



School Self Evaluation Report Autumn 2018

School Context

NOR: 211	6% EHCP	16% SEND Register	39% Disadvantaged	2% EAL	51% Boy	49% Girl
----------	---------	-------------------	-------------------	--------	---------	----------

Description of school

- West Moors Middle School is considerably smaller than the average-sized secondary school. The school roll had fallen in recent years, but in the last 3 years it has risen by 16%. The NOR currently stands at 211.
- The current headteacher has been in role since September 2015
- The leadership team consists of the Headteacher; Deputy Headteacher who is also the maths lead, the Head of English, the SENDCo and the CCN Base Lead.
- There are 13 teachers (12.6 FTE) and 13 TAs (10.4 FTE) supporting academic and pastoral outcomes.
- The school has amassed a significant deficit budget due to a falling roll in recent years. There have been forced redundancies at SLT, teacher and TA level during the last 36 months.
- The school now hosts a base for Complex Communication Needs (from September 2018). 5 students have initially been accepted to the base, rising to 10 in 12 months' time.
- There is currently one pupil who is attending a learning centre due to medical needs.

Standards

- The school is above the floor standards for progress based on provisional analysis (see below), though it is well below the required standard of 65% R/W/M ARE
- Support has been identified as a category 3 school by the local authority. An LA senior advisor meets with the Headteacher on a termly basis as well as support being received by an LA SEN advisor, working with the SENDCo.
- The school liaises closely with a local TSA with respect to the improvement of maths learning, being part of an SSIF bid to improve mastery approach in maths, and moderation of assessment in all core subjects.

Pupil characteristics

- Almost all students are of White British heritage. Very few students do not speak English as their first language. A small proportion of students are of Gypsy or Romany heritage, or are from Traveller families (4%). A larger proportion of pupils are from services families (6%)
- The proportion of students known to be currently eligible for free school meals is well above the national average of 14% (Source DFE statistics 2016) being at 28%. Furthermore, 38% of pupils are identified as disadvantaged (FSM6)
- The proportion of disabled students and those with special educational needs is above the national average of 14.6% (Source DFE statistics 2016) being at 16%, with a significant and rising number of pupils with an EHCP.
- The proportion of mobile pupils is 11.5%

- Attainment at KS1 for the most recent Y6 cohort is broadly in line with national data though progress should be considered in relation to the Ofsted's recent guidance (School Inspection Update September 2017).

Outcomes for pupils		
<u>Headlines</u>	<u>Impact of recent actions</u>	<u>Priorities for further improvement</u>
<p>Final attainment and progress for Y8 pupils is good in reading and mathematics, compared with national data sets.</p> <p>Attainment at KS2 has fallen compared with last year, though the school is above floor targets.</p> <p>Progress scores have fallen in reading and maths, but improved slightly in writing, but the school is now classified as coasting.</p> <p>The progress of disadvantaged pupils is favourable in reading and maths compared to non-disadvantaged pupils, but this is not the case with writing.</p> <p>Progress for SEND pupils is better than non-SEND pupils in reading, but this is not the case with writing and maths.</p> <p>Girls once again make significantly better progress in writing but less progress in mathematics, compared to boys.</p>	<p>88% of pupils receiving wave 1/2/3 interventions in English have partly or fully achieved short-term targets in the summer term.</p> <p>In maths, 82% of pupils receiving interventions have made progress towards short-term goals.</p> <p>KS3 tracking data is more stable and generally on or close to target levels. Whereas, KS2 tracking indicates gaps in pupils meeting targets which have been checked using FFT estimates.</p>	<p>School improvement of teaching and learning to focus on: outcomes-led learning; engaging contexts; effective questioning; differentiation.</p> <p>Make assessment/planning/feedback more timely and impactful so that the performance of key pupils and identification of misconceptions is clear.</p> <p>HHTSA SLE to work with two KS2 teachers and HoD to improve planning and understanding of mastery mathematics pedagogy. Also, team teaching, observation and analysis of learning outcomes.</p> <p>Train senior TAs in maths and English who deliver W3 interventions.</p> <p>Train teachers to set SMARTer targets for pupils identified for interventions, which will be closely evaluated by SLT.</p> <p>Carry out further moderation and peer-to-peer support within school and with local TSA partners, for formative assessment in reading, writing and maths so that ARE and GD judgements are accurate.</p>
Outcomes for pupils - key evidence and commentary		
<p>Progress</p> <ul style="list-style-type: none"> • Value added between KS1 and Y8 in Reading and maths is good and better than national averages, according to GL data sets • Valued added between KS2 and Y8 in Reading and maths is good and better than national averages, according to GL data sets 		

- Overall, KS2 progress in reading is below average (-2.3)
- Overall, KS2 progress in writing is average (-0.6) though this has improved by 0.2 points from last year, in a year where LA moderation occurred
- Overall, KS2 progress in maths is below average (-3.9)
- Disadvantaged pupils make better progress in reading and writing compared with non-disadvantaged pupils in the school. Indeed, a large negative gap between disadvantaged and non-disadvantaged pupils in writing has been overturned this year. There is a progress gap for disadvantaged pupils studying maths of 1.2 pts.
- Progress made by SEND pupils falls behind the progress of pupils not on the SEND register in Maths and writing. However, disadvantaged pupils made better progress in reading compared to non-disadvantaged
- Progress made according to gender is once again variable with girls again making by far better progress in writing, boys make slightly better progress in maths. Whereas, progress in reading is fairly even. This is broadly in line with national trends.
- The progress made by middle ability pupils in writing is considerably behind higher ability pupils.
- The progress made by the small proportion of low ability pupils has improved.

Attainment

- The proportion of Y8 pupils achieving 5+ stanine in their summative GL maths tests was 59% which is in-line with national data (60%)
- The proportion of Y8 pupils achieving 7+ stanine in their summative GL maths tests was 37% which is above national data (23%)
- The proportion of Y8 pupils achieving 5+ stanine in their summative GL reading tests was 85% which is significantly above national data (60%)
- The proportion of Y8 pupils achieving 7+ stanine in their summative GL reading tests was 57% which is significantly above national data (23%)
- The proportion of Y6 pupils overall reaching the expected standard in R/W/M is 49% which is below national figures (64%).
- The proportion of Y6 pupils reaching the expected standard in reading is 69%.
- The proportion of pupils reaching the expected standard in writing is 70%.
- The proportion of Y6 pupils reaching the expected standard in maths is 61%.
- The proportion of Y6 pupils reaching the expected standard in GPS is 67%.

Progress to GCSEs

- The 'progress 8' score for WMMS students (22) who sat GCSEs in 2017 was +0.26 which is above average compared with national
- The progress score for WMMS students who sat maths GCSE is +0.59

The quality of teaching, learning and assessment

<u>Headlines</u>	<u>Impact of recent actions</u>	<u>Priorities for further improvement</u>
------------------	---------------------------------	---

<p>The school has evolved and implemented a system of assessment without levels as well as greater consistency of quality and assessment in pupils' exercise books.</p> <p>Evidence of dialogic talk being a firm cornerstone of learning in all lessons. Furthermore, resilience and independence of pupils has increased using the 'Learning Pit' analogy.</p> <p>Learning objectives and outcomes are being used more consistently. Furthermore, the school has moved away from sets, preferring 'quality first' mixed ability teaching where all pupils are focused on ARE+ outcomes.</p> <p>The school has transformed its approach to intervention to improve accountability.</p>	<p>Recent work scrutinies show a more consistent application of marking policy. However, there are concerns about the application of medium-term plans and assessment grids with respect to humanities subjects. Therefore, more joint planning has been put in place.</p> <p>Several lesson observations have revealed inconsistencies with respect to teaching practice. Particularly in terms of challenge, pace and differentiation. Often, pupils are purposeful and engaged but the quality of instruction and subject knowledge can lead to a lack of clarity and focus. Teachers have been asked to document their professional development successes, as a result of lesson study trios, via a Google doc.</p> <p>Two teachers are following an informal capability plan, working alongside members of SLT, to improve their practice.</p> <p>Pupil voice indicates that they value LOs and the tick system against it, to assess progress.</p>	<p>Use weekly SLT meetings to evaluate learning walk/book scrutiny/feedback form evidence. Ensuring that generic feedback is made available via Google docs and highlighted at meetings and that individual advice/feedback is given as necessary.</p> <p>Use regular whole team work scrutiny to share good practice and highlight development areas.</p> <p>Further develop consistent expectations to lesson design, including wave 1 interventions, differentiation and provision for greater depth outcomes.</p> <p>Use lesson study to encourage peer-to-peer professional development on SDP priorities including wave 1 interventions, differentiation and provision for greater depth outcomes.</p> <p>Use HHTSA phase meetings to develop formative assessment and moderation of KS2 maths and English.</p> <p>Use five pupil progress meetings across the year to rigorously monitor the impact of these interventions.</p>
---	--	--

The quality of teaching, learning and assessment - key evidence and commentary

Evidence of impact, from learning walks and work scrutiny carried out in 2017/18:

- More strategic use of 'In-class booster' (Wave 1) interventions for targeted pupils.
- No 'glass ceilings' placed on pupils in terms of differentiation.
- DUMTUMLO used consistently throughout pupil books.
- Better phrasing/unambiguous NOW tasks.
- Improved presentation and pride in books.
- Generally, ticks used effectively against LO which is a good indicator of progress and attainment.

Areas still to improve, from learning walks and work scrutiny carried out in 2017/18:

- There is a need for a more consistent approach to planning and teaching with respect to:
 - ✓ Communicating greater depth and secure outcomes
 - ✓ Modelling key skills
 - ✓ Intelligent differentiation of tasks which makes use of TAs (where available), is not driven by supplementary worksheets
 - ✓ Better planning to include pupils (SEMH) who may disrupt lessons
 - ✓ Active use of classrooms displays to support learning, including reference to ‘The Learning Pit’
- There is a need for greater consistency in terms of pupils’ books:
 - ✓ Factor in time for NOW tasks (to be completed) when planning.
 - ✓ More opportunities for extended writing.
 - ✓ Show evidence of differentiation and greater depth, in next Work Scrutiny, including evidence of pupils making progress as a result of wave 1 interventions
- There is a need for greater consistency in terms of curriculum delivery and assessment:
 - ✓ Audit of curriculum maps
 - ✓ Clarity and robustness of secure and mastery objective-led learning in foundation subjects

Personal development, behaviour and welfare

<u>Headlines</u>	<u>Impact of recent actions</u>	<u>Priorities for further improvement</u>
<p>Overall absence and that for specific groups is generally improving. (down 1.1% on this point last year)</p> <p>Overall absence and that for specific groups is in bottom 10% of schools, with FSM and SEN supported groups being of most concern.</p>	<p>73% of pupils (17) receiving wave 2 interventions (PSO) for attendance have improved their rate.</p> <p>70% of pupils (61) receiving tutor-led interventions from their tutor have achieved or partially achieved short-term attendance targets.</p>	<p>Continue to use SIMS interventions and pupil progress meetings to measure success rates of tutor and PSO interventions with respect to attendance and behaviour.</p> <p>Implement new, therapeutic behaviour policy, in line with other CCN resourced provision schools. Train colleagues on Dorset Steps approach which underpins behaviour policy.</p>

<p>The number of fixed term exclusions as a percentage of the school population is up and elevated compared to national figures</p> <p>Student voice identified that bullying behaviour was being noticed more commonly than deemed acceptable. School has aligned itself with the Anti-Bullying Alliance, repurposing its policy and practice towards anti-bullying.</p> <p>School Values and a Growth Mindset have been firmly established as cornerstones of the school ethos.</p> <p>It has implemented MyConcern and trained staff in its use. It continues to work closely with all agencies, including the Family Partnership Zone, to ensure that pupils' welfare needs are met.</p>	<p>Of the pupils (12) being seen by the Pastoral Support Officer for behaviour issues, 50% have shown signs of significant improvement, resulting in fewer and less frequent exclusions.</p> <p>75% of pupils (16) receiving assembly time interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>Over 15% of pupils trained as 'bullies out' champions and peer supporters. Whole school audit of provision undertaken as well as baseline survey of all pupils' attitudes and perceptions. More data to follow.</p> <p>The school completed the DCC safeguarding audit in Feb 2018, grading itself as good.</p> <p>After 18 months of implementation, student voice reveals that Values and a Growth Mindset are viewed as important. Examples are regularly shared during assemblies and have been woven into our school's rewards system which seeing more rewards being issued.</p>	
--	--	--

Personal development, behaviour and welfare - key evidence and commentary

Summary of 2017/18 Absence (*adjusted figures)

Overall: 6.3% (5.0%)	Disadvantaged: 10% (7.1%)	Non FSM: 4.1% (4.0%)	Boys: 6.1% (4.8%)	Girls: 6.4% (5.3%)	No SEN: 5.3% (4.8%)	EHC: 26.2% (7.7%)	SEN Sup: 8.8 (6.5%)
-------------------------	---------------------------	-------------------------	----------------------	-----------------------	------------------------	----------------------	---------------------

Commentary on 2016/17 attendance

- Overall attendance (absence) is in the bottom 10% of schools
- There are unacceptable discrepancies for vulnerable groups such as SEND and FSM
- Attendance is influenced by a small but significant GRT population who feel they are exercising a cultural right to allow their children to absent from school, particularly at KS3.
- Once adjusted for extenuating pupils (GRT/Dual Registered/Significant multi-agency support including CAMHS), there are improvements on the previous year; regular attendance assemblies, rewards and parent communication has had an impact.
- There is some correlation between staff (tutors) attendance issues and the attendance of their tutor groups. Two teachers who were being managed according to the attendance policy have moved on and this is seen as a positive
- 75% of pupils targeted for tutor-led interventions to improve their attendance have achieved or partially achieving their short term improvement targets in the spring term.
- A Pastoral Support Officer has recently been employed to improve attendance. She has achieved a 73% success rate in terms of PA pupils (13) receiving an upward swing in their individual attendance.

Parent/Pupil voice

- Student voice reveals that pupils overwhelmingly choose positive words to describe their school overall
- Student voice reveals that pupils are recognising the 12 school values as important
- Student voice reveals that 77% of pupils feel safe in school.
- Surveys reveals that 80% of parents feel positively that their children are happy and safe at the school.
- Surveys voice reveals that 79% of parents feel that their child is making progress at the school.
- Surveys reveal that 77% of parents feel their child's needs are being met by the school.
- Anti-Bullying alliance pupil survey to follow.

Behaviour: sanctions and rewards

- The behaviour policy has been amended to adopt a more sustainable approach to rewards and sanctions, including enhanced roles for tutors (wave 1 interventions) and an extra role for the pastoral support officer (wave 2 interventions). There has been an emphasis on all teachers planning for 'reasonable provision' to ensure pupils with pastoral support plans are included in lessons. A RAG system of behaviour reports has now been adopted along with the move away from reflection room towards 'parking' pupils exited from lessons within mini reflection spaces in all classrooms.

The effectiveness of leadership and management		
<u>H</u>eadlines	<u>I</u>mpact of recent actions	<u>P</u>riorities for further improvement
<p>There is clear accountability and focus for Senior Leadership Team, following timely re-purposing of school development plan.</p> <p>There is an expectation for greater leadership actions for tutors with respect to attendance and behaviour. Also, greater accountability for class teachers for interventions in English and mathematics.</p> <p>The school development plan is underpinned by Google Calendars and Google Documents which are accessed by all staff. Governors are included in the SEF process.</p> <p>Appraisal objectives have been streamlined to address SDP priorities.</p> <p>The school has brokered the services of an Ofsted consultant inspector to perform an internal review of effectiveness.</p>	<p>The school recently employed an Ofsted Consultant to carry out a whole school review - her findings and a detailed report were shared with governors and all staff. Furthermore, SLT have devised an action plan to effect change on the areas identified.</p> <p>The headteacher and senior leaders have met three times with the designated LA senior advisor, specifically to appraise the schools strategy towards disadvantaged pupils and attendance and exclusion data, leading to more detailed analysis of interventions given. The school SENDCo has also met with a LA officer regarding tracking data.</p> <p>The school was successful in its bid to be one of 16 schools involved in a TSA/SLE driven support programme designed to embed mastery teaching in mathematics.</p>	<p>Effect changes on all recommendations from the Ofsted consultant report.</p> <p>Continue to work with LA senior advisor, particularly on matters concerning the provision for disadvantaged pupils, attendance and exclusions.</p> <p>Be proactively involved in TSA/SLE package of school-to-school improvement, focussing on a mastery teaching approach in mathematics.</p> <p>Strengthen accountability of SLT, Governors and class teachers by maintaining focus on SDP and thorough self-evaluation.</p>

The effectiveness of leadership and management - Key evidence and commentary

Recent actions (and impact) on outcomes for pupils

- Revised intervention programme to include more use of wave 2 intervention with TAs (*Good impact on disadvantaged pupils in receipt of intervention for reading - often creating a positive gap*)
- Revised intervention programme to allow teachers to support pupils during assembly time TAs (*Good impact on disadvantaged pupils in receipt of intervention - often creating a positive gap*)
- Implementation a new assessment and reporting policy to embrace life without levels (*Evidence of raised expectations within lessons around secure and mastery outcomes. However, there is still disparity in teacher's summative judgements using EDSM descriptors.*)
- SEF/Appraisal and calendar (Better understanding of process and timely elicitation of key evidence)
- SLT to meet weekly (chaired by governor) and follow a 'single conversation' agenda, underpinned by SDP and SEF.

Actions on teaching, learning and assessment

- Revised teaching and learning policy with training on outstanding pedagogy (*Evidence of improvements in relation to dialogic learning, climate for learning, collaborative learning and references to Growth Mindset. Work still needed with respect to differentiation and formative assessment*)
- Rewritten appraisal policy through consultation with all stakeholders (*Improved understanding of process on behalf of appraisers and appraisees*)
- Revised SEF policy and corresponding assessment calendar. (*Improved understanding and clarity of process*). All staff to move across to Google Calendar to make even more effective.
- Established pyramid moderation event for writing at KS2 and KS3 (Takes place in summer term)
- Arranged peer observations within local TSAs (*Observations of SEP, "Children engaged and keen to learn. Classrooms well organised with good classroom routines and high expectations of learning behaviour". Yet, there is still room for improvement with respect to differentiation and use of manipulatives/modelling within KS2 mathematics teaching*)
- Specific assemblies on Growth Mindset and pupil progress (*Evidence of Growth Mindset ideology within lessons and mirrored in pupils' language*)

Actions on pupils' personal development, behaviour and welfare (including safeguarding)

- HT to assume attendance responsibility to drive home LA policy and practice. (A marginal improvement in overall attendance figures, compared to this time last year. Yet, there is still an unacceptably high absence overall and for key groups such as SEND and disadvantaged pupils).
- DSL role to move to DH who has already been trained. Continued good relations with other agencies.
- Specific assemblies on attendance with regular rewards (Greater awareness amongst pupils. Yet, still only small gains in attendance).

Overall effectiveness			
	<u>H</u>eadlines	<u>I</u>mpact of recent actions	<u>P</u>riorities for further improvement
Outcomes for pupils	<p>Final attainment and progress for Y8 pupils is good in reading and mathematics, compared with national data sets.</p> <p>Attainment at KS2 has fallen compared with last year, though the school is above floor targets.</p> <p>Progress scores have fallen in reading and maths, but improved slightly in writing, but the school is now classified as coasting.</p> <p>The progress of disadvantaged pupils is favourable in reading and maths compared to non-disadvantaged pupils, but this is not the case with writing.</p> <p>Progress for SEND pupils is better than non-SEND pupils in reading, but this is not the case with writing and maths.</p> <p>Girls once again make significantly better progress in writing but less progress in mathematics, compared to boys.</p>	<p>88% of pupils receiving wave 1/2/3 interventions in English have partly or fully achieved short-term targets in the summer term.</p> <p>In maths, 82% of pupils receiving interventions have made progress towards short-term goals.</p> <p>KS3 tracking data is more stable and generally on or close to target levels. Whereas, KS2 tracking indicates gaps in pupils meeting targets which have been checked using FFT estimates.</p>	<p>School improvement of teaching and learning to focus on: outcomes-led learning; engaging contexts; effective questioning; differentiation.</p> <p>Make assessment/planning/feedback more timely and impactful so that the performance of key pupils and identification of misconceptions is clear.</p> <p>HHTSA SLE to work with two KS2 teachers and HoD to improve planning and understanding of mastery mathematics pedagogy. Also, team teaching, observation and analysis of learning outcomes.</p> <p>Train senior TAs in maths and English who deliver W3 interventions.</p> <p>Train teachers to set SMARTer targets for pupils identified for interventions, which will be closely evaluated by SLT.</p> <p>Carry out further moderation and peer-to-peer support within school and with local TSA partners, for formative assessment in reading, writing and maths so that ARE and GD judgements are accurate.</p>
Teaching, learning and assessment	<p>The school has evolved and implemented a system of assessment without levels as well as greater consistency of quality and assessment in pupils' exercise books.</p> <p>Evidence of dialogic talk being a firm cornerstone of learning in all lessons. Furthermore, resilience and independence of pupils has increased using the 'Learning Pit' analogy.</p> <p>Learning objectives and outcomes are being used more consistently. Furthermore, the school has moved away from sets, preferring 'quality first' mixed ability teaching where all pupils are focused on ARE+ outcomes.</p> <p>The school has transformed its approach to intervention to improve accountability.</p>	<p>Recent work scrutinies show a more consistent application of marking policy. However, there are concerns about the application of medium-term plans and assessment grids with respect to humanities subjects. Therefore, more joint planning has been put in place.</p> <p>Several lesson observations have revealed inconsistencies with respect to teaching practice. Particularly in terms of challenge, pace and differentiation. Often, pupils are purposeful and engaged but the quality of instruction and subject knowledge can lead to a lack of clarity and focus. Teachers have been asked to document their professional development successes, as a result of lesson study trios, via a Google doc.</p> <p>Two teachers are following an informal capability plan, working alongside members of SLT, to improve their practice.</p> <p>Pupil voice indicates that they value LOs and the tick system against it, to assess progress.</p>	<p>Use regular whole team work scrutiny to share good practice and highlight development areas.</p> <p>Further develop consistent expectations to lesson design, including wave 1 interventions, differentiation and provision for greater depth outcomes.</p> <p>Use lesson study to encourage peer-to-peer professional development on SDP priorities including wave 1 interventions, differentiation and provision for greater depth outcomes.</p> <p>Use HHTSA phase meetings to develop formative assessment and moderation of KS2 maths and English.</p> <p>Use five pupil progress meetings across the year to rigorously monitor the impact of these interventions.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal development, behaviour and welfare</p>	<p>Overall absence and that for specific groups is generally improving. (down 1.1% on this point last year)</p> <p>Overall absence and that for specific groups is in bottom 10% of schools, with FSM and SEN supported groups being of most concern.</p> <p>The number of fixed term exclusions as a percentage of the school population is up and elevated compared to national figures</p> <p>Student voice identified that bullying behaviour was being noticed more commonly than deemed acceptable. School has aligned itself with the Anti-Bullying Alliance, repurposing its policy and practice towards anti-bullying.</p> <p>School Values and a Growth Mindset have been firmly established as cornerstones of the school ethos.</p> <p>It has implemented MyConcern and trained staff in its use. It continues to work closely with all agencies, including the Family Partnership Zone, to ensure that pupils' welfare needs are met.</p>	<p>73% of pupils (17) receiving wave 2 interventions (PSO) for attendance have improved their rate.</p> <p>70% of pupils (61) receiving assembly time interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>Of the pupils (12) being seen by the Pastoral Support Officer for behaviour issues, 50% have shown signs of significant improvement, resulting in fewer and less frequent exclusions.</p> <p>75% of pupils (16) receiving assembly time interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>Over 15% of pupils trained as 'bullies out' champions and peer supporters. Whole school audit of provision undertaken as well as baseline survey of all pupils' attitudes and perceptions. More data to follow.</p> <p>The school completed the DCC safeguarding audit in Feb 2018, grading itself as good.</p> <p>After 18 months of implementation, student voice reveals that Values and a Growth Mindset are viewed as important. Examples are regularly shared during assemblies and have been woven into our school's rewards system which seeing more rewards being issued.</p>	<p>Continue to use SIMS interventions and pupil progress meetings to measure success rates of tutor and PSO interventions with respect to attendance and behaviour.</p> <p>Implement new, therapeutic behaviour policy, in line with other CCN resourced provision schools. Train colleagues on Dorset Steps approach which underpins behaviour policy.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<p>There is clear accountability and focus for Senior Leadership Team, following timely re-purposing of school development plan.</p> <p>There is an expectation for greater leadership actions for tutors with respect to attendance and behaviour. Also, greater accountability for class teachers for interventions in English and mathematics.</p> <p>The school development plan is underpinned by Google Calendars and Google Documents which are accessed by all staff. Governors are included in the SEF process.</p> <p>Appraisal objectives have been streamlined to address SDP priorities.</p> <p>The school has brokered the services of an HMI inspector to perform an internal review of effectiveness.</p>	<p>The school recently employed an Ofsted Consultant to carry out a whole school review - her findings and a detailed report were shared with governors and all staff. Furthermore, SLT have devised an action plan to effect change on the areas identified.</p> <p>The headteacher and a senior leader have met three times with the designated LA challenge adviser, specifically to appraise the schools strategy towards disadvantaged pupils and attendance and exclusion data. The school SENDCo has also met with a LA officer regarding tracking data.</p> <p>The school was successful in its bid to be one of 16 schools involved in a TSA/SLE driven support programme designed to embed mastery teaching in mathematics.</p>	<p>Effect changes on all recommendations from the Ofsted consultant report.</p> <p>Continue to work with LA challenge adviser, particularly on matters concerning the provision for disadvantaged pupils, attendance and exclusions.</p> <p>Be proactively involved in TSA/SLE package of school-to-school improvement, focussing on a mastery teaching approach in mathematics.</p> <p>Strengthen accountability of SLT, Governors and class teachers by maintaining focus on SDP and thorough self-evaluation.</p>

Key and glossary:

ARE	Age Related Expectations
BSS	Behaviour Support Service
DH	Deputy Headteacher
DSL	Designated Safeguarding Lead
DUMTUMLO	Date/Underlined/Miss a line/Title/Underlined/Miss a line/Learning Objective
GPS	Grammar, Punctuation and Spelling
HT	Headteacher
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
LLE	Local Leader of Education
NOR	Number on roll
R/W/M	Reading, Writing and Maths
RI	Requires Improvement
SEF	Self-evaluation form
SEND	Special Educational Needs and Disabled (pupils)
SEP	School Evaluation Partner
SLT	Senior Leadership Team
TA	Teaching assistant
TSA	Teaching School Alliance