

## Action Plan for Post Ofsted For the Improvement Of Achievement At Batchwood School September 2015

Aim	Objective	How?	Key Outcomes	Time	Cost	Person with Oversight
Continue to develop the skills of all Subject Leaders so that they all become Leaders of Learning	Subject Leaders proactively seek out developments in their subject areas as well as each developing 2 units of PSHE to ensure they become Leaders of Learning to be rolled out in KS3 Sept 2014	Subject leaders ensure that they keep updated using the DfES and GOV.uk website as well as Herts for Learning, TES and other sources of information to become Leaders of Learning	Subject Leaders become more confident to take on new challenges to develop their own professionalism and practice. They become Leaders of Learning who will develop expertise in subject areas as well as develop their own knowledge, skills and understanding in other areas so they become Leaders of Learning.	One year	£3000 CPD	Subject Leaders to lead proactively and report to Head and Deputy
	Teachers review students' progress towards learning outcomes and once met, subsequently set students new learning outcomes to ensure that students are on track to make more than expected progress	Target setting is based on the previous attainment and knowledge of students and their understanding of skills. Frequent learning conversations take place with all students to ensure Leaders are involving the students in their learning.	Most students make more than a third of a level more progress in all subject areas as a result of monitoring progress effectively. Teachers are secure in their evaluation of students' levels and how they can achieve the next steps. Rigorous performance management by Subject Leaders where department members are held accountable in terms of the students' learning and progress.			Subject Leaders and teachers
	The SLT hold teachers to account for creating a new vision for their subject areas and whole school PSHE and developing suitable qualifications in line with the 'Progress 8 School Performance Measures'	Regular meetings with Subject Leaders so that they can inform The Head and Deputy of the progress in their subject development. Continued CPD by Subject Leaders through linking with departments in other schools to share and develop practice. To attend courses relevant to leading and developing their subject area and to keep abreast with national developments.	Subject Leaders will develop their skills as Leaders and become confident and proficient in their knowledge of their subject area and PSHE in terms of the national educational agenda			SLT
	Planned activities are consistently engaging challenging and well matched to students' most important needs	Lead and evaluate planning so it is pitched at appropriate levels. Use of Batchwood's snail of questioning to ensure suitable differentiation during learning activities.,	Teachers become Subject Leaders and Leaders of Learning and are secure in their judgements of good and outstanding teaching and learning through lesson observations as well as proactively seeking out CPD opportunities. All teaching staff to deliver creative and engaging lessons so that the students are fully focused in learning. All students are challenged			Teaching staff led by HT/DH

			to achieve at least good if not outstanding progress. All students have an opportunity to write more in lessons and practice their important literacy and numeracy skills so that they develop confidence and the appropriate skills for post 16 learning.		
	The marking of students' work is consistently outstanding and that everyone adheres to the revised policy	Marking: Feedback to pupils: Shirley Clarke CPD training on revised marking policy	Subject Leaders marking is consistently of a high standard ensuring progress in learning.		SLT and Middle leaders
	Subject Leaders proactively seek resolutions with students and take ownership of their own behavior management as well as leading the staff in their department	Subject Leaders constantly proactively seek ways to improve their relationships by listening and giving students opportunities to build positive relationships with them. Subject Leaders run extra - curricular activities to support positive outcomes for students. Subject Leaders develop and build upon relationships with parents and carers to support learning.	Students take ownership for improvement and become confident in understanding how to move forward in their learning with improved literacy skills.  Solid trusting relationships are key to outstanding behaviour management which inevitably leads to improved outcomes in learning and consequently progress. Leaders of learning are firmly embedded throughout the school to ensure the Head and Deputy gain additional time to strategically plan and lead the school to sustain outstanding practice.		Middle leaders for Literacy and Numeracy

