Prince William School
Post-Ofsted Action Plan

Priority 1: To improve the quality of teaching, learning and assessment, especially in Maths and MFL
SLT Strategic Leads: K Gallagher and S Woodhouse

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
1.1 To ensure all teachers have high expectations of what students can achieve	Training to include work on high expectations for behaviour, attitude to learning, etc as well as academic progress.	EDO	Jan '18	EDO time and INSEt time	Powerpoint presentation	Teachers clear about how expectations differ from ambitions and show students that high expectations of their work ehtic is needed to realise ambitions.	Training complete	Jan '18	Complete.
	Monitor progress of all teaching groups using new flight path tracking systems. Analyse and report findings to SLT/XLT.	SWO	From Sept '17 on-going	SWO time and HoD time putting in to DEFs	Progress data sheets and DEFs completed and analysed carefully.	Progress of all classes and all groups of students are monitored rigorously. Interventions are implemented with accuracy enabling all to make progress.	Jan '18 Average 50% of each yr grp is on flight path target	Jan '18	Y7 50%; Y8 53%; Y9 46% Y10 43% Y11 P8 - 0.36
							Mar '18: Average 70% of each yr grp is on flight path target.	Mar '18	Y7 52%; Y8 45%; Y9 47%; Y10 55% Maintaining progress, but not accelerating. Y11 P8 est. -0.16 improving
							July '18: Average 90% of each yr grp is on flight path target. Est P8 is +0.2 or better for 2018.	July '18	
1.2 To ensure all teachers apply the school's assessment and feedback policy consistently, so that pupils know what they need to do to improve	Work scutinies by SLT and HoDs with SLT/LM used to share best practice and pick up weaker practice.	SLT and HoDS	Ongoing	SLT and HoD time	Use drop in data and other work scrutinies to monitor effectiveness of marking and feedback	All students are given regular, formative feedback (in line with school policy) and tasks to complete to evidence positive response to the feedback. Time is allocated in lesson planning to give students proper time to respond to the feedback. Students understand what they need to do to improve further and start that process.	Jan '18: Drop in data shows 70% marking is formative and meets policy standards and 50% show students responding.	Jan '18	Formative = 79%; 64% with students responding
							Mar '18: Drop in data shows 80% marking is formative and meets policy standards and 60% show students responding. Work scrutinies show no marking is inadequate.	Mar '18	Formative = 81%; 65% with students responding. However, some inadequate - all staff concerned challenged.
	Coaching provided for teachers whose practice is not yet good.	Lead Pracs	Dec '17 onwards	Lead Pracs' time			July '18: Drop in data shows 100% marking is formative and meets policy standards and 80% show students responding. Work scrutinies show all marking is at least 'good'.	July '18	Formative 77%; 78% of those with students responding
1.3 To ensure all teachers use information about pupils' abilities and skills to plan learning that challenges pupils sufficiently and matches their varying needs and abilities, ……	Provide, with aid of Lead Practitioners, training day on planning effectively.	KGA	TBC	INSET time	Use drop in data and other observations to monitor effectiveness of planning	Lessons are explicitly differentitated and encourage independent learning and good Behaviour for Learning. Students enjoy their lessons more and Behaviour for Learning improves.	Jan '18: Drop in data shows AfL 60%, Differentiated tasks 50%.	Jan '18	AfL = 64%; Differentiated tasks = 41%
							Mar '18: Drop in data shows AfL 80%, Differentiated tasks 60%	Mar '18	78% AfL: 35% differentiated tasks. Additional training
							July '18: Drop in data shows AfL 90%, Differentiated tasks 70%	July '18	52% AfL; 21.5 Differentiation

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1.4 ....particularly for disadvantaged pupils and pupils who have low prior attainment (LPA)	Ensure all staff know all disadvantaged and LAP students and share successful strategies at department meetings.	KGA and CAB	Sept '17 onwards	KGA and CAB time, dept mtg time	Track disadvantaged and LAP students' progress rigorously. Discuss strategies and interventions.	Disadvantaged students P8 > -0.3 in 2018. Progress gap <0.2 in Y11 and closing in other year groups. Progress gap for LAPs also closing across all year groups	Jan '18: Gap btwn DA and non-DA is <0.6	Jan '18	Gaps: Y7 +0.01; Y8 + 0.15; Y9 -0.01; Y10 +0.06; Y11 P8 est gap -0.55
	Introduce whole school stategy of marking DA students' books first								
	Create individidual information sheets for each DA student to share strategies which help to overcome barriers to learning.						Mar '18: Gap btwn DA and non-DA is <0.5	Mar '18	Gaps: Y7 -0.03; Y8 +0.05; Y9 +0.04; Y10 -0.07 Y11 P8 est gap = -0.44 (improving)
	Create opportunities to provide DA students with additional support, financially and emotionally through tutor groups and mentoring						July '18: Gap btwn DA and non-DA is <0.3	July '18	
	Provide additional coaching and support for LPA students through re-working of staffing in SEND department	ABU	Jan '18 onwards	ABU and TA time	Track LAP students' progress rigorously. Discuss strategies and interventions.	Progress of LPA students improves	LPA students average distance from flight path < -0.5	Jan '18	Y8 -0.21; Y9 -0.36; Y10 -0.28; Y11 (SEN) - 0.45
							LPA students average distance from flight path < -0.3	Mar '18	Y7- 0.26; Y8-0.06; Y9 -0.22; Y10 -0.17
							LPA students average distance from flight path < -0.1	July '18	

Priority 2: To improve students' personal development, behaviour and welfare
SLT Strategic Lead: J Baron.

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
2.1 Increase the attendance of groups of students, particularly disadvantaged and students who have SEN and/or disabilities	Create a 'flow chart' of actions to implement for students with poor attendance and review all paper work systems and letters to send home etc.	JBA & SBR	Ongoing	JBA and SBR time	All new paperwork in place	Monitoring is rigorous and consistent. Student attendance improved.	Jan '18: Whole school student attendance 95%+ and no individual group <88%	Jan '18	Flow chart in use. Whole schl attendance 94.9% DA 92.7%; FSM 87.3%. All other groups above 88%
	Reward all students with 100% attendance for a week; reward one tutor grp per house with best attendance each half term with non-uniform day.	JBA & SBR	Ongoing	SBR time	Reward point records; non-uniform day records	Students motivated to attend school more. Student attendance improves	Mar '18: Whole school student attendance 95.5%+ and no individual group <90%	Mar '18	Whole schl attendance = 94.4%; DA = 92.1%; FSM = 87.1% & FSM/CLA = 88.1%. All other groups above 90%. Y11 is improving. Mtgs with County to ask for more support.
	Liaise with CAMHS and TAMHS to support students for whom absence is linked to mental health.	JBA	Ongoing	JBA time	Notes of mtg 22/2/18	Numbers of students with persistent absence reduces.			
	Monitor student attendance rigorously and implement letters and fast-track meetings as necessary	JBA & SBR	Ongoing	JBA, SBR and HoH time	Notes of Fast track meetings and any referrals to EIP	Parents support attendance of their child at school better. Attendance improves.	July '18: Whole school student attendance 96%+ and no individual group <92%	July '18	Whole School attendance 94.1%; No grp below 92%
2.2 Reduce instances of low-level disruption in lessons, so that all students can make at least good progress	Clear sanction system, implemented rigorously. Teachers who find behaviour management more difficult given coaching on the use of the system. Drop-ins focused on mis-behaving groups. Detentions followed up on rigorously so all students know they will happen.	JBA	Ongoing	PARS system. DWE and other staff detention time.	Drop ins and C2 data	Drop-in data shows reducing low level disruption. C2 and C3 data demonstrates improving behaviour. (Initially raised rates, followed by gradual reduction)	Jan '18: drop in data shows <20% some LLD	Jan '18	9% LLD and 12% not engaged with task. 1 - 26 Jan C2s = 421 (12.4%) C3s = 338 (9.9%)
							Mar '18: drop in data shows <15% some LLD Number of C2s (for refusing to follow instructions, bad language, repeat of C1, phone or other) and number of C3s (for repeat of C2 or other, including sent out) as % of total lessons reduces (assuming average 175 lessons per day, Y7 - 11)	Mar '18	Drop in data some LLD 13% 29 Jan - 29 Mar: C2s = 9.6% C3s = 10.5%
							July '18: drop in data shows <10% some LLD Number of C2s and C3s as % of total lessons reduces	July '18	LLD seen in drop ins 19% 17 Apr - 20 July C2 = 9.6% C3 = 12.6%

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2.3 Work with students to reduce instances of bullying and ensure that all students have confidence in the school's ability to deal effectively with incidents of bullying	Work with students to create a wellbeing map and use analysis of student questionnaires to identify needs precisely	JBA	Jan/Feb '18	Staff time	Production of map and analysis report	Student feedback is that bullying is reducing and that when it does occur it is dealt with swiftly and effectively.	Welbeing map and questionaire research underway.	Jan '18	Wellbeing map complete. Students meet weekly. 14 parents involved with IQM work
	Appoint and train student bullying ambassadors	SRI	Feb '18		Appinted students	Students feel safe and know who they can turn to for help if they see bullying or are a victim of bullying.	Number of bullyingincidents continues to reduce: target < 4 since Jan '18.	Mar '18:	IQM mtg with parents 26/2/18 9 bullying incidents Jan - Mar Behaviour policy not reviewed fully. Temp AP has had impact: C2s Jan/Feb = 12%; C2s Mar = 6.4%. C3s Jan/Feb = 11.4%; C3s Mar = 10.6%
	Review how the curriculum and assemblies contribute to anti-bullying messages. Organise an anti-bullying week.	MCO	Spring term '18		Anti-bullying messages tracked across the curriculum	Student understanding of bullying is better and they accept that it cannot be tolerated in any form.	Bullying week complete. (19 - 23rd Jan) Student feedback show messages are understood.		
	Review the behaviour policy and ensure clear expectations about tolerance and respect are uphelp consistently.	JBA	Spring term '18		Policy revised as necessary	Students understand the consequences of any incidents and know that the school will always take action to support the victim.	Behaviour policy review and anti-bullying week complete. Number of bullying incidents reduced: target < 8 since Mar '18	July '18	New Deputy Principal will complete review of policy in Sept. 5 bullying incidents April - July C2s and C3s and exclusions not reducing.
	Appoint temporary AP to support with behaviour and anti-bullying work, to analyse patterns of behaviour and review systems	EDO	Mar - May '18	Cost of employing temp AP	Appointment made and AP working on patterns and systems	Low level disruption and bullying reduces. (C2, C3, exclusions and bullying data)	Number of bullying incidents reduces, as does number of C2s, C3s, and exclusions. Systems etc modified as if necessary. Behaviour data used robustly to analyse patterns and suggest improvments.		
	Work towards gaining the Inclusion Quality Mark, which will include liaising with parents on how they can support the school's work and also to ensure they feel informed and supported.	HoHs	On-going		Parental feedback	Parental feedback is improved and they also feel well-supported.	Parents volunteer to be involved in IQM work. Mtgs involving parents give school a clear view of the parental perspective.		

Priority 3: To improve the quality of leadership and management SLT Strategic Lead: E Dormor.									
Objective What do we want to achieve?	**Actions** What will we do?	**Resp**	**Time scale**	**Resources**	**Monitoring Activities** How will we check it's happening?	**Intended impact** What do we hope will happen?	**Success criteria and Milestone targets** How will we know we're succeeding?	**Progress (RAG)**	**Comments/ Evidence**
3.1 Ensure that all leaders thoroughly evaluate the quality of the provision for which they are responsible, and support them in contributing more effectively to school improvement.	Provide middle leaders with monitoring documentation, including DIPs and DEFs, support them to monitor the work of their departments rigorously	EDO	By Dec '17	EDO time and documentation	EDO to meet with all HoDs about their DEFs	HoDs are well aware of the quality of the work in their departments and are supported in holding others to account	All DEF term 1s complete	Jan '18	All complete and discussed with EDO
	Devise training programme for those middle leaders who need further support	EDO	By Easter	Rob Robson (EMLC)	Programme written	Skills of Middle Leaders developed to a consistently good standard across the school	Middle leaders are holding others to account, as evidenced by documentation and improved students outcomes	Mar '18	Programme not complete. Changes to TLR structure have taken priority.
								July '18	Middle Leaders' trining delivered and feedback was positive
3.2 Carefully analyse incidents of behaviour and incidents of bullying, so that these can be dealt with more systematically.	Half-termly analysis of behaviour data discussed by the Pastoral team and improvement strategies implemented.	JBA			Reported to governors and Trust	Behaviour improves as interventions and implemented	Governors meetings and reports. Improved behaviour evidenced in the date in those reports	Jan '18	Report presented to governors Jan 25th, included isolation data.
								Mar '18	On going reports to governors
								July '18	On going reports to governors
3.3 Increase the opportunities for teachers to share best practice and to learn from each other	Identify teachers (across the school) who need to improve their practice by triangulating information from progress data, drop ins and work scrutinies.	EDO	Ongoing	EDO time	Use drop-in data, work scrutiny data and progress data to monitor improvement.	All students in all classes make 'expected progress' or better. Target: P8 score > 0.1 in 2018. Teachers more open to being observed by a range of colleagues and a list of best practice in specific skills complied. Teachers who need support in a certain area observe a colleague identified as having that area as a strength.	Jan '18: Any teachers identified as needing additional support have a support plan in place. Support to include observing colleagues	Jan '18	4 members of staff on support plans
	Direct and oversee Lead Practitioners providing support and coaching for identified teachers.	KGA	Ongoing	KGA and LPs' time.			Mar '18: Progress data shows improved teaching is having positive impact on student outcomes. Support and coaching in place for any teacher whose teaching is graded 4.	Mar '18	Support in place for all teachers grade 3 or 4 Progress data shows positive progress overall (see section 1.1 and 1.4)
	Provide opportunities for staff to observe each other and share best practice.	KGA	Dec '17 onwards				Progress 8 score for the school is estimated to be +0.1 or better for 2018. No teaching is inadequate.	July '18	

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3.4 Develop a secure oversight of the use of additional government funding, particularly the pupil premium and the Year 7 literacy and numeracy catch-up funding, to enable the eligible groups of pupils to make better progress	Lead Practitioner responsible for whole-school focus on Disadvantaged students implements plan, including mentoring/tutor, information sheets on each	CAB	Ongoing	CAB time	Monitoring of plan through line management	Improved progress of Disadvantaged students so that the gap between their attainment and that of their peers closes.	Jan '18: Progress gaps between DA and non-DA are smaller than 0.6	Jan '18	In Y7 - 10 gaps are negligible, Y11 gap 0.55
							Mar '18: Progress gaps between DA and non-DA are < 0.5	Mar '18	In Y 7 - 10 gaps are negligible (see section 1.4) Gap in Y11 is 0.44
	Robust tracking systems in place to ensure the progress of elegible groups of students is monitored rigorously.	SWO	Ongoing	SWO time and HoD/SLT LM mtg time	Calendared meetings focused these groups of students		July '18: Progress gaps between DA and non-DA are < 0.3	July '18	
	SENDCo taking overview on progress of students eligible for catch up premium and monitoring the impact of intervention work.	ABU	Jan '18	SENDO and support team time	New tracking systems and on central system and students discussed in LM meetings	Improved progress of students eligible for Catch Up premium	Jan '18: all students identified and interventions programmes in place	Jan '18	In place
							Mar'18: positive progress made with reading and spelling scores as well as in maths and English	Mar '18	Catch up group: Distance from target in Ma = +0.05 and in En = - 0.13. Improved.
							July '18: Majority of eligible students' reading and spelling scores are in line with chronologicel age sufficiently for them to access mainstream lessons fully.	July '18	
	Engage an external review of the school's use of the pupil premium funding and respond to recommendations as necessary.	ML	Jan '18	Cost of review	Completed review	Improved progress of students eligible for Pupil Premium and clear accountability of how the funding has been spent is in place.	Jan '18: Arranged review to take place	Jan '18	Reviewer identified, but time to do review not arranged
			Mar '18				Mar18: Review has taken place and an action plan written	Mar '18	Review completed 19 - 20 Mar. Report positive and strategy plan updated
			July '18				July '18: Disadvantaged students' average progress since start of year is 0.3 or better in all classes. Est P8 for disadvantaged for school is better than -0.3	July '18	

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3.5 Develop the skills of middle leaders so that, within their areas of responsibility, they are able to hold teachers to account for the quality of teaching, learning and assessment and the progress and attainment of pupils	Create monitoring calendar so that everyone knows what they need to be discussing/monitoring at every meeting.	EDO	In place by 21/7/17. Implement from Sept '17 onwards	EDO time	EDO Line Manages VPs who LM middle leaders and so checks they are ensuring middle leaders are monitoring correctly.	Timetabled Line Management meetings and calendared 'focus' for each mtg ensure all are monitoring departments correctly. Vulnerable groups, such as disadvantaged are monitored regularly and effectively.	Jan '18: Average progress of + 0.1 or better since start of year (Y7 -10),positive P8 in Y11, ALPS<8 inY12 and <6in Y13	Jan '18	Averages: Y8 0.05; Y 9 -0.06; Y10 -0.09; P8 -0.36 in Y11; ALPS 8.4 in Y12 and 5.29 in Y13
							Mar '18: Average progress of +0.2 since start of year (Y7-10), +0.1P8 in Y11, ALPS <7 in Y12 and <5 in Y13	Mar '18	Av progress since start of year: Y7 = 0.25; Y8 = 0.3; Y9 = 0.25; Y10 = 0.18 Y11 est P8 = -0.16 (improving, but not on target) Y12 ALPS av = 7; Y13 ALPS av = 6.
							July '18: Average progress of +0.3 since start of year (Y7 - 10), +0.2 P8 Y11, ALPS <6 in Y12 and <4 in Y13	July '18	
	Provide simple but effective pro formas for Dept Improvement Plans (DIPs) and Department Evaluation Forms (DEFs) for all HoDs to use.	EDO	By 01/9/17	EDO time.	Monitor use of DIPs and DEFs via LM systems and by keeping an electronic copy of all.	HoDs understand what they are expected to monitor and how to monitor all groups, including disadvantaged, effectively. Consistent approach across the school. Teachers supported and held to account appropriately.	Oct '17 - all DIPs complete	Oct '17	All complete
							Jan '18 - all DEFs 1 complete	Jan '18	All complete
							Mar '18 - all DEFs 2 complete	Mar '18	All complete.
							July '18- all DEFs 3 complete	July '18	
	Review the TLR and staffing structure and recommend alterations.	EDO	Spring term '18	EDO time	Move towards the new structure using natural staff movement as much as possible.	All in leadership roles are held to account as responsibilities are clear, so leadership is more effective.	Jan '18: Review completed and recommendations submitted to the Board.	Jan '18	Recommendations approved by the Board
							Mar '18: Move towards the new TLR structure and recruit staff as necessary to strengthen leadership, increase capacity, and establish stable staffing across the school.	Mar '18	Consultation complete. Interviews for posts in progress
3.6 Build on the improved relationship between the academy trust and the local governing board, so that there is greater clarity about their respective roles in holding senior leaders to account and in supporting the school.	Engage an external review of the school's governance and respond to recommendations as necessary.	ML	Jan '18		Review and recommendations received	Improved governrance and relationship between LGB and Trust	Jan '18: Arranged review to take place	Jan '18	Reviewer identified, but time to do review not arranged
							Mar18: Review has taken place and an action plan written	Mar '18	Relationships between Trust, governors and school is greatly improved. Review underway, but not complete.
							July '19: Monitoing visits confirm governance is stronger	July '18	Review is not complete. Workshop with governors yet to be arranged

Priority 4: To Improve the provision in the sixth form by ensuring that the quality of teaching and learning is consistently good in all subjects.
SLT Strategic Lead: K Homard Roy.

Objective What do we want to achieve?	Actions What will we do?	Resp	Time scale	Resources	Monitoring Activities How will we check it's happening?	Intended impact What do we hope will happen?	Success criteria and Milestone targets How will we know we're succeeding?	Progress (RAG)	Comments/ Evidence
4.1 To ensure the quality of teaching and learning is consistently good in all subjects	Lead Practioner allocated to supporting 6th form teaching delivers training to staff.	HME	Sept '17	Preparation and training time	Training attended by all teachers, including SLT	Teachers are aware of some key ways to prepare and deliver sucessful sixth from lessons. Students make better progress.	Oct '17: Training session completed.	Jan '18	Training completed 30th Oct
	LP (6th) conducts book scrutiny of identified students		TBC	SPE time	Report on findings shared with staff	Staff further informed about how to enable sixth formers to make better progress.	Jan '18: 70%+ students on 'flight paths' to expected (ALPS) grades		Book scrutiny complete. Y12 67% on target. Av ALPS 8.4.
	LP (6th) interviews identified students (& parents) about their barriers to learning and shares with staff.		Ongoing	SPE time	Report on findings shared with staff	Staff further informed about how to enable sixth formers to make better progress.	Mar '18: 70%+ 6th form students on 'flight paths' to expected (ALPS) grades.	Mar '18	DoS appointed. 6th formers interviewed and HME provided 'how to teach KS5 effectively' resources and training. Y12 74% on target; Av ALPS 7.8. Y13 L3 VA est -0.07
	LP (6th) supports identified teachers and students in the classroom.		TBC	SPE time, discussion time with identified staff	Drop-ins and data analysis identify need. LP (DA) directed by and reports back to KGA	Identified teachers improve their teaching of sixth form students. Students make better progress.	July '18: 70%+ 6th form students on 'flight paths' to expected (ALPS) grades	July '18	ALPs report says 69.7% Y13 were achieved their target grade.
	To appoint a new Director of Sixth Form to lead the strategic vision for the Sixth Form as it develops.		Easter	Recruitment costs		Additional staffing enables 6th form to gain strategic lead and vision, improvement and expansion	Appointment made	July '18	New DoS in post from Easter '18