistant KS3: NS Key focus:	25 July 2018	AJH (RC Dec)	December 2017: Achievement: 60% of pupils on track to achieve expectations from start point. Behaviour: 75% of pupils A2L grade >3.8. March 2018: Achievement: 70% of pupils on track to achieve expectations from start point. Behaviour: 80% of pupils A2L grade	Achievement: 100% of pupils on track to achieve expectations from start point: in year tracking. KS1 for Year 6 pupils. Behaviour: 80% of pupils A2L grade above 4	RC (LW Dec)	

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	i) Non-negotiable expectations ii) Homework iii) Attendance			>3.8. June 2018: Achievement: 75% of pupils on track to achieve expectations from start point. Behaviour: 80% of pupils A2L grade >3.8.			
1.3 Strengthen leadership skills of middle leaders	1.3.1 Develop the role of middle leaders to rapidly improve standards.	25 July 2018	RC / SIT	Oct 2017: 60% lessons good or better Dec 2017: 76% lessons good or better March 2017: 84% lessons good or better June 2018: 100% lessons good or better	100% lessons good or better. 16% lessons outstanding 80% pupils working at ARE. 20% pupils making more than expected ARE progress.	PSG	
Priority 2 Improve the quality and variation of teaching, learning and assessment.				Success Criteria 100% of lessons graded as good or better, 25% outstanding by July 2018.			
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
2.1 Improve quality of classroom practice	2.1.1 INSET programme: Focus on key aspects of high quality first teaching. *Planning *Questioning *Feedback *Assessment	25 July 2018	SIT team: CB, LJ T&L Lead: RC / KA	Baseline info from 30 June 2017.	100% lessons good or better.	JW	
	Oct 2017: 60% lessons good or better Dec 2017: 76% lessons good or better March 2017: 84% lessons good or better June 2018: 100% lessons good or better			16% lessons outstanding 80% pupils working at ARE or closing the gap. 20% pupils making more than expected ARE progress.			
	2.1.2 Bespoke support programme per teacher where required to meet	25 July 2018	Maths: LJ English: CB	July 2017: support in place where required.	Eradicate poor teaching.	LW	

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	expectations: good or better.		Foundation: RC / KA	<p>Oct 2017: review of structure and effectiveness</p> <p>Dec 2017: review of structure and effectiveness.</p> <p>Feb 2018: review of structure and effectiveness.</p> <p>May 2018: review of structure and effectiveness.</p>	<p>100% lessons good or better</p> <p>16% lessons outstanding</p> <p>80% pupils working at ARE.</p> <p>20% pupils making more than expected ARE progress.</p>		
	2.1.3 Non-negotiable classroom standards and the learning environment.	25 July 2018	Standards Team: Year 5 SDH(RC) Year 6: JH Year 7: MR Year 8: KT	<p>Oct 2017: 60% lessons good or better</p> <p>Dec 2017: 76% lessons good or better</p> <p>March 2017: 84% lessons good or better</p> <p>June 2018: 100% lessons good or better</p>	<p>100% lessons good or better.</p> <p>16% lessons outstanding</p> <p>80% pupils working at ARE.</p> <p>20% pupils making more than expected ARE progress.</p>	RC	
	2.1.4. Use of AREs to identify starting points of all pupils.	25 July 2018	Eng: JB Maths: AD Sci: SA Hums: KA RE: SH French: RF DT: MC Computing / Music: MT PE: RDF Wellbeing: ER	<p>Oct 2017: 60% lessons good or better</p> <p>Dec 2017: 76% lessons good or better</p> <p>March 2017: 84% lessons good or better</p> <p>June 2018: 100% lessons good or better</p>	<p>100% lessons good or better.</p> <p>16% lessons outstanding</p> <p>80% pupils working at ARE.</p> <p>20% pupils making more than expected ARE progress.</p>	RC	

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Priority 3 Develop inclusion systems in school to improve achievement.				Success Criteria Improved attendance Progress and achievement of all pupils improve			
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
3.1 Improve attendance of pupils.	3.1.1 First day contact to involve a home visit for PA children if applicable.	25 July 2018	AJH	July 2017: 8% September 2017: 5% actual was 2.9% December 2017: 5% February 2018: 5% April 2018: 5% July 2018: 5%	PA absent % decreases from 10% to 5% against national average of 8.8%	RJ	
	3.1.2 Fortnightly meetings between pastoral lead and AJH. Standard agenda: <ul style="list-style-type: none"> Attendance Behaviour Welfare 	July 2018	AJH	5 June 2017: 95%+ End of September 2017 – 94% or above whole school attendance End of December – 94.5% or above whole school attendance End of February – 95% or above whole school attendance End of April – 95.5% or above whole school attendance	96% or above whole school attendance <i>(figures calculated per ½ term)</i>	RJ	
	3.1.3 Attendance of identified key groups: SEND, PP, Yr 8 Pupils	July 2018	AJH	5 June 2017: SEND: 93% + PP: 93% + Year 8: 95% + End September – PP/SEND: 94%, Yr8 95.5% or above. End December – PP/SEND: 94.5%, Yr8 96% or above. End February – PP/SEND: 95%, Yr8 96% or above. End April – PP/SEND: 95.5%, Yr8 96% or above.	96% or above whole school attendance <i>(figures calculated per ½ term)</i>	RJ	
	3.1.4 Partnership working with 1 st schools and WAT.	July 2018	AJH	CEO of WAT to meet three feeder school Headteachers Engagement with WAT Moderation November 2017 Engagement with WAT Moderation English January 2018	80% pupils working at ARE. 20% pupils making more than expected ARE progress.	RJ	

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				Engagement with WAT Moderation Maths March 2018			
				Engagement with WAT Moderation May 2018 English			
				Engagement with WAT Moderation June 2018 Maths			
3.2 Achievement of vulnerable groups in line with their peers.	3.2.1 Ensure effective support and interventions are in place to ensure all children achieve equally	July 2018	AJH	December 2017 Any attainment gaps between groups (PP, SEND, MA) seen in Sept 17 to have narrowed	No significant attainment gaps between groups of children (PP, SEND, MA) evident	RJ	

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