Respect·Progress·Succeed

School Improvement Plan

2017 - 2019

Part of
LEAP
Multi Academy Trust

Value Statement for our Trust

"Achieving excellence is the overriding ambition of our trust. We place students at the centre of everything we do, creating a culture of success and a love of learning which enhances students' achievement and their personal, social and emotional wellbeing"

We have a moral obligation to our academy communities to act decisively to enhance the education of all students and to ensure that they achieve their potential so that they are successfully equipped for the next stage of their education, training or employment.

We aim to become a leading Trust in the region with above average outcomes for students and a reputation for excellence.

Our Trust and our academies will aim to achieve

- KS4 Progress 8 to be in the second quintile or better
- KS4 Progress 8 disadvantaged to be in the second quintile or better
- KS5 data to be national average or better
- For each academy to be in the top 25% performance of similar schools

Other key indicators

- NEETs are below national average
- Attendance to exceed national average
- Exclusion to be below national average

Trust Priorities 2017-19

Leadership and Management

Our ambition is: To improve student outcomes by creating an ethos of high expectations, ambition and aspirations for all students and staff.

- Develop middle leader skills, including QA and use of data
- Better target PP funding and Year 7 Catch Up funding to address barriers to learning and engagement

Quality of Teaching, Learning and Assessment

Our ambition is: To improve T & L through the development and sharing of highly effective practice across the academy.

- Improve the quality of questioning and in-lesson support/intervention for learners of all abilities
- Sharpen assessment practice to improve marking and feedback loop with students, and to inform ongoing learning journey

Personal Development, Behaviour and Welfare

Our ambition is: To ensure all students become confident, resilient and disciplined learners who are aware of how to keep themselves and others safe.

- Drive a 'Smart students, Keen to Learn' strategy in order to raise expectations and to improve engagement/pride
- Improve attendance and punctuality, especially for Disadvantaged and SEND students

Outcomes for Learners

Our ambition is: To improve student outcomes ensuring all groups of students make significant and sustained progress given their different starting points.

- Sharpen intervention practice in the line with improvement plan targets, with clear link to Standards Review meetings
- Improve progress rates in all areas for all students, especially English, Maths, MFL, Humanities, and with a focus on Disadvantaged students

6th Form Provision

Our ambition is: To ensure 16-19 provision ensures positive outcomes for all students and secures successful progression beyond Sixth Form.

- Enhance the consistency of planning for learning
- Raise retention and course completion rates

Eckington School Improvement Plan 2018/19
Priorities

Outcomes for Learners

- **To improve student outcomes ensuring all groups of students make significant and sustained progress given their different starting points.**
  - Sharpen intervention practice in line with improvement plan targets, with clear link to Standards Review meetings.
  - Improve progress rates in all areas for all students, especially English, Mathematics, MFL, Humanities, and with a focus on Disadvantaged students.

Quality of Teaching, Learning and Assessment

- **To improve teaching and learning through the development and sharing of highly effective practice across the school.**
  - Improve the quality of questioning and in-lesson support/intervention for learners of all abilities.
  - Sharpen assessment practice to improve marking and feedback loop with students, and to inform ongoing learning journey.

Leadership and Management

- **To improve student outcomes by creating an ethos of high expectations, ambition and aspirations for all staff and students.**
  - Develop middle leader skills, including QA and use of data.
  - Better target PP funding and Year 7 Catch Up funding to address barriers to learning and engagement.

Personal Development, Behaviour and Welfare

- **To ensure all students become confident, resilient and disciplined learners who are aware of how to keep themselves and others safe.**
  - Drive a 'Smart students, Keen to learn' strategy in order to raise expectations and to improve engagement/pride.
  - Improve attendance and punctuality, especially for Disadvantaged and SEND students.

Sixth Form

- **To ensure 16-19 provision ensures positive outcomes for all students and secures successful progression beyond Sixth Form.**
  - Enhance the consistency of planning for learning.
  - Raise retention and course completion rates.

We will also maintain our commitment to quality, bespoke CPD for all staff across the country.

We will also maintain, via ongoing training of staff and recruitment to the safeguarding team, our strong safeguarding practice.

Whenever we deviate from our vision and/or priorities, please challenge us.

Eckington School Improvement Plan 2018-2021

Aims: A school that inspires all students through mutual respect and high aspirations to Achieve Excellence in terms of potential, progress, achievement and personal development. A school rooted in the belief that appropriate care combined with inspirational teaching and learning will ensure students achieve that aim. A school that supports and develops its staff. A school that contributes to and enhances its community.

Objectives		Academic Year			
		18-19	19-20	20-21	21-22
1. L+M (ABU, CHO, KNE)	• Develop middle leader skills, including QA and use of data.	Develop and Implement			
2. L+M (ABU, CHO, KNE)	• Better target PP/DA finding and Year 7 Catch Up funding to address barriers to learning and progress.	Develop and Implement			
3. QLTA (ABU, NTU, RGA)	• Improve the quality of questioning and in-lesson support/intervention for learners of all abilities.	Develop and Implement			
4. QLTA (ABU, NTU, RGA)	• Sharpen assessment practice to improve marking and feedback loop with students and to inform ongoing learning policy.	Develop and Implement			
5. PDBW (NTU, RPR, MKE, AJG, RGA)	• Drive a 'Smart students, Keen to Learn' strategy in order to raise expectations and to improve engagement/pride.	Develop and Implement			
6. PDBW (NTU, RPR, MKE, AJG, RGA)	• Improve attendance and punctuality, especially for Disadvantaged and SEND students.	Develop and Implement			
7. OfL (CHO, KNE, PBR)	• Sharpen intervention practice in line with improvement plan targets, with clear link to Standards Review Meetings	Develop and Implement			
8. OfL (CHO, KNE, PBR)	• Improve progress rates in all areas for all students, especially English, mathematics, MFL, Humanities, and with a focus on Disadvantaged students.	Develop and Implement			
9. Sixth Form (RGA, MKE, CWR)	• Enhance the consistency of planning for learning.	Develop and Implement			
10. Sixth Form (RGA, MKE, CWR)	• Raise retention and course completion rates.	Develop and Implement			

Objectives		Academic Year			
		18-19	**19-20**	**20-21**	**21-22**
11. Safeguarding (NTU, RPR, AJG, MKE, RGA	• Maintain, via on going training of staff and recruitment to the safeguarding team, our strong safeguarding practice.	Develop and Implement			

Whenever we deviate from our vision and/or priorities, please challenge us.
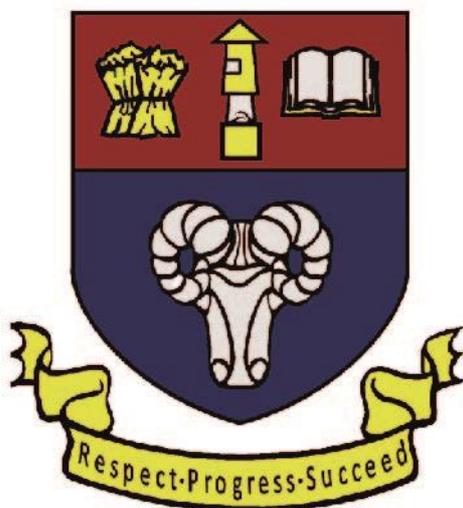
Eckington School – LEAP MAT

ECKINGTON SCHOOL IMPROVEMENT PLAN 2018 – 2019
Constantly seeking to close the gaps and Achieve Excellence

Objectives		Actions 2018-2019				
		1	2	3	4	5
1. L+M (ABU, CHO, KNE)	• Develop middle leader skills, including QA and the use of data.	• Implement updated QA processes from September 2018, and develop through the year, as appropriate	• Implement updated appraisal policy and practice from September 2018. Ensure SLT and ML are appropriately trained and practice across the school is consistent.	• Ensure middle leaders have the skills to plan/prepare for Standards Review Meetings, and are able to best target intervention to accelerate progress.	• Develop and implement updated Improvement planning processes at whole school (SLT) and middle leadership level.	• Develop time limited leadership opportunities across the school and enrol leaders at middle/senior leadership level on leadership development programmes.
2. L+M (ABU, CHO, KNE)	• Better target PP/DA funding and Year 7 Catch Up funding to address barriers to learning and engagement.	• To identify patterns, explore reasons for poor attendance and then devise a targeted response to improve attendance of DA groups/individuals.	• To develop extra-curricular provision in response to DA students' needs/wants to better engage students from September 2019.	• To review 2018 outcomes for Y11 DA students and target funding to accelerate progress of DA students in key curriculum areas.	• To develop processes to monitor and evaluate the impact of current catch up provision in order to better target the Y7 funding.	• A revised year 7 catch up plan is in place with rigorous monitoring and evaluation processes for September 2019.
3. QLTA (ABU, NTU, RGA)	• Improve the quality of questioning and in-lesson support/intervention for learners of all abilities.	• Revisit non negotiables with staff, embed them into everyday practice for **all** staff.	• Ensure all staff are using the LEAP Learning Plan to plan and execute lessons. Provide individual staff with coaching, as necessary.	• Use the TLCs to facilitate self/peer evaluation of questioning techniques and practices, and to further improve questioning skills, strategies and practices. Include in appraisal objectives, as appropriate.	• Ensure students' response to questions is deep and extended, as appropriate, and that teachers are challenging students and supporting them to improve answers when necessary.	• Develop the use of flipped learning.

Objectives		Actions 2018-2019				
		1	2	3	4	5
4. QLTA (ABU, NTU, RGA)	• Sharpen assessment practice to improve marking and feedback loop with students, and to inform ongoing learning policy.	• Implement new marking and feedback policy at whole school and department level.	• Using the PiXL classrooms model, ensure marked assessment tasks are followed by appropriate intervention/ intervention lessons to make learning gains.	• Ensure legacy aspects are built into assessment tasks to evaluate the impact of previous feedback to ensure students make significant progress.	• Ensure homework and other tasks are designed in such a way that they aid learning whilst enabling self/peer assessment. Use enhanced technology to engage students and parents.	• Embed the use of an intervention toolkit which provides all teachers with strategies for wave one in-lesson intervention.
5. PDBW (NTU, RPR, MKE, AJG, RGA)	• Drive a 'Smart students, Keen to Learn' strategy in order to raise expectations and to improve engagement/pride.	• Launch and embed the 'Smart students Keen to Learn' strategy.	• Evaluate the current uniform policy and update for 2019-2020	• Create a positive culture and a climate for learning to improve the whole school ethos (including 6th form).	• Implement and embed the achievement and behaviour policy consistently across the school (including 6th form).	• Implement the homework policy consistently, supporting students and parents to ensure good study habits.
6. PDBW (NTU, RPR, MKE, AJG, RGA)	• Improve attendance and punctuality, especially for Disadvantaged and SEND students.	• Embed procedures to eradicate poor punctuality (including 6th form).	• Review current attendance processes and identify best practice across the MAT (including 6th form). Implement new attendance procedures.	• Develop the attendance policy in liaison with primary schools.	• Develop an attendance strategy to improve attendance for targeted groups of students (SEND and DA).	• Implement and improve data systems to be able to intervene early re attendance for targeted groups of students (SEND and DA).
7. OfL (CHO, KNE, PBR)	• Sharpen intervention practice in line with improvement plan targets, with clear link to Standards Review Meetings	• Ensure the impact of intervention practice is measurable and effective in response to emerging, in-year issues.	• Develop assessment strategies so that progress assessments and PPEs are fit for purpose, moderated and standardised.	• Use co-tutors and surplus staffing to provide capacity to create intervention groups/strategies.	• Identify and intervene with key marginal Year 11-13 students to impact upon group outcomes for high attainers, DA and SEND learners. Progress reported on at Standards Review meetings.	• Identify and intervene with key marginal DA students in Y7-10 to impact upon overall progress of DA students. Progress reported at DA meetings with DA coordinator.

Objectives		Actions 2018-2019				
		1	2	3	4	5
8. OfL (CHO, KNE, PBR)	• Improve progress rates in all areas for all students, especially English, mathematics, MFL, Humanities, and with a focus on Disadvantaged students.	• Appoint temporary TLRs in English, maths, science and humanities to drive improvements in the progress of Y11 DA students.	• EBacc LoTLs network across the Trust, within curriculum areas, to gather, disseminate and embed best practice.	• Develop collaboration between LoTLs across EBacc subjects to ensure good progress of key marginal students in the EBacc bucket.	• Ensure all curriculum areas have a robust system of tracking progress (e.g. PLCs) to inform intervention/future teaching.	• Develop a more robust method of reporting/ analysing Post-16 data, especially different groups and intervention strategies.
9. Sixth Form (RGA, MKE, CWR)	• Enhance the consistency of planning for learning.	• This will be addressed through whole school objectives and priorities ie they will refer to Year 7 - 13				
10. Sixth Form (RGA, MKE, CWR)	• Raise retention and course completion rates.	• Use a strategic approach to ensure the correct systems and practices are in place to track, monitor, intervene and support students through the 2 year A level course.	• Raise the aspirations for Y7 – 11 entering Eckington Sixth forms and promote the 6th form image across all stakeholders.	•	•	•
11. Safeguarding (NTU, RPR, AJG, MKE, RGA	• Maintain, via on going training of staff and recruitment to the safeguarding team, our strong safeguarding practice.	• To deploy the S175 Action Plan in accordance with KCSIE 2018.	• To ensure all pastoral staff receive enhanced safeguarding training in line with DCSB.	• To implement online safeguarding and child protection training for all staff.	• To become an accredited Attachment Aware School to better meet the emotional need of students.	• To develop and implement a Mental Health and Emotional Well-Being Plan.

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