



# Caldew School – Action Plan Summary 2016-17

Vision: A school achieving outstanding progress and attainment for its students and community



Leadership and Management	Personal Development, Behaviour and Welfare	Teaching and Learning	Progress and Achievement
<p><b>Aim</b> To empower all levels of leadership to enable students and staff to succeed in achieving outstanding progress and attainment</p>	<p><b>Aim</b> To equip students with the skills for future life through engagement in all aspects of learning and by taking an active part in the wider life of the school and community.</p>	<p><b>Aim</b> To build a thriving learning community based on high expectations, in a culture of continuous improvement where staff and students achieve outstanding outcomes.</p>	<p><b>Aim</b> Ensure progress and achievement for all through excellence in teaching and learning and pastoral care.</p>
<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>- Empower and develop Middle Leaders to drive continued improvements in teaching and learning</li> <li>- Support the development of new and aspiring leaders</li> <li>- Development of support team leaders to ensure support structures are effective</li> <li>- Ensure the curriculum meets the needs of students</li> <li>- Ensure resources are effectively managed to support the delivery of outstanding teaching and learning</li> <li>- Senior leadership supports and challenges leaders at all levels</li> <li>- Further develop student leadership roles</li> <li>- To develop further the school's role in system wide leadership.</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>- Consistency in behaviour management by all staff so behaviour for learning is outstanding</li> <li>- Improve attendance of PP students. Gap reduced by 12%</li> <li>- Reduce the number of PP students who are persistent absentees</li> <li>- Reduce in the number of fixed term exclusions by 10%</li> <li>- Develop students emotional resilience</li> <li>- Build positive relationships with hard to reach parents</li> <li>- Raise aspirations and broaden horizons across the academic spectrum</li> <li>- Students are well prepared for the next stage in their education or training</li> <li>- The school community takes pride in its achievements and celebrates success</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>- To develop a shared vision for effective teaching and learning based on high expectations for all</li> <li>- All teaching over time is at least Good with an increasing proportion Outstanding</li> <li>- All feedback has an impact on learning with students actively responding to it</li> <li>- Develop students literacy through reading</li> <li>- Support staff are even more effective in raising achievement</li> <li>- Increase students engagement and participation in lessons so all students are actively involved in learning</li> <li>- New assessment system is accurate, meaningful and understood by students, parents and staff</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>- Progress 8 to show positive VA</li> <li>- Attainment 8 average grade to be C+</li> <li>- Gap for Pupil Premium students continues to close and is lower than on entry</li> <li>- 45% of students to achieve EBacc</li> <li>- Boys to make progress in line with girls</li> <li>- Level 3 VA to be positive for all subjects</li> <li>- 40% A/B at As and A Level</li> <li>- 100% A*-E at A Level, 90% A-E at AS Level</li> <li>- Raise the achievement of middle prior attainment band students</li> <li>- Raise achievement of lower prior attainment band students in Maths</li> </ul>
<p><b>Areas for Focus</b></p> <ul style="list-style-type: none"> <li>- Leadership training supports Middle Leaders in developing the skills required to further improve teaching and learning</li> <li>- Succession planning is evident throughout all tiers of staff structure; developing leadership potential across a broad spectrum of staff</li> <li>- Review structure of the curriculum to ensure it ,meets the needs of students of all abilities</li> <li>- Student council engages the student body in aspects of teaching and learning</li> <li>- Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy</li> <li>- Lead the Maths Hub in North and West Cumbria to support developments in the teaching of Maths and engage a wide range of schools in collaborative projects.</li> <li>- Continue to work collaboratively with other schools on school improvement through CSLC,</li> </ul>	<p><b>Areas for Focus</b></p> <ul style="list-style-type: none"> <li>- Develop emotional resilience across the school by introducing a culture of growth mindset</li> <li>- Ensure consistent understanding of expected standards of behaviour for learning across parents, students and staff</li> <li>- Ensure consistent use of schools behaviour management system</li> <li>- Intervention groups in place for targeted students</li> <li>- Reduce Persistent absenteeism and Fixed Term Exclusions of Pupil Premium students</li> <li>- Further improve communication with parents</li> <li>- Promote parental engagement in learning through parents workshops</li> <li>- Review of rewards system</li> </ul>	<p><b>Areas for Focus</b></p> <ul style="list-style-type: none"> <li>- Marking and feedback is regular and impacts on learning</li> <li>- Feedback is used by students enabling them to make further progress</li> <li>- Embed teaching and learning strategies that promote reading</li> <li>- Embed teaching and learning strategies that promote high levels of engagement and participation</li> <li>- Adapt teaching and learning strategies to prepare students for new format GCSEs</li> <li>- Consistency in purpose, differentiation and use of Homework</li> <li>- Use of tailored support and training for teachers to become consistently Good or Outstanding</li> <li>- Develop understanding of new GCSE grading system with students, parents and staff</li> <li>- Introduce new assessment and tracking system</li> </ul>	<p><b>Areas for Focus</b></p> <ul style="list-style-type: none"> <li>- Closing the Pupil Premium Gap</li> <li>- Boys' progress in KS3 and KS4</li> <li>- Increase impact of Y7 catch-up interventions and introduce greater tracking to assess impact through subsequent years</li> <li>- Review literacy and numeracy intervention programmes</li> <li>- Review and evaluate provision for the More Able to further enhance stretch and challenge</li> <li>- Review how Pastoral System supports raising achievement</li> <li>- Raise achievement in English Language, Science, French, History, ICT, Drama, IT and PE</li> </ul>

LASL and Teaching School Alliances			
<b>6<sup>th</sup> Form</b> <ul style="list-style-type: none"> <li>- Role of student leadership in sixth form</li> <li>- Further develop role of the Heads of Year 12 and 13</li> <li>- Ensure clear systems are in place for monitoring attendance</li> </ul>	<b>6<sup>th</sup> Form</b> <ul style="list-style-type: none"> <li>- Further raise aspirations and increase proportion of students applying to Russell Group Universities</li> <li>- Ensure option is updated due to changes to A levels and advice from Universities</li> <li>- Develop a growth mindset approach to develop students resilience</li> <li>- Review use of rewards in the Sixth Form</li> </ul>	<b>6<sup>th</sup> Form</b> <ul style="list-style-type: none"> <li>- Develop the use of ongoing assessment strategies to ensure it provides useful feedback that students act on to move learning forward</li> <li>- Further develop students revision and memorising techniques in preparation for linear A levels</li> </ul>	<b>6<sup>th</sup> Form</b> <ul style="list-style-type: none"> <li>- Raise achievement Biology, Sociology, Geography, Law, Physics and Languages</li> <li>- Raise achievement of higher ability</li> <li>- Introduce the Extended Project for an identified cohort of students.</li> <li>- Review KS5 curriculum in light of national changes to ensure it meets our students needs</li> </ul>
<b>OFSTED April 2013 – Good</b> <b>SEF September 2016 - Good</b>	<b>OFSTED April 2013 – Good</b> <b>SEF September 2016 – Good</b>	<b>OFSTED April 2013 – Good</b> <b>SEF September 2016 - Good</b>	<b>OFSTED April 2013 – Good</b> <b>SEF September 2016 - Good</b>

**Overall Judgement**

**Ofsted April 2013 – Good**

**September 2016 – Good**