

## THE WHITEHAVEN ACADEMY

### Short Term Intensive Focus Plan

### November 2018 to February 2019

**OVERALL AIM:** *To be an exceptional school where every individual is enabled to “Be the best you can be”.*

**Context:** Since the last Section 8 monitoring visit in May 2017, TWA has introduced a series of key foci to address significant areas of weakness in all areas of the Ofsted framework. The SIP visit in September, 2018 has highlighted the fact that a number of these foci will have no further impact on improving the academy rapidly, since a number of basic priorities are not in place to create a solid platform for improvement.

**Process:** Each Half Term, the academy will work on key areas of focus. These areas of focus provide a developmental platform for rapid further improvement and are drawn from the SEF.

- 1. Monitoring will be conducted by the leadership of the Academy. These visits will focus on the ongoing impact of the IFP. Each week there will be a specific area of focus and, through meetings, discussions and learning walks the impact of the specific area of focus will be assessed.*
- 2. CET staff who work regularly with the academy will support the aims of the IFP and ensure that their work with Faculties, teams and individual staff is also focused on the IFP.*
- 3. There will be regular meetings with the Interim Head of School, CET CEO and CET Support Headteacher to review the impact of the IFP with areas of focus and support changed accordingly.*
- 4. At school level, each week, SLT will meet to assess the impact of their work the previous week and moderate plans for the forthcoming week. Fortnightly meetings at Faculty level will underpin the plan and cascade the key areas to staff.*

#### **Key Driving Themes:**

**Responsibility** – To ensure all students make the progress they are expected, being supported in their learning through staff feedback who themselves are committed to their own continual development as practitioners.

**Respect** – To ensure all students are skilled communicators both with written and spoken words; treating others, their own work and themselves with respect that every individual deserves so they can be the best they can be.

**Resilience** – To develop increasingly resilient students who can work independently, take ownership of their learning and development within a supportive environment, accessing a broad curriculum and wider opportunities that allow them to challenge themselves constantly.

## Effectiveness of Leadership & Management

### Long term aims:

- Implement short term Improvement Planning Cycles to ensure small achievable actions with demonstrable impact are in place;
- Establish a permanent Senior Leadership Team structure that is highly effective and has the capacity to be able to rapidly transform the academy;
- Develop a tier of effective Middle Leaders who focus on School Improvement to rapidly transform learning, teaching, outcomes and who are accountable for their areas of responsibility;
- Introduce and develop a LAB which is able to effectively challenge and support the academy to secure rapid improvements;
- Significantly improve student leadership in the academy across all key stages and in all subject areas to ensure leadership at every level;
- Develop the curriculum so that it is broad and students are engaged in courses that match national as well as local need as well as their own skills and aspirations.

### Areas for rapid improvement

Intentions	Actions	Success Criteria	CET Support	Responsible / Monitoring	Costs	Milestones – Review of Impact *		
						26/11 to 21/12	7/1 to 25/1	27/1 to 15/2
<p><b>To ensure that Direct Line Management at Senior and Middle Leadership levels has the capacity to lead strategically and operationally to have maximum impact, so that all staff are clear what the policies and processes are and what their role is in securing rapid improvement.</b></p>	<p>- Ensure whole school SEF and Faculty CAPS are in place, linked together and all stakeholders know their roles within this structure.</p> <p>- Ensure formal cycles of meetings and briefings are having impact on student outcomes.</p> <p>- Ensure formal PM Planning is complete and following CET systems.</p> <p>- Ensure regular monitoring and scrutiny is linked to SEF and CAP targets and that individuals are rigorously held to account for their performance and actions and that there is clear evidence of impact of actions resulting from the monitoring.</p>	<p>All leadership structures, systems and processes are in alignment with weekly monitoring of impact so that all staff know their roles, responsibilities and are able to articulate how they fit into the whole academy vision;</p> <p>All staff have had constructive and development PM plans put in place;</p> <p>Impact and consistency are clearly seen and understood at every level and all staff work effectively and with purpose.</p>	<p>ROH supporting CAPs, English ML.</p> <p>CJM supporting AB monitoring and strategy</p> <p>SLN support for Learning Provision</p> <p>HR support for Informal support plans</p>	<p>AB to lead; CJM/LH to monitor.</p>		<p>Moderated CAPS returned to HOFs for updating. Final CAP document completed.</p> <p>Meeting to take place with HOFs to discuss 2018/19 PM process.</p> <p>HOFs share PM planning process with faculty teams.</p> <p>PM planning to be completed by all staff.</p> <p>Calendared weekly monitoring and scrutiny focus is communicated to staff in a timely manner and monitoring carried out.</p>	<p>Bi Weekly meetings taking place to monitor CAPs, hold faculties to account and assess impact.</p> <p>PM documents to be moderated to ensure suitability of targets.</p> <p>Outcomes of Monitoring and scrutiny communicated with staff and staff support CPD put in place where required.</p> <p>Raising Achievement Planning meetings introduced for year 11 on a fortnightly cycle.</p>	<p>RAPS taking place as scheduled.</p> <p>RAG Review undertaken of progress on CAPS by all HOF.</p> <p>All PM planning documents finalised</p> <p>Informal support plans in place for staff highlighted as a concern during monitoring and scrutiny process.</p>

## Quality of Teaching, Learning & Assessment

### Long term aims 2018/19:

- Ensure that all assessments provide consistent, accurate and incisive feedback that leads to strong progress in all subject areas;
- Develop the range of feedback strategies that give opportunities for further progression and allow misconceptions to be addressed so that progress is maximised;
- Ensure that planning is always effective and based upon SOW that allow for progression;
- Embed the use of the academy wide progress grids to ensure greater consistency in student progress across all subjects;
- Increase student expectations through the introduction of the 'progress matters' initiative;
- To eliminate all inadequate and reduce the proportion of RI teaching by ensuring that monitoring feed into the CPD programme and Performance Management;
- Staff need to always plan for differentiation and classroom management strategies;
- CPD calendar linked to appraisal targets and school improvement plan.

### Areas for rapid improvement

Intentions	Actions	Success Criteria	CET Support	Responsible / Monitoring	Costs	Milestones – Review of Impact *		
						26/11 to 21/12	7/1 to 25/1	27/1 to 15/2
<p><b>To ensure that all lessons are consistently well-planned and delivered using a range of strategies which are starting to use data and differentiation;</b></p> <p><b>Feedback, both summative and formative is timely and provides clear feedback.</b></p>	<p><i>- Ensure that Schemes of Work are of a high quality and challenging students;</i></p> <p><i>- Ensure that faculty meetings focus routinely on planning and effective strategies are in place to monitor this.</i></p> <p><i>- Ensure all marking and feedback is clear, consistent and being done regularly with next steps improvement working becoming more evident across the academy.</i></p>	<p>All lessons taking place in the academy are well-planned. Consistency from SOW is evident across lessons in the same faculty and subject;</p> <p>All feedback, both summative and formative is timely and provides clear feedback.</p>	<p>ROH English Planning</p> <p>ROH work with T&amp;L Advocates</p> <p>All monitoring of standards and basics</p> <p>HR Support for Informal and Formal plans</p>	<p>DS and AB monitored by CJM/LH</p>		<p>All SOW quality assured to ensure consistency and challenge at every level with timely assessments in place.</p> <p>Monitor lessons to Ensure all teaching staff are planning and delivering lessons following the Whitehaven lesson structure.</p> <p>Monitoring and scrutiny of marking to ensure that all staff are providing feedback to students in a timely manner following the academy's marking policy</p>	<p>SOW are updated to ensure quality and consistency.</p> <p>Good practice shared across the academy, any practice not meeting standards is highlighted and CPD/support in place.</p> <p>All books are being marked, all have EBI and WWW in them in line with policy.</p> <p>Staff not in line with marking policy given clear deadlines to address concerns by.</p>	<p>SOW are consistently being followed by all staff.</p> <p>Following continued monitoring plans in place for staff highlighted as a cause for concern.</p> <p>Coaching groups in place matching strengths identified as part of the directory of excellence with staff requiring CPD identified through observations and learning walks.</p>

								<p>Staff directory of excellence is validated by external CET staff</p>	<p>Good practice for EBI/WWW that addresses workload are shared regularly.</p> <p>Any practice below expectations is being tackled with support plans.</p>
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## Personal Development, Behaviour & Welfare

### Long term aims for 2018/19:

- Continue to improve attendance, PA and attendance for PP and SEND students;
- Ensure the work of the wider Learning Provision system, including ALC, pastoral team and the re start team, is effective with clear impact measures;
- Reduce FTE rates with trajectory to match national averages without lowering thresholds through better student engagement;
- Develop engagement strategies to include pro-active intervention work;
- Reduce low level disruption by ensuring school policies/procedures on behaviour are followed consistently by all staff;
- Improve behaviour and language at social times and times of transition by promoting and celebrating positive social behaviour;
- Increasing the capacity and effectiveness of safeguarding and pastoral team by promoting/monitoring the role of the form tutor;
- All pastoral heads to be trained to a safeguarding L3 standard.

### Areas for rapid improvement

Intentions	Actions	Success Criteria	CET Support	Responsible / Monitoring	Costs	Milestones – Review of Impact *		
						26/11 to 21/12	7/1 to 25/1	27/1 to 15/2
<p><b>The academy is a safe, orderly, calm and purposeful place to be in every classroom, in every corridor and every social area.</b></p> <p><b>All students are able to articulate the expectations of the academy and their role within them;</b></p> <p><b>All staff are clear and increasingly consistent in their approach to behaviour for learning;</b></p> <p><b>Low level disruption is decreasing.</b></p>	<p><i>- Ensure social time is increasingly calm and orderly.</i></p> <p><i>- Ensure the clear protocols for canteens, corridors and yards are being adhered to.</i></p> <p><i>- Ensure expectations before, during and after lessons are clear and consistently applied.</i></p> <p><i>- Ensure that behaviour data is used strategically and not just reactively in analysis, planning and target setting.</i></p> <p><i>- Ensure that Attendance is maximised for students.</i></p>	<p>All students can articulate the expectations of the academy and their role within them;</p> <p>All staff are clear and increasingly consistent in their approach to behaviour for learning;</p> <p>Behaviour incidents for the highest offenders reducing;</p> <p>Attendance is at least in line with national averages.</p>	<p>GC Safeguarding and Engagement support</p> <p>CJM support for LB on Behaviour</p> <p>IXN support for LB and Pastoral team</p> <p>All monitoring of behaviour</p>	<p>LXB, Pastoral Team, ABB monitored by CJM/LH</p>		<p>Parents of students causing behaviour concern invited in to school to discuss students behaviour.</p> <p>Students placed on SLT report card and monitored daily.</p> <p>Any student who receives a 4 on report card does a session the following day or next appropriate day in internal.</p> <p>Maximise number of staff on duty at social times.</p> <p>Open IE every day from 10.30 – 4.30. Ensure 3 strikes and</p>	<p>Behaviour incidents for the highest offenders shows some reduction</p> <p>Focus on praise system following student voice</p> <p>Mid Day supervisors in place</p>	<p>Low level disruption is decreasing</p> <p>FTE levels decreased based on OCT-DEC figures</p> <p>Praise system in place</p>

						<p>out policy is being adhered to.</p> <p>LXB to man lunchtime detention each day for SLT to place students in for violations of canteen and out of bound protocols.</p> <p>GC to work with groups of students who have an attendance below required level.</p> <p>I.N to work with groups of students who consistently demonstrate difficult behaviours in lessons</p> <p>5 year 7 and 5 year 8 students identified to take part in plus programme.</p>	<p>Attendance is at least in line with national averages.</p> <p>Staff begin to use strategies suggested to manage low level behaviours</p> <p>Plus programmes running for small groups of KS3 students</p>	<p>Student voice and staff voice suggests an improvement in student engagement and improvements in behaviour in lessons compared to OCT -DEC</p> <p>Behaviour improvements seen in students who took part in plus programme.</p>
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## Outcomes for Pupils

### Long term aims 2018/19:

- P8 is substantially below national expectations and needs to increase rapidly to be in-line with other subjects nationally, for overall progress and in each P8 bucket.
- PP cohort and SEND students perform poorly and significant improvements are need so they perform at least in line with expectations;
- Ensure greater consistency in the accuracy of assessment at both KS3 and KS4 by sharp use of data in planning/ teaching/ feedback and through data platforms;
- Ensure Y7 catch-up monies are having intended impact;
- Raise performance in key subjects highlighted as an issue from 2018 summer results and sustain and accelerate the trajectory of improvements made in other subjects.

### Areas for rapid improvement

Intentions	Actions	Success Criteria	CET Support	Responsible / Monitoring	Costs	Milestones – Review of Impact *		
						26/11 to 21/12	7/1 to 25/1	27/1 to 15/2
<p><b>All assessment – both summative and formative will be accurate, based on marking and feedback,</b></p> <p><b>Students are starting to understand what they can do to improve their work,</b></p> <p><b>Students making progress in lessons in line with expectations.</b></p>	<p>- Data is being used in planning, with students knowing their targets and what they need to do to improve.</p> <p>- Staff at faculty level are using data to plan for students needs effectively.</p> <p>- To introduce greater levels of externality into assessments systems for moderation of standards.</p> <p>- Y11 Data is being used to target interventions appropriately.</p>	<p>Data is beginning to be used in planning, assessment, feedback and intervention so that gaps are closing and outcomes are accurately predicted;</p> <p>Interventions are in place to target improvements with students who are not yet making the progress they are capable of.</p>	<p>CKE Data Support, student targets</p>	<p>AB to be monitored by CJM/LH</p>	<p>N/A</p>	<p>Data analysis meetings to take place between HOF and AB to identify strengths next steps and intervention plans</p> <p>All year 11 mock exam papers to be moderated externally where appropriate</p> <p>QLA carried out in all core subject areas with rag rated PLCs provided for students to identify areas of focus/targeted intervention</p>	<p>Parent discussions in place for students causing academic concern. Students monitored closely.</p> <p>Greater focus on the use of assessment grids in lessons to allow students to articulate current working at levels and what they need to do to improve.</p> <p>PIXL wave intervention resources used in the core subject areas to target identified areas of weakness</p>	<p>Y11 Interventions in place and being monitored for impact.</p> <p>Daily Lunch and learn sessions in place for year 11 students manned by academy staff.</p> <p>Half termly progress panel calendared with HOYs and HOFs to identify and put in place intervention for underperforming students</p> <p>Students are starting to understand what they can do to improve their work</p> <p>Students are making progress in line with expectations.</p>

## Effectiveness of the 16 to 19 Study Programmes

### Long term aims 2018/19:

- Grow 6<sup>th</sup> Form student leadership roles and increase impact on the school/student management;
- Aim for greater proportion of 6<sup>th</sup> Form provision to be on TWA site for 2019/2020, improving retention rates in Yr 11 allowing appropriate matching of students and courses;
- Ensure all students in subjects are aware of assessment calendars and assessment criteria at the start of their courses;
- Raise performance in any subject performing below national standards. Monitor at WA;
- Time at TWA to be meaningful, fulfilled and effective, especially with EPQ, work skills and IAG;
- Ensure GCSE re-sit students have a meaningful experience in terms of success.

### Areas for rapid improvement

Intentions	Actions	Success Criteria	CET Support	Responsible / Monitoring	Costs	Milestones – Review of Impact *		
						26/11 to 21/12	7/1 to 25/1	27/1 to 15/2
To continue to review Post 16 courses and links with WA so that students are on the right courses with the correct structure, whilst ensuring that Post 16 students make a contribution to WHA as Student Leaders and role models.	<p>- To continue to link effectively with WA for student progress on courses.</p> <p>- To plan effectively the TWA Post 16 offer in tandem with WA for 2019-20.</p>	<p>Students are attending well and have the right structures in place to support them pastorally and academically;</p> <p>Students, Staff and Parents understand the Post 16 options for 19-20 at TWA combined with WA. TT and other structures are broadly agreed.</p>	CJM bridge to WA	AK monitored by CJM/ABB.	N/A	<p>Preliminary discussion with Y11 have taken place.</p> <p>Yr 11 initial options to be reviewed</p> <p>Draft offer is decided based on Y11 discussions and on staffing/affordability</p>	<p>Visit to WA has taken place.</p> <p>TWA Yr 11 open evenings diarised.</p> <p>Blocks decided on and firm TWA offer in place.</p>	<p>TWA open evenings taken place.</p> <p>Roll out of single and joint offers.</p> <p>Students have made applications to TWA for 6<sup>th</sup> Form.</p> <p>TWA offer adapted dependent on firm applications.</p>