



## Khalsa Academy Post Ofsted Action Plan – Autumn 2015

### Priority 1:

**Improve teaching so that all students and particularly the most able make good progress.**

### Objective a :

*Teachers always set work at the right level of challenge for students of different abilities.*

### Success Criteria:

- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

Actions	Timescales	Staff Resp.	Resources	Success Indicators	M&E	RAG
Review/ agree lesson planning/monitoring format which identifies clear learning objectives, skills to be taught and success criteria.	By Oct 1 <sup>st</sup> trial. Evaluate by Half-term. Ongoing monitoring cycle	SLT	Staff meeting time Lesson planning proformas Evaluation forms Time to analyse and evaluate. Pupil questionnaires. Time for analysis and response.	LO explicit in every lesson Pupils understand what is expected and skills required All pupils are engaged and use lesson time effectively to complete tasks set <b>Lessons meeting good or outstanding criteria increases over time.</b> 85% good,15% outstanding by Dec 15 95% good, 25% outstanding by April '16 100% good, 30	Scrutiny of plans. Lesson observation Feedback from evaluation forms: Pupils, staff and parents	Lesson plans reviewed and non-negotiables agreed



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<p>Develop agree and share strategies to support and extend pupils who need additional support or additional challenge</p>	<p>Strategies agreed by half-term.</p>	<p>SENCO AGT Co-ord.</p>	<p>Strategy banks PEPs/Passports?</p>	<p>Strategies are used consistently across subjects to enable all students to effectively engage in lessons and make good progress. The percentage of pupils making better than expected progress increases over time. 40% by Dec.'15 50% by April '16 60% by July '16 The gap between low achieving pupils and the majority decreases over time. Governors receive accurate pupil data in order to effectively fulfil their role.</p>	<p>Lesson observation. Learner profiles. Data analysis. Pupil outcomes. Report to parents and governors.</p>	<p>Strategy banks in place and will be constantly updated as needed</p>
<p>Review homework policy and ensure compliance</p>	<p>Agreed by Nov.</p>	<p>MNe Whole staff</p>	<p>Policy drafts Staff meeting time Pupil and staff consultation Time for analysis</p>	<p>Homework supports consolidates and enhances work in school.</p>	<p>Scrutiny of work. Feedback from pupils and parents</p>	
<p>Provide parent info and workshops to enable effective parental engagement and support for homework.</p>	<p>Termly</p>	<p>SLT/Subject leaders</p>	<p>Staff time for prep and delivery. Information materials; leaflets etc. Evaluation forms and time for analysis</p>	<p>Workshops are well attended and feedback is positive</p>	<p>Parental attendance and evaluation feedback</p>	<p>All parents sent a show my hwk password.  Year 7 parents invited to training session at recent Parents evening to demonstrate how they can also monitor and support with homework.</p>



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### Objective b :

*All teachers make skilful use of questioning to engage everyone's interest during whole class discussions and ensure that all understand the lesson and are learning well.*

### Success Criteria:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Actions	Timescales	Staff Resp.	Resources	Success Indicators	M&E	RAG
All teachers observed against matrix based on Ofsted criteria and Teacher Standards, focus on subject knowledge, use of questioning, differentiation and AfL	Matrix trialled week 3 Aut. Term Adopted and in full use by Oct. half-term Ongoing cycle of observation and PR	AR	Matrix forms Data collection sheets Staff meeting to introduce and agree criteria and protocol for use. Time and coaching for observation, feedback, and data analysis	All staff are familiar with criteria and the purpose of the matrix. SLT are competent in use of matrix and effective feedback Staff find feedback constructive and helpful	Staff feedback Data analysis CPD plans	Trialling of the Matrix has taken place – next step is evaluation of results
Good practice identified, through analysis of observation forms and matrix data, for dissemination.	Skills audit completed by Nov end.	SLT	Time for analysis of data collection forms.	Matrix of staff strengths completed to inform paired working and coaching	Skills analysis completed and updated termly.	



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				partners	Feedback form staff.	
Areas for development and unsatisfactory practice identified	Initial concerns identified by Oct. '15 half-term through full-lesson observation	SLT	Time for observation and feedback and PR meetings	Individuals agree CPD needs with SLT	Records of PR meetings	Subject review of maths taken place – collecting information ready for report Whole school lesson obs take place in Novemeber
CPD plan agreed: Unsatisfactory lessons, trigger CDP support. Repeated up to 3 times at monthly periods. Unsatisfactory 3 <sup>rd</sup> lesson resulting in procedures.	Plans in place by beginning of Nov. Monthly review cycle thereafter	SLT + leading practitioners.	Time for coaching, mentoring, sharing of good practice and review Pupil questionnaires and time for analysis and response	Effective CPD results increase in effective teaching. <b>Lessons meeting good or outstanding criteria increases over time.</b> 85% good, 15% outstanding by Dec 15 95% good, 25% outstanding by April '16 100% good, 30 Pupil responses improve over time	PR records Lesson observation Pupil outcomes and feedback	



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### Objective c/d :

*Teachers clearly teach students the skills they need to successfully tackle the task set for them.*

*Teachers plan lessons that focus sharply on helping students master specific skills and knowledge*

### Success Criteria:

- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.

Actions	Timescales	Staff Resp.	Resources	Success Indicators	M&E	RAG
Scrutiny of curriculum plans to ensure continuity, progression, coverage and skills.	Eng, Maths and Science by Dec '15	Subject leaders reporting to SLT	Time for analysis and feedback to SLT	Plans for the core subjects match national curriculum requirements and demonstrate which skills will be taught providing continuity and clear progression in line	Triangulation between NC, plans and lesson observation	Part of Maths review



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				with or exceeding national expectations.		
Evaluation of planning format to identify good practice to be disseminated and areas for development.	Planning formats trialled during Aut.'15	Subject leaders	Range of planning formats Time for trialling and feedback and dissemination	Effective planning both medium and short term leads to effective curriculum coverage and delivery	Planning is consistently good across core subjects by Jan 16 and all subjects by Feb 16	
Review of English across the curriculum	Commencing Oct 15	I B	Time for planning and work scrutiny and analysis from Learning Walks. Coaching and CPD as necessary	Consistent standards for SPAG, speaking and listening are observed in all lessons contributing to enhanced pupil attainment. The percentage of pupils making better than expected progress increases over time 40% by Dec.'15 50% by April '16 60% by July '16 The gap between low achieving pupils and the majority decreases over time.	Work scrutiny	Staff INSET linked with launching extending writing. All Faculties have to plan an assessment based on a piece of extending
Review of maths across the curriculum.	Commencing Jan '16	MN	Time for planning and work scrutiny and analysis from Learning Walks. Coaching and CPD as necessary	Students are able to transfer mathematical and problem solving skills across the curriculum as appropriate, contributing to enhanced pupil attainment over time The percentage of pupils making better than expected progress increases over time. 40% by Dec.'15	Work scrutiny	



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#### Objective e/f :

*When teachers assess students' work it is done with consistent accuracy*

*Teachers' feedback to students is routinely specific about what the students have achieved and what needs to improve*

#### Success Criteria:

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Actions	Timescales	Staff Resp.	Resources	Success Indicators	M&E	RAG
Review of marking and feedback policy to include pupil response, TA, PA, SA.	Policy agreed by Oct 15 half-term	SLT	Policy Staff consultation time Ratification by governors	All staff understand their role in delivering the marking policy	Policy signed by staff and ratified by governors	Best Practice reviewed . Focus now on



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						feedback and feed forward comments
Work scrutiny to ensure compliance with policy, identify good practice for dissemination and development needs.	Commencing Oct. after half and half-termly thereafter	SLT & Curriculum leaders	Time for scrutiny and feedback Pupil survey forms and time for analysis and feedback	Marking informs pupils where they have achieved their LO and targets and outlines what they need to do improve Books demonstrate pupils take effective actions in response to marking and feedback and progress and standards improve as a result. Standards of presentation improve and pupils' motivation to improve is reflected in pupil surveys	Analysis of work scrutiny outcomes Analysis of responses to pupil survey Pupil data tracking	Ongoing through learning walks, Maths review

### Priority 2:

**Ensure that leaders' evaluations of teaching and students' achievements are accurate, so leaders, governors and teachers know what to improve and take action.**

### Success Criteria:

- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, when it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN





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funding, ensuring that skilful deployment of staff and resources delivers good or improving outcomes for pupils.

Actions	Timescales	Staff Resp.	Resources	Success Indicators	M&E	RAG
<p>SIP to shadow in order to ensure all senior leaders have the skills to provide effective monitoring and feedback to staff and governors.</p> <p>Staff to complete CPD evaluation forms.</p> <p>Ratification by LA</p>	<p>Commencing week 2 Autumn '15</p> <p>Oct. '15 and termly.</p> <p>TBA</p>	<p>SIP + SLT</p> <p><i>AR + whole staff</i></p>	<p>Time for monitoring and feedback.</p> <p>CPD as required.</p> <p>Evaluation forms.</p> <p>Time for analysis and reporting to governors.</p> <p>LA costs (TBA)</p>	<p>Expectations and standards for T&amp;L clearly understood by all staff.</p> <p>All staff feel supported.</p> <p>Feedback to staff leads to measurable improvement in practice.</p> <p>Judgements are ratified by LA</p> <p>100% of lessons are at least satisfactory; the majority of lessons are good; at least 15% of lessons are outstanding by Dec. 15.</p> <p>85% of lessons are good and 30% outstanding by April '16.</p>	<p>Lesson observation forms</p> <p>Analysis of staff returns.</p> <p>PD records</p> <p>CPD evaluations</p> <p>Feedback from students.</p> <p>Governors receive accurate evidence of standards and outcomes of actions taken to improve.</p>	<p style="color: green;">SIP involved with Senior leaders as part of the maths, lesson observation, student voice</p>
<p>Establish effective and rigorous monitoring toolkit for:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Seating plans</li> <li>• Planning</li> <li>• Marking</li> <li>• AFL</li> </ul>	<p>Trials to take place during September, adapted for adoption after Oct. '15 half-term.</p> <p>Reviewed Dec. '15</p>	<p>SLT led by Andrew</p>	<p>Time for monitoring, analysis and feedback.</p>	<p>As above</p>	<p>As above</p>	
<p>Ensure pupil tracking systems are effective and compliant with national benchmarks.</p>			<p>Any additional SIMS patches or updates.</p>	<p>Robust data provides data to effectively track pupils, identify any underperformance, inform</p>	<p>Ratification of standards by external body (LA?)</p>	<p style="color: green;">Initial meeting has taken place between</p>



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<p>Meet with SIMS to review data gathering, tracking and reporting updates and present finding to governors asap</p> <p>Implementation of revised system</p>	<p>ASAP</p>	<p>SLT and governors</p> <p>Mini</p>	<p>Potential training costs (could be shared with BSS?)</p> <p>Time to implement changes</p>	<p>planning, provide accurate information to governors and help to ensure individual and whole school targets are met.</p>		<p>Principal and LA for external verification. Follow up meeting to take place.</p> <p>Andrew Marston Educational adviser also going to be involved in monitoring</p>
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### Priority 3 :

**Make sure that leaders keep precise records of actions taken to keep children at risk of harm safe, so those with responsibility for safeguarding can be satisfied that actions taken are always sufficient.**

### Success Criteria:

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively together with external partners to support pupils

Actions	Timescales	Staff Resp.	Resources	Success Indicators	M&E	RAG
Complete Safeguarding Audit	September	DPs	Audit form	Clear evidence of compliance	Audit report	



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<p>(Herts template)</p> <p>Identify any areas for improvement and actions needed.</p>	<p>'15</p> <p>By 3<sup>rd</sup> week of Aut. Term '15.</p> <p>Full compliance by half-term Oct. '15</p>		<p>Time</p> <p>PEP format and time to complete and disseminate as appropriate.</p> <p>Template for reporting to governors.</p> <p>Time to complete reports.</p>	<p>with most recent legislation and guidance.</p> <p>Action plan to address any gaps.</p> <p>All students on CP register have effective PEP</p> <p>Governors receive accurate reports in relation to Safeguarding and CP and are able to effectively discharge their duties in relation to these matters.</p>	<p>Head's report to governors.</p> <p>CP files.</p> <p>PEPs</p>	
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