

### South Shore Academy: Ofsted Inspection Areas to Develop

Ensure that all students' behaviour is at least good and that they are safe by:

- improving their attendance and punctuality to school and eradicating truancy from
- making certain that procedures for checking the implementation of safeguarding policies and strategies are robust
- encouraging students to have more respect for themselves and each other through a tailored programme of personal, social and health education that includes more information on how to stay safe online and challenges bullying and discrimination such as homophobia

Rapidly improve the quality of teaching so that it is at least consistently good, and therefore significantly improve progress and raise attainment in all subjects and year groups by:

- ensuring teachers' assessments of students' progress and attainment are
- increasing the level of challenge in lessons for students at all ability levels so that they make much faster progress
- ensuring all teachers consistently let students know how well they have done and
- making certain that all teachers have high expectations of the presentation of work and the care that students should take over their books, as well as in the tasks they
- ensuring no student is disadvantaged by preparing tasks to support all students, so that even those who have been absent are able to fully participate in learning eradicating low level disruption by improving the rigor of application of the academy's behaviour policy

Rapidly improve the impact of leadership at all levels, including that of the trust and governors, so that the pace of improvement accelerates quickly by ensuring that:

- all staff are held to account for the progress of the students in their classes
- systems for managing information on students' progress are refined so that leaders have accurate and useful information, which enable their efforts and support to be targeted to the students most at risk of underachieving
- the pupil premium is spent effectively, and that its impact on students' progress is

An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the governance of the academy should be undertaken in order to assess how this aspect may be improved.



KEY PRIORITY 1 : Ensure that all students' behaviour is at least good and that they are safe by:												
- improving their attendance and punctuality to school and eradicating truancy from lessons												
- making certain that procedures for checking the implementation of safeguarding policies and strategies are robust												
- encouraging students to have more respect for themselves and each other through a tailored programme of personal, social and health education that includes more information on how to stay safe online and challenges bullying and discrimination such as homophobia and racism												
Objective:	Strategic Responsibility	Process					Milestones/Impact					Funding Partnerships Resources
		Term 1 September - December 2015	Term 2 January- April 2016	Term 3 April - July 2016	Term 4 September - December 2016	Term 5 January - April 2017	Term 1 September - December 2015	Term 2 January- April 2016	Term 3 April - July 2016	Term 4 September - December 2016	Term 5 January - April 2017	
To raise attendance to at least 95% in line with newly published legislation by 2017.	Matthew Little (VP) Jenny Keeler (AVP) Pastoral Team Attendance Team All Staff Academy Leadership Team	The structure of the school day, attendance team and curriculum model have been refined to improve attendance, later start, increased extra curricular and intervention time build into students' day. Support plans in place for small group of persistent absentees or at risk of being PA in each year group and low attending PP students. Use of PP money to support cohorts with poor attendance - bus passes / clothing etc. Reward systems refined and determined by student voice. Revised attendance policy in place with graduated response strategy introduced. Non routine admissions policy to be introduced due to high mobility. Reintegration programmes to be modified to include 'am' and 'pm' registrations. Embed AQR's Mental Toughness Questionnaire with support from Right to Succeed and Achievement for All, enabling measurement and monitoring of the development of confidence, control, commitment and reaction to challenge within our student population, enabling us to develop a pastoral approach to improving these key character capabilities that will support better engagement with school. Academy Leadership Team to be involved in the home visits one hour per week.	Support is in place for PAs who have high levels of exclusions. Parent support classes introduced. Staff appraisal target for attendance. Fast track / penalty notice initiative put in place. Liaison with school nurse to support students with medical issues. Work with Achievement for All and Right to Succeed to use the evidence gathered in the Mental Toughness Questionnaire to develop and adopt a whole school approach to developing confidence, control, commitment and reaction to challenge within our student population, enabling us to develop a pastoral approach to improving these key character capabilities that will support better engagement with school. Attendance parental support classes introduced.	Interventions and sanctions are in place for key groups of students. Interviews held with families to determine reasons for absence.100% attendance event held. Primary Attendance Project rolled out. Refine systems and programmes for supporting parents and students with enhanced attendance. All staff to have been given the opportunity to make a home visit. Attendance parental support classes.	Wave 2 of Toughness Questionnaire with support from Right to Succeed and Achievement for All, enabling measurement and monitoring of the development of confidence, control, commitment and reaction to challenge within our student population, enabling us to develop a pastoral approach to improving these key character capabilities that will support better engagement with school. Primary Transition Project continued and vulnerable group identified. Continue to rota staff to make home visits.	Support is in place for PAs who have high levels of exclusions. Parent support classes introduced. Staff appraisal target for attendance. Fast track / penalty notice initiative put in place. Liaison with school nurse to support students with medical issues. 2014 / 2015 91.88% 2015 / 2016 92.00% Increase student engagement with school - case studies / attendance increase / reduce lateness and truancy. Improvement in Fast Track cohort. 92% LA Attendance Audit endorses progress in relation to target.	Whole school attendance is at least 93.2% at the end of Term3 moving closer in line with national - increase attendance term on term by the end of term. 2014 / 2015 92.2% 2015 / 2016 92.88% Case studies show improvement in student attendance when parents involved.	2014 / 2015 89.7% 2015 / 2016 93.2%	2014/2015 91.88% 2015/2016 92.00%	2016/2017 95% Increase in Year 7 engagement 98%. LA Attendance Audit endorses progress in relation to target.	2016/2017 94.5% Attendance is in line with NA	Training for attendance team. Whole academy training regarding attendance and SIMS. Explore attendance package (SOL). Rewards. Monitoring by LA/BFET Safeguarding Team and Local Authority Safeguarding & Attendance.
To improve punctuality to the academy.	Matthew Little (VP) Attendance Team All staff	Change to the start time and have a clear set of graduated sanctions in response to lateness. They are explained to students in relation to punctuality. Registers close 9.30am.	Persistently late students are identified and meetings held with families to determine support. Catch-up curriculum programmes to be implemented.	On going monitoring of punctuality, better curriculums and teaching and learning to ensure lateness is rare.	Wave 1 of Toughness Questionnaire with Year 7.	Work with Achievement for All and Right to Succeed to use the evidence gathered in the Mental Toughness Questionnaire to develop and adopt a whole school approach	Continued reduction of lateness to the academy and lessons throughout the year. Pupil voice indicates better student satisfaction with the academy and improved rates of progress as less time will be missed within lessons. Punctuality to lessons improved to allow a smooth transfer between lessons. Resulting in a reduction in behaviour incidents outside the classroom.					
Ensure appropriate provision is in place for students who are struggling to access mainstream lessons, including those with persistently challenging behaviour and social and emotional difficulties.	Matthew Little (VP) Gavin Grant (AVP) Dean Harris (AVP) All staff Michelle Thompson (AVP)	Plans in place to improve or introduce new programmes to support identified students - the Bridge/Reflection/IFTE and VPP. Good links established with alternative providers such as Education Diversity/Chrysalis project. Enhance staffing in the provisions. Individual support plans introduced for students returning from absence. Referral system in place for students who are vulnerable or at risk. Conduct whole school audit and update on SIMS. Update school admissions policy regarding EAL. Order bi-lingual dictionaries for use in exams and classrooms. EAL Resource base and room established. TEFAL training put in place. EAL exam entries identified KS4. Establish an EAL resource area. Plan for inclusion of adult English lessons.	The most vulnerable and at risk students have been placed on appropriate programmes and are making measurable and increased progress. Year 7 nurture/ transition programme is in place and helping to address students' needs. Additional staffing and resourcing enable and nurture provisions. Monitor admissions and ensure appropriate curriculum for all EAL students. All new admissions added to Sims. Buddy system put into place with peers for initial two weeks upon entry. Purchase programme which offers advice and guidance on best practice re ways to integrate new EAL students. Staff to be trained in TFL. Contact British Council to seek advice on translation of admissions documents into variety of the most appropriate languages. Formulate list of those students eligible to sit native language exams. Introduce online CAT tests. Challenge Partners review - October Parental Support Session.	Blackpool Challenge transition project introduced. EAL students KS4 entered for exams.	Monitor EAL admissions and SIMS. Ensure Action Plan fit for purpose and being implemented. Students to be tested in speaking and external examiners to be facilitated where necessary. Primary links established. Continue to monitor student tracking. Review of EAL provision and need. Staff training re differential.	Continued monitoring of provision shows most students have made improvements based on attendance, rates of progress, reductions in sanctions, behavioural incidents. More SEN students in a mainstream setting make reasonable progress in most subjects. Up to 30 students identified for work placement and success fully integrated. Extended school provision attended regularly. Reduction in numbers of exclusions & IFTE on this time last year.	Review shows that internal and external provision is fit for purpose and that a majority of students have made progress. DCP 4 indicates that SEN students are making increased progress across subjects in mainstream and bespoke provision groups. Students on work placement attend regularly and a school for their bespoke curriculum and are in line to achieve their progress and outcomes.	Continued monitoring of provision shows most students have made improvements based on attendance, rates of progress, reductions in sanctions, behavioural incidents. More SEN students in a mainstream setting make reasonable progress in most subjects.	Review shows that internal and external provision is fit for purpose and that a majority of students have made progress. DCP 4 indicates that SEN students are making increased progress across subjects in mainstream and bespoke provision groups.		Ed Diversity LA Pupil Welfare Feeder primary school. EAL training. Governors Behaviour Panel. Attendance Team. LA Review. BFET. Challenge Partners Review October 14-16 2015	
Ensure appropriate provision is in place for students who are struggling to access mainstream lessons, including those with persistently challenging behaviour and social and emotional difficulties.	Jane Bailey (P) Karen Bleakley (AVP) Governors BFET Andrea Alder (Safeguarding Officer) Debbie Mosher (SENCO) Sharon Senior (Transition Co-ordinator).	Ensure there is appropriate safeguarding training and development programme for all members of the school community including, year team leaders, newly appointed staff and students. Increase the number of colleagues working on Safeguarding/Child Protection related matters. Early identification of EBSD register. Update training records. Provide training for staff who need Level 1 or a refresher for Level 1 training. Two pastoral leaders to receive Level 3. Governor training and links established. * To safeguard students around the building during optimum movement times. * Stop the school bells * Additional staff on duty to reduced inappropriate or anti-social behaviour * Enhanced building security with 'Job'system	Trained year team leaders provide swift intervention and support with safeguarding concerns. Reviews of cases show that students have received appropriate advice and are kept safe and records maintained. Smoking Cessation programme introduced and students identified.	Additional staffing improves capacity. LA/BFET Review of procedures recognises progress.	Provide comprehensive refresher training for existing staff and Level 1 for all new colleagues. Build in Safeguarding Training throughout the year on Academy calendar extended to Governors.	External and internal reviews judge all aspects of safeguarding to be secure. Arrange appropriate training for SG L1 and L3. Update SG training register. All staff trained at L 1. SLT on Safer Recruitment. Safeguarding to be delivered on INSET day. Begin Policy updates. Audit half termly all 'cause for concern' forms. Audit SG cases half-termly. No bell has meant a significant reduction in traffic flow and 'bottle necks'. Student and Staff Voice confirms this.	The training and development programme is well established and systems in place show that students at risk are making better progress, have improved attendance and feel safe and secure within the academy. Build capacity re staff trained in CP/ICN conferences etc. LADD training. Report to Governors. Monitor and review 'cause for concern' forms. Meet DFE safeguarding requirements - as per document Keeping Children Safe'. Further reduction of 'out of class' anti-social and inappropriate incidents.	Pupil Voice shows that students feel safe, tracking data shows that vulnerable students are making good progress. Arrange appropriate refresher training SG L1. Update CP Governor on training. All Pastoral Leaders trained to LS (2/5) 5 people to be MARAC trained.	All staff to be trained to relevant level. BFET SG audit. Continue to provide lists of vulnerable pupils to staff via staff meetings and 'confidential' emails so 100% or pupils to be safeguarded.	All staff to be trained to relevant level. All staff trained in the relevant level of SG training, including Prevent, Anti-Radicalisation and safety via social media. Continue to monitor vulnerable students, update staff and governors on vulnerability. Audit SG cases half termly and report to SG Governor.	BFET Safeguarding Review. LA Safeguarding review. Governors. Student Voice Staff Voice On-call/IFTE/ Reflection data. IRIS	

Ensure appropriate provision is in place for students who are struggling to access mainstream lessons, including those with persistently challenging behaviour and social and emotional difficulties.	Sara Cheston (AVP) PSHE Staff Team	15 staff complete 'Risky Behaviour' training to deliver a robust PSHE curriculum. Yrs 7-10 timetabled to receive 1 hour per week. Topics include drugs and alcohol awareness, sex, British values and emotional health, well being E-Safety and radicalisation.	Ongoing delivery of the PSHE curriculum and support for staff delivering sessions. Impact monitored through student voice and T&L QA systems.PSHE Conference styled days to be held for year 11 to cover key topics.	Implement SOW for year 11 PSHE to commence September 2016.	Increase number of staff trained to deliver PSHE and establish lessons in Year 11.	Ongoing delivery of PSHE curriculum.	Incidents of racism and homophobia decrease. Students say that they feel more aware and safe including in relation to E-Safety. Attitudes to learning and to each other have improved. Prevent duty and safeguarding records show full implementation of policies. Students voice and external validation suggest PSHE course is fit for purpose and has a positive impact on student attitudes towards themselves and others.	Incidents of racism and homophobia decrease. Students say that they feel more aware and safe including in relation to E-Safety. Attitudes to learning and to each other have improved.	Prevent duty and safeguarding records show full implementation of policies. Students voice and external validation suggest PSHE course is fit for purpose and has a positive impact on student attitudes towards themselves and others.	Headstart / Diane Trust. Training for PSHE team. LA monitoring. BFET monitoring.	
Ensure appropriate provision is in place for students who are struggling to access mainstream lessons, including those with persistently challenging behaviour and social and emotional difficulties.	Jane Bailey (P) Gavin Grant (AVP) Dean Harris (AVP) Michelle Thompson (AVP) Debbie Mosher (SENCO) Karen Bleakley (AVP) School Parliament Parents / Carers Safeguarding Team. Rebecca Warhurst (VP) Hilary Gebble (AVP)	Member of SLT given responsibility for developing the anti-bullying strategy. Tracking systems are in place to monitor responses to incidents. School parliament involved in identifying key issues / solutions. All staff will complete Risky Behaviours training from Blackpool Council. All Schemes of Work to be in place for Years 7-11. Emotional Health scheme of work to be piloted with Year 8. All assemblies to have a PSHE theme that is discussed weekly. SCS/SD to attend appropriate CPD on Ofsted and PSHE and Safeguarding through PSHE as well as being members of the Blackpool PSHE forum.	Tracking systems identify key issues which need to be addressed and all members of the school community understand the key principles of the anti-bullying strategy. Student voice will show students have a greater awareness of how to keep safe tackled in weekly PSHE lessons. Issues they will be aware of will include e-safety, sex and relationships, CSE, Bullying etc. QA to monitor the effectiveness of PSHE lessons will be developed and implemented. Form time PSHE will be fully in place. One form linked to the PSHE theme will be delivered to all years and evidence kept in a form time PSHE folder.	External verification validates the anti-bullying strategy through the 'Big award. Student mentors, anti bullying Ambassadors and Student Leadership team are playing a key role in resolving issues. External validation of the PSHE curriculum and form time PSHE through the Blackpool Council and Public Health pilot will take place. QA of Form Time PSHE to take place to monitor its effectiveness and to see whether there has been an impact upon students' attitudes towards themselves and others.	To develop PSHE further by implementing PSHE conferences that enrich the learning from PSHE lessons. To work with outside agencies such as the Wish Team, the Hub, Awake, to ensure that vulnerable students are catered for in smaller groups and on a one to one level if needed.	To monitor the attitudes of students towards themselves and others. To monitor the impact of PSHE lessons on attitudes to learning. To monitor whether there has been a reduction of incidents related to racism, homophobia, bullying and of a sexual nature.	Student Voice suggest students feel safer and know who they can approach if they feel vulnerable and need support. 100% of PSHE staff fully trained by Blackpool LEA. 100% of pupils Year 7 - 10 to access weekly PSHE lessons and PSHE in assemblies.	Internal evaluation shows reductions in the level and frequency of bullying incidents, interventions are also judged to be effective in resolving specific incidents. 100% of students to access PSHE weekly in form time. Report to BFET, Governors & LEA re impact of PSHE. There will be an audit from the LEA reviewing the PSHE pilot on sex and relationships and drugs and alcohol. The school will then receive funding as a result of completing the pilot to a high standard.	Continued CPD for staff on key PSHE issues. To continue to develop the PSHE curriculum by implementing schemes of work for all Year 11 students. 100% of Year 11 students to access weekly PSHE sessions as part of the curriculum. Staff and student evaluations on key issues related to the curriculum, eg CSE, sex, lsm, and prevent.	Continued CPD for staff on key PSHE issues. To monitor through student voice, lesson observations, book scrutinise the attitudes of students towards themselves and others. Results of student voice to show positive impact of PSHE lessons on students' attitudes to learning and keeping themselves safe. Data showing a reduction in racist, homophobic, bullying and issues of a sexual nature.	Peer mentoring training £1000. Anti-bullying Ambassador training £300. Student leadership training £300. Pastoral Team QA monitoring BFET Governors LA
Ensure appropriate provision is in place for students who are struggling to access mainstream lessons, including those with persistently challenging behaviour and social and emotional difficulties.	Jenny Keeler (AVP)	Revised rewards system is in place with guidance for all staff. Monitoring systems are in place. Students receive recognition in assemblies.	Monitoring shows that rewards are being applied more consistently and recognise progress as well as achievement.	Analysis shows that most groups of students are being rewarded. This view is also supported by the student voice survey. Key issues are highlighted.	Student Voice review of Rewards. Revision of current policy and impact.	Monitoring shows that rewards are being applied more consistently and recognise progress as well as achievement.	Rewards are being issued consistently and across all areas.	Recommendations from the rewards survey and analysis are implemented.	Rewards are prominent around the academy and all students can articulate the rewards and behaviour policy. Reduction in negative behaviours, a greater proportion of students state they are proud to be students within the academy.	Rewards are prominent around the academy and all students can articulate the rewards and behaviour policy. Reduction in negative behaviours, a greater proportion of students state they are proud to be students within the academy.	Rewards Budget. Academy Leadership Team. Student Voice. Pastoral team Monitoring & QA
Ensure appropriate provision is in place for students who are struggling to access mainstream lessons, including those with persistently challenging behaviour and social and emotional difficulties.	Matthew Little (VP) Gavin Grant (AVP) Dean Harris (AVP) All staff Student Anti Bullying Ambassadors Parents / carers	The review of the Code of Conduct is completed and the revised code designed ready for launch in September. Inconsistencies in the application of the current code have been identified. Plan for consulting students, staff and agreed in principle. A team of students are trained as Anti-bullying Ambassadors. Staff code of conduct implemented. Increase parental engagement opportunities.	Additional training and support is provided to staff where there is persistent low level disruption. All staff have training on conflict resolution. Delivered via whole school INSET. Additional staff INSET delivered on Behaviour Policy/Rewards/Consequence System/Procedures for internal management of behaviour. Work with all members of the school community to review and redefine the code of behaviour. Conduct an initial audit of student attitudes to learning survey. Work in conjunction with VP T & L to trial active engagement strategies in the classroom. Explore the possibility of developing PLTS/SEAL in T & L Investigate the possibility of de-escalation training for staff delivered by Academy staff or external providers. Analysis of data to provide targeted support for students and staff.	Staff are consistently using the behaviour policy. Pastoral staff to begin using data to identify cohorts of students to work with and address barriers to learning. Review the success of alternative education procedures. Explore the possibility of embedding PLTS/SEAL into Schemes of Learning and lesson planning.	Explore the option of extending academic mentoring across the whole school for PP students initially. Develop the South Shore Standards into a Code of Conduct based on consultation with the student parliament. Engage with a range of alternative education providers. Review the effectiveness of Form time. Construct and deliver a high quality assembly programmed that tackles life in MB/SMSC/Safeguarding and a range of issues. Consider a new approach to structured activity at breaks and lunchtimes. Plan an enrichment programme that seeks to give all students experience of the world around them. Consult with students and other stakeholders about developing an approach to Healthy Schools. Train MLL to begin to shift responsibility for student behaviour into subject areas.	Reduce on calls. Reduce number of repeat offenders from the on call list. Reduced reflection referrals. Reduce IFTE referrals.	Staff trust delivered on: Behaviour Policy Rewards. Consequence System All procedures for internal management on behaviour: IFTE, Reflection, On Call, the Bridge, tracking. Behaviour tracking information will highlight inconsistencies in the application of the systems. Targeted CPD for staff regarding support for Behaviour Management. Amendments to systems as appropriate. On-calls reduced from HT6 from 7 to 7 Repeat offenders reduced from HT6 2013/14 from 7 to 7 Reflection referrals reduced from HT6 2013/14 from 7 to 7 IFTE referrals reduced from HT6 2013.14 from 7 to 7 FTE reduced from ..... Attitude to learning survey shows that % of student population have positive attitudes to learning. Behaviour for learning in teaching and learning audits judged to be ...	Continued trend of reduction in on-call and incidents on IRIS. On calls reduced from HT6 2013/14 to ????? Repeat offenders reduced from 7 to 7 Reflection referrals reduced from HT6 2013.14 to 7 IFTE referrals reduced from HT6 2013.14 from 7 to 7 FTE reduced from ..... Attitude to learning survey shows that % of student population have positive attitudes to learning. Behaviour for learning in teaching and learning audits judged to be ...	On calls reduced from HT6 2013/14 from 7 to 7 Repeat offenders reduced from 7 to 7 Reflection referrals reduced from HT6 2013/14 from 7 to 7 IFTE referrals reduced from HT6 2013/14 from 7 to 7 FTE reduced from ..... Attitude to learning survey shows that % of student population have positive attitudes to learning. Behaviour for learning in teaching and learning audits judged to be ...	On calls reduced from HT6 2013/14 from 7 to 7 Repeat offenders reduced from 7 to 7 Reflection referrals reduced from HT6 2013/14 from 7 to 7 IFTE referrals reduced from HT6 2013/14 from 7 to 7 FTE reduced from ..... Attitude to learning survey shows that % of student population have positive attitudes to learning. Behaviour for learning in teaching and learning audits judged to be ...	Staff time and consultant support. Resources in terms of printing and design costs. Student/Staff Voice

**KEY PRIORITY 2: Rapidly improve the quality of teaching so that it is at least consistently good, and therefore significantly improve progress and raise attainment in all subjects and year groups by:**

- ensuring teachers' assessments of students' progress and attainment are consistently accurate
- increasing the level of challenge in lessons for students at all ability levels so that they make much faster progress
- ensuring all teachers consistently let students know how well they have done and how to improve
- making certain that all teachers have high expectations of the presentation of work and the care that students should take over their books, as well as in the tasks they undertake
- ensuring no student is disadvantaged by preparing tasks to support all students, so that even those who have been absent are able to fully participate in learning eradicating low level disruption by improving the rigor of application of the academy's behaviour policy in lessons and around school.

Objective:	Strategic Responsibility	Process/Actions					Milestones/Impact					Funding Partnerships Resources
		Term 1 September - December 2015	Term 2 January- April 2016	Term 3 April - July 2016	Term 4 September - December 2016	Term 5 January - April 2017	Term 1 September - December 2015	Term 2 January- April 2016	Term 3 April - July 2016	Term 4 September - December 2016	Term 5 January - April 2017	
To develop a clear and robust assessment system that accurately measures students' progress across year groups	Andrew Leek (SAVP) Michelle Thompson (AVP) KS3 Suzanne Best (AVP) KS4 Pastoral Team. Jenny Keeler (AVP) KS4 Karen Bleakley	Review and refine the assessment and marking policy and communicate to students, staff and parents. Training provided to staff. Exemplars, materials and student resources are available. Intervention plans are implemented for students at risk. Data captures are triangulated with data held about teachers' practice. Assessment and moderation cycle is follows. PLC's introduced for Year 8. Impact data is shared frequently and is clear. Introduction of student flight paths. SLE and external validation increases to all areas and all Key Stages.	Assessments, progress and achievement are discussed in all line management meetings to ensure pupil progress. All assessments are QA'd by the line manager. Intervention plans are implemented for students at risk. Investigate external providers of national assessment for all subjects and ages. PLC's are introduced for all year groups. Each faculty has an individual assessment calendar mirroring the whole school calendar.	Assessment system is evaluated and staff are held to account consistently for the progress of individuals. Training on assessment in Bespoke and diagnostic for all faculties and staff.	New staff are trained to assess student progress. Review assessment policy. Training on assessment in Bespoke and diagnostic for all faculties and staff.	Monitoring and tracking of systems and procedures.	Data is shared frequently and is clear. All members of the academy have an improved understanding of assessment and achievement. Subsequently progress for all students is improved and more in line with national average. Leaders have a consistent approach to assessment. Impact Term 1 Data is shared frequently and is clear. Impact Term 2 All members of the Academy have an improved understanding of assessment and achievement. Impact Term 3 Progress for students is improved and more in line with national averages. ALT have a consistent approach to assessment.	Student progress accelerates through diagnostic assessments.	Monitoring and tracking of systems and procedures.	INSET and leadership time, SLE support(as above) and external training and support where appropriate. BFET Teaching School. Local Authority Review. BFET Subject Reviews. Governors.		
To ensure the accuracy of teachers' assessments in both key stages	Andrew Leek (SAVP) Sara Cheston (AVP) Michelle Thompson (AVP) Suzanne Best (AVP) Middle Level Leaders All Staff	Ensure assessments are appropriate and all staff receive training on diagnostic assessment and feedback. Assessments and achievement are discussed in all line management meetings to ensure pupil progress. Year 11 mock exams are QA'd through MLL and ALT line management. Grade boundaries are set appropriately to ensure accuracy of assessments. Support deployed for under-performing departments.	Follow up sessions are provided for departments who are unsure or require additional help. Data captures and work scrutiny are triangulated. SLE support deployed to all departments to QA accuracy. Assessment Data is moderated through faculty meetings and QA by ALT. Issues raised through moderation are dealt with on an individual basis by HOF.	Clear and strategic assessment plans are being developed for the following academy year. Exam boards report that all departments are within tolerance and students are making better progress. Final DCP entered for GCSE grades with evidence.	Assessments are robust and focussed to show pupil progress. Externally moderated assessments are used across all faculties in each year group. New programmes of study have QA and an assessment system in line with the rest of the school implemented. Predictions following the Year 11 exams analysed. Discussed with line manager and ALT link. Training given to staff for inaccurate predictions.	Monitoring and tracking of systems and procedures.	Data from KS4 outcomes shows that predictions are much more accurate.	QA shows that assessments and marking are accurate.	MLL are developing assessment systems that are bespoke and diagnostic allowing students' progress to accelerate.	Assessment shows progress closer to the national average.	Assessment shows progress closer to the national average.	
To ensure assessment of students' work is prompt and accurate and that feedback informs each student on how to improve and that presentation is of a high standard.	Andrew Leek (SAVP) Sara Cheston (AVP) Michelle Thompson (AVP) Student Leadership Team All staff	<b>Focus upon ensuring staff are consistently using WWW/EBI and implementing MAD Time (Half Term 1)</b> <b>Rigorous monitoring of marking, feedback and presentation through HOF, ALT Learning Walks, and book scrutiny.</b> <b>Introduction of HOF/ALT book scrutiny with targeted groups eg PP/Non PP, EAL Consistency across the Academy with the use of coloured pens for marking.</b> <b>Updating of QA documents to ensure that they are in line with the new Ofsted framework.</b> <b>All books to have a corporate response to target stickers. They should contain an end of year target, progress tracker and a literacy check sheet.</b>	Monitoring of the new marking policy regarding coloured pens through HOF work scrutiny. Learning walks, observations and student voice. Impact of marking and feedback measured via student voice. Training for MLL through Wednesday night meetings on how to perform meaningful QA activities using the new documents and to ensure consistency across all faculty areas. Monitor the effectiveness of MAD time. How meaningful is it? Lead teachers to work with staff who need support with marking and feedback..	Introduction of joint work scrutiny with students. Impact of marking and feedback measured via student voice. Weekly monitoring. A list of student names will be sent out weekly and their books handed in for monitoring from all staff. Display outstanding pieces of work around the Academy. Monitoring of MAD time to see what impact it has made by looking at Pupil Progress data.	Rigorous monitoring of student work through lesson observations, learning walks, book scrutiny and student voice.	Rigorous monitoring of student work through lesson observations, learning walks, book scrutiny and student voice.	Throughout the year, staff practise improves and so subsequently students make better progress. Greater levels of consistency between books are evident and students are increasingly challenged to improve. Presentation of student work is incrementally improving throughout the year. Student voice reflects that students take pride in their work and that their work is marked regularly. Students can articulate how to improve and their areas for development. Term 1 - Consistency across the Academy with the use of coloured pens for marking. All books to have a corporate response to target stickers. They should contain an end of year target, progress tracker and a literacy check sheet. 40% of lessons good or better. Term 2 - Data to show improvements in quality or marking and feedback across the Academy. 50% of lessons good or better. Term 3 - All rooms around the Academy will display outstanding students' work photographed as evidence. Student Voice data to show improvement in marking and feedback. 60% of lessons good or better.	Closely monitor Pupil Progress data. Lesson observation data to show improvements in quality of marking and feedback across the Academy. 80% of lessons good or better.	Rigorous monitoring of student work through lesson observations, learning walks, book scrutiny and student voice. 100% of lessons good or better.	Resources for staff CPD / External Validators / Teaching School. Right to succeed. Achievement for All. HMI Local Authority Review. BFET Review. Governors.		

To set high expectations and ensure all students are challenged to make their best progress by delivering inclusive lessons that reflect students' starting points.	SLT Middle Level Leaders All Staff Graeme Duncan (Blackpool Challenge) Paul	Teaching and learning strategy launched which addresses the key issues in the Olsted Action Plan and sets out agreed expectations of classroom practice including the BFET Faculty Reviews programme. Embed the iKnowMyClass tool with the support of Achievement for All and Right to Succeed, enabling every pupil in every class to give feedback on the quality of the pupil experience against 8 key factors of a successful delivery. Use the formative feedback to teachers, alongside qualitative input from our pupil panel, to develop teacher CPD plans.	QA to assess the quality of differentiation within classrooms. Support in place for underperforming staff. Best practice is shared across the academy. Re-run the iKnowMyClass tool to check progress in improving the quality of pupil experience in class, and use assessment data to identify areas of greatest success and challenge. Celebrate successful progress and develop strategies to improving performance where necessary.			Learning walks and book scrutinise show that the standard of presentation in written work is much higher, questioning is used effectively in a majority of lessons and more able students are being challenged. Student Voice reveals greater confidence/resilience.	Progress data shows less internal gaps between groups of students and faculties.			
To ensure that SEND & EBS students continue to make good progress when they return from specialist provision to traditional classrooms	SLT Debbie Moshier (SENCO) Cavin Grant (AVP) Dean Harris (AVP) All Staff Matthew Little (VP)	Ensure appropriate provision is in place for students who are struggling to access mainstream lesson, including those with persistently challenging behaviour and social and emotional difficulties. Work with Achievement for All's achievement coach to teaching and learning to the 20% lowest performers, (to include SEND and EBSD) to develop the approach to improving quality of teaching and learning and monitor progress. Review existing provision in terms of: Staffing, value for money in relation to Pupil progress, Resources, Pupil Progress, specific class provision, i.e. Nurture room, plus the two other rooms. Identify pupils via: GL baseline assessments, CATs, Yr 6 transition info, KS2 fine grades. Audit of SEN/D pupils' needs. Check existing SEN register and then update the SEND register and email to staff. Develop a referral system which is transparent and allows referrals from parents, staff, pupil.	Provision maps are in place for SEND/EBS students and shared with staff. Staff held to account for progress of SEND/EBS students. Clear expectations, policy and procedure in place for students reintegration that is monitored. Review progress with Teaching and Learning with Achievement for All's achievement coach and develop the strategy. Develop a whole school provision map. Create SEN list. Provide correct provision for the SEN needs identified.	Review meetings held with staff, students and stakeholders to gauge levels of engagement, progress and support. Implement the whole school provision map.	Review and evaluate PP after DCP.	Amend, implement and continue - measure impact through PP after DCPs.	SEND/EBS student achievement improves as does attendance of behaviour for this group. Less students need alternative provision.			Funding for integration plans / CAMHs / Home Hospital / LA SEND / Headstart TASS Teams BFET Local Authority
To develop quality assurance systems that improve staff application of behaviour policy	SLT All Staff	Behaviour policy launched to staff and QA systems explained and written.	Staff receive support who have high instances of poor behaviour. MLs to monitor the quality of behaviour management within their faculty areas	Additional training and support given to staff. Feedback is consistently shared and staff held to account.	New staff inducted into Behaviour Policy and students into its review.		Greater levels of consistency evident through QA, reduction in the number of instances of negative behaviour. Staff voice indicates that they feel empowered. Improved achievement and progress data.			CPD time, time for staff to observe good practice.
To develop a personalised CPD programme that meets the needs of all staff	Michelle Thompson (AVP) Sara Cheston (AVP) Rebecca Warhurst	All teaching staff have completed an audit of their skills and knowledge to include with Faculty Review Outcome Programmes. Staff that require significant improvement, or are on a temporary basis have support plans in place. Every department within the academy has access to either external or SLE support. Conduct an audit of staff skills in relation to subject knowledge and the new national curriculum and new examination specifications.	Learning walks and planning documentation show there are suitable levels of challenge for students across the academy and that teachers are making more effective use of questioning to assess students' progress and adapt the learning.	Internal and external review highlight consistency in classroom practice and expectations across all subjects.			QA reveals a greater consistency across the academy.	Inadequate teaching is eradicated	100% of staff are rated as good or better in their practice and support in place for all staff who are consistently RI	

Raise the progress of all students across all subjects.	Andrew Leek (SAVP) Matthew Little (VP) SLT Middle Level Leaders All Staff	Implement baseline assessments and identify students who are not currently projected to make the expected levels of progress in all subjects. Deliver staff training to increase understanding of progress within each subject. SLT with accountability for English and maths, EBac and options use robust tracking to target individual student not making the expected progress in specific subjects. Develop a data room and 'war wall'.	Review performance of all students through academic board, participation in the intervention programme. Progress 8 SLT links challenge and review the progress of all students within designated areas. Programme introduced to boost the levels of progress for the more able students. Moderation of assessment is ongoing to validate predictions.	Personalise support for key students to enable rapid progress gains in identified areas.	Implement baseline assessments and identify students who are not currently projected to make the expected levels of progress in all subjects. Deliver staff training to increase understanding of progress within each subject. SLT with accountability for English and maths, EBac and options use robust tracking to target individual student not making the expected progress in specific subjects. Develop a data room and war wall.	Review performance of all students through academic board, participation in the intervention programme. Progress 8 SLT links challenge and review the progress of all students within designated areas. Programme introduced to boost the levels of progress for the more able students. Moderation of assessment is ongoing to validate predictions.	Analysis of internal assessment data shows improvements in students' progress in subject areas on intervention programmes. Progress 8 measure to be: 0.53	Tracking will highlight students not progressing at the expected rate. Intervention is specific and focussed to allow students to progress in identified areas. Progress 8 measure to be: 0.51	Progress of Key Stage 3 and year 10 students in targeted subjects are inline with expectations. Progress 8 measure to be: 0.5	Progress 8 measure to be: 0.8	Progress 8 measure to be: 0.5
Raise the achievement of all students across all subjects.	Andrew Leek (SAVP) Matthew Little (VP) SLT Middle Level Leaders All Staff	Implement baseline assessments and identify students who are not currently projected to reach key performance indicators using last years results to identify subjects.	Review performance of all students through academic board and participation in the intervention programme. Pupils targeted dependent on their grade. Deliver staff training to support achievement	Personalise support for key students to enable higher grades to be attained across all subjects. Pupils targeted to attain higher grades through stretch and challenge.	Implement baseline assessments and identify students who are not currently projected to reach key performance indicators using last years results to identify subjects.	Review performance of all students through academic board and participation in the intervention programme. Pupils targeted dependent on their grade. Deliver staff training to support achievement	All the key cohorts of students and selected individuals at risk of underachievement have intervention plans. Most able have personalised intervention to boost attainment. Analysis of internal assessment data shows current attainment measures. Yr 11 Attainment 8 41.7 Yr 10 Attainment 8 40 Yr 11 Maths/English A*-C 37% Yr 10 Maths/English A*-C 38% Year 8 - 4 levels of progress - Maths 31 % Yr 8 - 4 lop English 43 % Yr 7 - 2 lop Maths 58% Yr 7 - 2 lop English 31%	Yr 11 Attainment 8 42.2 Yr 11 Attainment 41 Yr 11 Maths/English A* - C 40% Yr 10 Maths/English A* - C 40% Year 8 - 4 levels of progress Maths 35% Yr 8 - 4 lop - English 46% Yr 7 - 2 lop Maths 61% Yr 7 - 2 lop English 35%	GCSE results in targeted subject areas are in line with their predictions. Yr 11 Attainment 8 42.73 Yr 10 Attainment 8 42 Yr 11 Maths/English A* - C 42% Yr 10 Maths/English A* - C 42% Year 8 - 4 levels of progress Maths 40% Yr 8 - 4 lop English 50% Yr 7 - 2 lop Maths 64% Yr 7 - 2 lop English 40	Year 11 Attainment 8 - 43 Yr 10 Maths/English A* - C 43% Year 8 - 4 levels of progress Maths 65% Year 8 - 4 levels of progress English 44%	Year 11 Attainment 8 - National Yr 10 Maths/English A* - C 45% Year 8 - 4 levels of progress Maths 67% Year 8 - 4 levels of progress English 50%
Enable key groups of learners to make good rates of progress in all subjects	Andrew Leek (SAVP) Matthew Little (VP) SLT Middle Level Leaders Heads of Year All Staff	Year team leaders and heads of department have reviewed support plans for underachievers in Yrs 7 - 10. Progress review of more able students identifies key groups and issues which need to be addressed - particularly boys' performance. Support programme is in place for more able students in Yr. 11.	Yr 7 - 10 underachievers are receiving appropriate support and beginning to make better progress in targeted subjects. Challenge intervention strategies introduced to boost higher grades. Good practice shared with all departments.	More Yr 7 - 10 underachievers are now making expected rates of progress in targeted subjects. Progress Check assessments show improvements in students' progress in the core and foundation subjects. All departments have strategies in place to support more able students.			Students in all year groups are making at least national average rates of progress. There is a reduction of within school variation between subjects and groups of students. Term 1 - Tracking & Intervention Consistent Criteria Identify all HATS 4 LpP (min) targets Form Groups Tracking - progress, attainment, attendance, success T & L awareness Academic portfolio launch Junior University Term 2 - Teaching & Learning In-class provision Curriculum provision T & L link to destination Priority students (i.e. attendance/behaviour) Reward & visual aspiration University research Bespoke reports CEIAG link developed Growth mindsets Oxford Pathways Term 3 - Resilience & Motivation Trips Extra-curricular Summer Schools Curriculum focus Russell Group research Weekend away Parental engagement focus Super-curricular challenge The Resilience Project	Aspiration & Leadership Personalised leadership development Curriculum extension Curriculum resources Student Conferences Mentoring links with universities Extra curricular International Schools Award Sutton Trust - Sutton Scholars	Curriculum & Consistency Student centred review of programmes Curriculum pathways linked with universities Clear T & L expectations QA of consistency Provision review Team Expansion of aspiration Consolidation & review of programmes.		

**key priority 3: Rapidly improve the impact of leadership at all levels, including that of the trust and governors, so that the pace of improvement accelerates quickly by ensuring that:**

- all staff are held to account for the progress of the students in their classes
- systems for managing information on students' progress are refined so that leaders have accurate and useful information, which enable their efforts and support to be targeted to the students most at risk of underachieving
- the pupil premium is spent effectively, and that its impact on students' progress is measured.

Objective:	Strategic Responsibility	Process					Milestones/Impact					Funding Partnerships Resources
		Term 1 September - December 2015	Term 2 January - April 2016	Term 3 April - July 2016	Term 4 September - December 2016	Term 5 January - April 2017	Term 1 September - December 2015	Term 2 January - April 2016	Term 3 April - July 2016	Term 4 September - December 2016	Term 5 January - April 2017	
Trust and Governors ensure effective permanent Senior Leadership is in place.	BFET Governors	Any key leadership vacancies are filled and a stable leadership structure is implemented. Work with Right to Succeed, Achievement for All, Future Leaders and Teaching Leaders to develop a leadership wide development programme, set out key goals and milestones, and monitor progress. BFET Subject Review LA Autumn Review	Mid Year performance reviews to demonstrate impact of a stable leadership team. HMI monitoring visit expected.	Implement 360 leadership reviews across the academy to further refine practice. Identify additional colleagues to secure places on TL and FL.	Any key leadership vacancies are filled and a stable leadership structure is implemented. Work with Right to Succeed, Achievement for All, Future Leaders and Teaching Leaders to develop a leadership wide development programme, set out key goals and milestones, and monitor progress. BFET Subject Review LA Autumn Review	Mid Year performance reviews to demonstrate impact of a stable leadership team. HMI monitoring visit expected.	By the end of the academic year, significant improvements have been secured in regards to all identified areas: progress, teaching and learning, behaviour and safety. As a result of improved senior leadership, leadership at all levels is beginning to have an impact.			Governors fully involved in all academy recruitment and in the setting and revising of targets.	Governors fully involved in all academy recruitment and in the setting and revising of targets.	Blackpool Challenge AFA/MC2 Recruitment BFET Governors Reports & Meetings
Senior leaders ensure that Middle Leadership is consistently strong.	Jane Bailey (P) SLT Governors	Appraisal Targets for MLLs reflect their areas of responsibility and necessary impact. Leadership CPD needs are identified and appropriate training/support sourced.	Leadership support to be on going throughout the year both in terms of line management and CPD. QA is conducted to ensure impact. Blackpool Challenge/MLLs programme.	Performance reviews and QA show that MLLs are hitting KPIs and are having an impact in all strategic areas.	Increase numbers of staff involved in external programmes.	MLLs have the appropriate support implemented.	Evaluations show that CPD is developing key skills and progress/teaching and learning is improving in all faculties. Any MLLs that are not fulfilling their roles placed on a support plan.	All MLLs are in a substantive post and results demonstrate improvement for all key areas.	MLLs have the appropriate support implemented.	Evaluations show that CPD is developing key skills and progress/teaching and learning is improving in all faculties. Any MLLs that are not fulfilling their roles placed on a support plan.	Governors Principal BFET Governors Reports & Meetings	
All staff are held to account for the progress of the students in their classes.	Jane Bailey (P) SLT Rebecca Warhurst (VP)	Baseline assessment data is gathered to ensure accurate starting points. Appraisal programme.	All line management meetings have a pupil progress focus and QA data is shared with staff challenged. Appropriate intervention plans ensure students are making expected progress.			Clear identification of underperforming staff and students.	Intervention plans are in place for underperforming staff and students with clearly identified success criteria.	Students are on track to make expected progress no inadequate teaching remains within the academy.	Baseline assessment data is gathered to ensure accurate starting points. Appraisal programme. Teaching has improved to 80% good or better.	Students are on track to make expected progress 100% good or better teaching remains within the academy.	CPD/Developing Teacher Programme BFET Governors Reports & Meetings	
Trust and Governors ensure that all aspects of the academy's work is monitored.	BFET Governors	Governors assigned to key areas of the school including LAC / Safeguarding / SEN / Inclusion / T&L. Included in the writing of the Action Plan and setting of key target areas.	Governor Behaviour and Attendance Panels scheduled for the year and a schedule of visits and meetings are in place to monitor the effectiveness of the academy's work.	Governor's meeting minutes demonstrate holding the Principal to account re key areas.	Governors assigned to key areas of the school including LAC / Safeguarding / SEN / PP / Inclusion / T&L. Included in the writing of the Action Plan and setting of key target areas.	Governors are fully conversant in all aspects of the academy's work and understand how each key development area is progressing. Governors successfully hold leaders to account.					Governor Training BFET Governors Reports & Meetings	
Governors, the Trust and senior leaders ensure that progress and achievement are consistently good across all groups.	Jane Bailey (P) SLT Governors BFET	Monthly reporting to the Trust and Governing Body re progress and achievement across all groups and key stages.				Governors are fully conversant with rates of progress and confident in the data presented.					Governor Training Governor Reports & Meetings. BFET Reviews LA Reviews	
Trust and Governors ensure that Disadvantaged Pupils and Year 7 Catch Up funding is managed properly. Raise the progress of disadvantaged pupils across all subjects. Raise the achievement of disadvantaged pupils across all subjects	BFET Governors Jane Bailey Suzanne Best (AVP)	Disadvantaged pupil review has been completed (statement of action). Academy review to focus on achievement of disadvantaged pupils (statement of action). Create profile of all disadvantaged pupils in all year groups measured against national data. Profile to be shared with all staff (what % of school HA, MA, LA - break down to year group/classes - use of know your class tool). All staff to be aware of disadvantaged pupils in order to accelerate progress through data led teaching. Tracking of pupils in each initiative eg Bridge, Counselling - a focus on improvement in attendance and progress.	Evaluate achievement for disadvantaged pupils against national data - review of PC1 to focus on closing the gap for all subjects. Revise targets for disadvantaged pupils - ensure MEG and aspirational targets are +1. Ensure disadvantaged pupils included in target setting/target getting policy. Staff training and awareness what closing the gap means in terms of progress for all (dis and non dis). Identify the number of disadvantaged pupils who are SEND.	Evaluation of impact of disadvantaged pupil spending externally validated (statement of action). Review and measure impact of all initiatives funded by PP (Disadvantaged pupils review). Ensure that the website has up to date, accurate and relevant information relating to disadvantaged pupils. Report to BFET Governors, LA and stakeholders. Achievement of disadvantaged pupils to be tracked, intervention put in place which is then reviewed and modified. Impact of intervention measured against national data.	Planning of disadvantaged pupil's expenditure to take place and review of previous year (evaluation of impact to decide spending).	Review progress of disadvantaged pupils as part of the assessment calendar.	External validation of the appropriate pupil premium spend. curriculum in place. Exam policies and outcomes reviewed for 2016. (Statement of action). Academy review to focus on whole school achievement (statement of action) - targeted support to be put in place. All staff to be aware of and identify pupils' individual characteristics eg disadvantaged, FSM, SEND in order to accelerate progress through data led teaching. ALT who are line-managing a subject to use robust tracking to target individual students not making expected progress. Term 2 - Re-evaluate achievement in line with national data for all year groups and sub-groups. Intervention strategies to be in place for pupils who are underachieving in all sub groups. Revise target setting/target getting policy so that all pupils have a MEG and aspirational target based on KS2 data and in line with national matrices. Staff training and awareness of what closing the gap means in terms of progress for all (disadvantaged and non disadvantaged). Identify at SEND. Term 3 - Evaluation of end of year PC in line with national data. Achievement of all pupils to follow a cycle of tracking, intervention, review then modify. Impact of intervention to be measured against national data. Report to BFET, Governors, LA and all stakeholders.	KS4	Evaluate achievement for disadvantaged pupils against national data - review of PC1 to focus on closing the gap for all subjects. Revise targets for disadvantaged pupils - ensure MEG and aspirational targets are +1. Ensure disadvantaged pupils included in target setting/target getting policy. Staff training and awareness of what closing the gap means in terms of progress for all (dis and non dis). Identify the number of disadvantaged pupils who are SEND.	Gap between disadvantaged pupils and non-disadvantaged students narrow.	Governor Training/ Staff Training Governor Reports & Meetings. BFET Reviews LA Reviews	
Governors and senior leaders continue to improve the rigour of performance management and hold the academy leaders to account re student progress.	Jane Bailey (P) Matthew Little (VP) Rebecca Warhurst (VP) Len Hampson (Chair of Governors) Liz Allen (BFET) Student Leadership Team	Review of Governance has been completed - Governor review as disadvantaged pupil link. Termly Review by Governors of Action Plan. Half termly reports on Teaching & Learning Identify roles and responsibilities. Include BFET representative in all meetings.	Findings of the review are put in place. Termly review of Action Plan by Governors. Governor representation at Parent Evenings and in QA calendar. Student Leadership Team to attend Governing Body meetings for specific items.	Monitoring of key areas. Termly review of Action Plan by Governors. Governor representation at Parent Evenings and in QA calendar. Student Parliament team to be assigned to specific Governors.	Termly review of Action Plan by Governors. Governor representation at Parent Evenings and in QA calendar.	Termly review of Action Plan by Governors. Governor representation at Parent Evenings and in QA calendar.	Increased delegation to the Governing Body in order to monitor the progress of the academy on a regular basis. Governors all receive relevant data training and regularly take part in the review of the Action Plan and the setting of targets. All Governors linked in Year Groups and subjects and hold leadership to account. Student Leadership Team and cabinet members of the School Parliament feedback regularly to Governors.			Governors all receive relevant data training and regularly take part in the review of the Action Plan and the setting of targets. All Governors linked in Year Groups and subjects and hold leadership to account.	Governors all receive relevant data training and regularly take part in the review of the Action Plan and the setting of targets. All Governors linked in Year Groups and subjects and hold leadership to account.	Governor Training Governor Reports & Meetings. BFET Reviews LA Reviews



<p>Governors and senior and middle leaders ensure that students are taught by teachers with the necessary subject knowledge to adapt lessons to students' needs.</p>	<p>SLT Middle Level Leaders All staff</p>	<p>Recruitment to the academy in shortage areas is prioritised and over staffing in key subjects. Non specialist teaching reduced and CPD in place. Currently PTR is 1:17. Key areas to over recruit. Alternative recruitment strategies developed utilising Teach First, Assessment route for staff in house QTs currently working as cover supervisors.</p>	<p>Teach First/Assessment route colleagues identified in key areas.</p>	<p>Academy fully staffed and limited non specialist teaching. Governors take part in learning walks/work scrutiny/lesson observations, presentations and interviews.</p>	<p>Academy fully staffed and limited non specialist teaching.</p>	<p>Recruitment to the academy in shortage areas is prioritised and over staffing in key subjects. Non specialist teaching reduced and CPD in place. Currently PTR is 1:17. Key areas to over recruit. Alternative recruitment strategies developed utilising Teach First, Assessment route for staff in house QTs currently working as cover supervisors.</p>		<p>Governor Training SLT MLLs</p>
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