Recommendation 6: Strengthen self-evaluation and improvement planning arrangements.

Actions	Timescales			Resp.	Resources	Success Criteria/Outcomes
	Start	Review	Compl			
6.1 Self Evaluation						
6.1.1 Work scrutiny and lesson observations						
• Review and revise processes for work scrutiny across all key stage, to ensure high quality monitoring is in place.	Jan 16	31.03.16	April 16	RE TW	Work scrutiny processes	• Procedures and processes for work scrutiny and robust and focused on quality (see R1).
• Ensure that work scrutiny focuses on the quality of pupils' work, specifically written skills, presentation, missing/incomplete work and development of literacy and numeracy.	Jan 16	½ termly	Nov 17	RE TW	Completed work scrutiny documents	• Completed work scrutiny provides evidence of improved quality in pupils' work (see R1;R3)
• Develop a whole school lesson observation cycle, focused on progress in learning, with challenge, pace and expectation.	Jan 16	½ termly	Nov 17	TW RE	Lesson obs cycle and procedures Evidence of obs	• The quality of teaching improves from approx. 40% good/excellent to greater than 75% good/excellent (see R3).
6.1.2 Pupil/parent surveys						
• Develop systems for systematic gathering of parent and pupil perspectives.	Mar 16	31.03.16	April 16	NB MH	Surveys	• Comprehensive systems are in place for gathering the views of parents/pupils.
• Utilise information gathered to review and refine school systems, to support progress in learning.	Mar 16	½ termly	Nov 17	NB/RE	Findings of surveys	• Findings are used effectively to help review and revise school improvement planning, which impact positively on standards in books, observations and outcomes.
6.1.3 Audit of interventions						
• Review and revise systems for auditing whole school interventions programmes, to include: ○ Catch-up provision. ○ Maths/English KS4 interventions.	Mar 16	31.04.16 then ½ termly	Nov 17	JW	Review systems	• Students receiving catch-up support make better than expected progress (see R1) • High proportion of students receiving maths/English intervention achieve A*-C grades at GCSE (see R1 and school targets)

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6.1.4 Standards reviews and examination analyses						
• Develop high quality systems for analysing comparative data at all levels.	June 16	Sept 16 then ½ termly	Nov 17	NB/RE	Core data sets	• Comparative data is used effectively to provide challenging targets (see R1)
• Develop regular reviews with team leaders, focused on pupil performance at all key stages.	Mar 16	Termly	Nov17	NB/RE	Reviews	• Reviews provide clear evidence of improved pupil performance, as evidenced in books, lesson observations, pupils' attitudes and outcomes (see R1; R6.1).
• Ensure reviews focus heavily on first-hand evidence of teaching and learning, including work scrutiny.	Mar 16	termly	Nov17	NB/RE	Work scrutiny documents	
6.1.5 Quality of CPD						
• Review and refine CPD arrangements, in line with the school calendar to ensure all staff are provided with high quality professional development.	Mar 16	April 16 Sept 16	Oct 16	TW/ID	Calendar	• More effective high quality CPD provision.
• Further develop systems for evaluation of CPD and utilise findings to further improve provision.	May 16	Termly	Dec 17	TW/ID	CPD records	• High quality CPD impacts positively on the quality of leadership and teaching and learning (see 6.1.1)
• Ensure CPD links clearly to performance management and whole school priorities.	Oct 16	Nov 16 Nov17	Dec 17	NB/ID	PM documents	
6.1.6 self evaluation reports						
• Review and revise whole school self evaluation report.	July 16	Oct 16 Oct 17	Nov 16 Dec 17	NB	SER	• Self evaluation report is high quality and effective and impacts on standards, as evidenced by improvements in standard of books, observations and outcomes (see R1).
• Provide training to middle leaders on writing high quality effective self evaluation reports.	July 16	Oct 16	Nov 16	NB	Training material	
• Ensure middle leaders self evaluate leadership within their areas.	Jan 16	Mar 16	Dec 16	NB	Evaluations	• Greater consistency in the quality of self evaluation reports.
• Develop robust systems for quality assurance of self evaluation reports.	Sept 16	Oct 16	Dec 16	NB	QA systems	• Quality of leadership is improved.
6.2 Improvement planning						
6.2.1 whole school improvement planning						
• Develop a clear and coherent post inspection action plan to support school improvement.	Dec 15	Feb 16 Mar 16	Dec 17	NB	PIAP	• PIAP is clear, concise and focused on the 6 key recommendations.
• Review and refine the PIAP and link systematically to the	Sept 16	½ termly	Dec 17	NB	PIAP	

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school improvement plan.					SIP	
• Monitor the implementation of the PIAP, working closely with other bodies (see R5).	Jan 16	½ termly	Dec 17	NB	Records of meetings	• The PIAP and SIP are used effectively to drive school improvement, as evidenced by greater quality in evidence provided (see R1; R3; R5).
• Monitor the planning, implementation and review of the school improvement plan.	Sept 16	½ termly	Sept 17	NB	Reviews	
						• Improved standards are evident from KS4 outcomes (see R1)
6.2.2 middle leadership improvement planning						
• Develop departmental post inspection action plans, focused on inspection priorities.	Jan 16	Mar 16	April 16	NB	Dept plans	• PIAPs lead to improved outcomes, more effective teaching and learning and better quality of pupils' work (see R1; R3)
• Monitor the effectiveness of departmental PIAPs, to ensure they are high quality and a consistent approach is evident.	Feb 16	½ termly	Dec 17	NB	Reviews of plans	
• Further develop departmental improvement plans, in line with the PIAP.	Sept 16	½ termly	Sept 17	NB	DIPs	• School improvement planning is effective in raising standards (see R1).