

Meeting of the University Academy of Engineering Learning & Teaching Committee

3.30 - 5.00 pm on Wednesday, 28 February 2018
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		LM
2.	Declarations of interest		LM
3.	Minutes of previous meeting	3 - 6	LM
4.	Matters arising	7 - 8	LM
Items to discuss			
5.	Learning areas report	9 - 56	JT
6.	Student progress report	57 - 64	JP
7.	Quality of Teaching	To Follow	JT
8.	Pupil attendance and exclusions review	65 - 66	RH

Date of next meeting
3.30 pm on Wednesday, 18 April 2018

Members: Lesley Morrison (Chair), Rao Bhamidimarri, Karen Fowler, Steve French, Tony Roberts and John Taylor

In attendance: Alexander Enibe, Rob Harding (for item 8) and Jason Phillipsz (for item 6)

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Minutes of the meeting of the University Academy of Engineering Learning & Teaching Committee
held at 3.30 pm on Monday, 6 November 2017
University Academy of Engineering - Trafalgar Street, London SE17 2TP

Present

Lesley Morrison (Chair)
Rao Bhamidimarri
Steve French
Tony Roberts
John Taylor

Apologies

Karen Fowler
Claire Viner

In attendance

Natalie Ferer
Alexander Enibe

1. Welcome and apologies

The chair welcomed the governors to the meeting.

The committee welcomed the new clerk, Alexander Enibe.

The above apologies were noted.

2. Declarations of interest

No governor declared a conflict of interest in any item on the agenda.

3. Minutes of previous meeting

The committee approved the minutes of the meeting held on Wednesday, 10 May 2017.

4. Matters arising

The committee noted the good turnout at the opening event in September 2017 of around 300 students.

5. **Learning areas report**

The committee noted an update on learning areas from the Principal. A fuller report would be provided at the next meeting of 28 February 2017, following a detailed review of learning in January 2018.

The Principal has identified initial weaknesses in the departments of Design and Engineering, and Computer Science. Interventions would be assessed following the students' exams in January 2018. This will provide a clearer picture of where interventions are needed.

The committee noted that the Head of Design Technology has resigned and will be leaving at the end of the term. The current Director of Design Technology will be taking over as Head of Department. A new Design Technology teacher was being recruited to start in January 2018.

The committee expressed concern over the decline in performance of some groups of students, especially in Year 10.

6. **Student progress report**

The committee noted the student progress report presented by the Principal.

The report shows that 66% of students are making better or expected progress towards their targets.

A new model of assessment is being introduced to measure the performance of each student preparing for GCSEs. Students will receive two progress reports a year.

Interventions for students will take place following mock GCSE exam, in January 2018.

The committee requested another student progress report at the next meeting of 28 February 2018.

7. **Quality of Teaching**

The committee discussed the review of quality of teaching including the teaching and learning development cycle.

A performance management cycle, department review and teacher support plans are being introduced.

OFSTED criteria and students' feedback will be used as part of teachers' assessment.

An external expert will be used to measure the performance of the senior leadership team in improving the quality of teaching.

8. Review pupil attendance and exclusions

The committee discussed the Attendance and Behaviour report.

The committee discussed the measures being taken to address the dip in attendance and behaviour of some students.

**Date of next meeting
3.30 pm, on Wednesday, 28 February 2018**

Confirmed as a true record

..... (Chair)

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**UNIVERSITY ACADEMY OF ENGINEERING LEARNING & TEACHING COMMITTEE - MONDAY, 6
NOVEMBER 2017
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Learning areas report	A report of the reviews to be presented and discussed at the next L&T meeting	Before 28 Feb 2018	John Taylor	On agenda
6.	Student progress report	An update will be given at the next L&T meeting	Before 28 Feb 2018	John Taylor	On agenda
8.	Review pupil attendance and exclusions	An update to be provided for the next L&T meeting	Before 28 Feb 2018	John Taylor	On agenda

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Agenda Item 5

Learning areas report

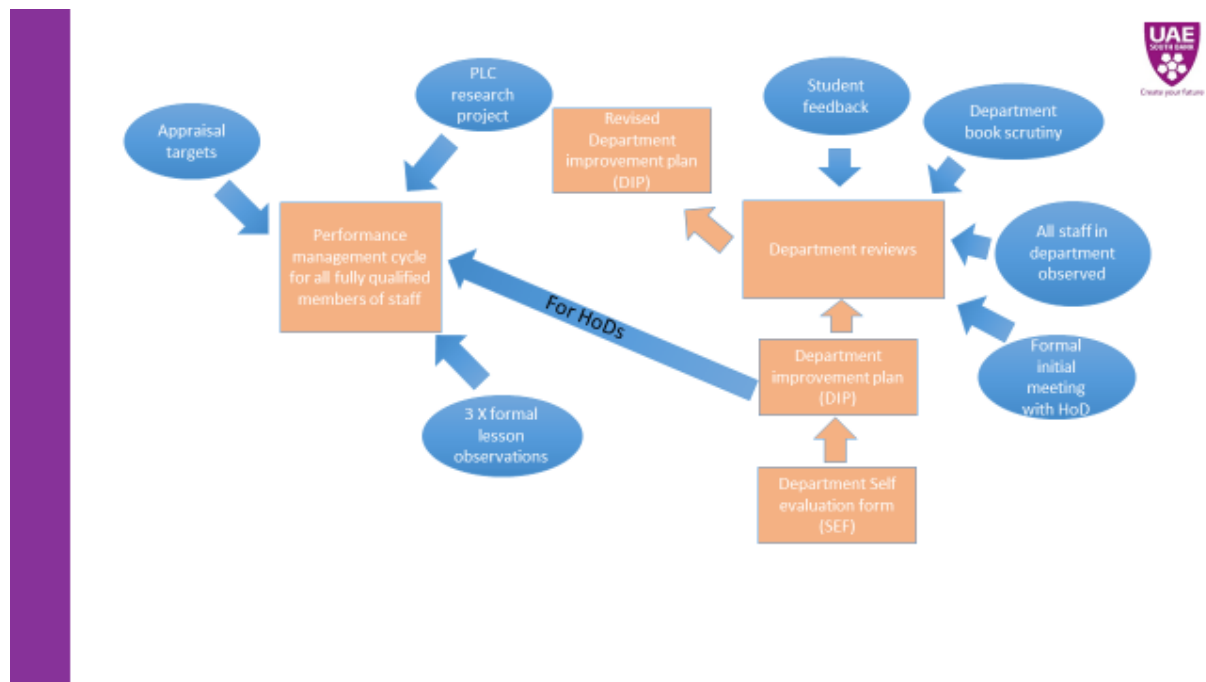
Agenda item 5

Learning and teaching committee meeting

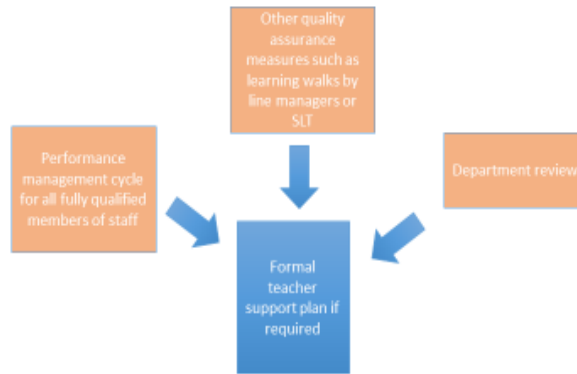
We are moving through the school improvement cycle as outlined in a previous L and T meeting. The Heads of Department have all produced their self-evaluation plans and department improvement plans. These have been read and discussed by the SLT.

The department reviews are now taking place. The reports from each department review will form the basis of agenda item 7 (Review quality of teaching). Following the reviews the Heads of Department will be redrafting their improvement plans and presenting them to me and their SLT line managers. Every Head of Department has an appraisal objective to deliver on the actions detailed in their revised improvement plans.

The annual school improvement cycle:



Following reviews some teachers may be put onto a teacher support plan:



For background, a copy of all the pre-review department improvement plans are appended.

Priority:
Formal Assessment and Feedback

Context:
Introduce a cycle of formal assessment and feedback that provides accurate progress data and provides students with opportunities to reflect, set targets and measure their own growth as well.

Success criteria:

- Student exercise books (online or paper based) contain three points of feedback in each module.
- All students have written a personal reflection after each feedback point.
- All GCSE students can create action plans independently.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status	Evaluation
Devise assessment and feedback model.	Create schemes of learning	20/12/17	DP	Year 7 Scheme of Learning Year 8 Scheme of Learning Year 9 Scheme of Learning Year 10 Scheme of Learning Year 11 Scheme of Learning	Scheme of Learning			
	Select online quiz provider from diagnosticquestions.com or quizizz.com	20/12/17	DP	Trial diagnosticquestions.com with a group of students Compare reports from both providers	Students set up to use quiz provider			
	Create assessment grade capture documents	03/01/18	DP	Assessment Grade document created and tested	Grade Capture Documents			
	Roll out assessment and feedback model.	03/01/18	DP	Module calendar created.	Module Calendar			

Department Improvement Plan (DIP)

Subject: Computer Science



Create electronic form for feedback for various forms of assessment.	Create list of effective assessment methods in CS	31/01/17	DP	List of assessment methods generated. Least effective ones discarded after trial.	CS Assessment Methods			
	Create generic feedback form for assessment methods	03/01/18	DP	Feedback form created	Feedback Form			
	Deliver first feedback session.	15/01/18	DP	Review lesson observed and reflected on	Student Reflections			



Priority: Improving the quality of teaching and learning, To ensure consistency of marking that is in line with the Academy Marking Policy.

Context:
 The Design and Engineering department consist of five full time teachers and one technician. All teachers are experienced, ranging from five to twenty. They have all taught GCSE groups expect for PIN. The department is undergoing a change in leadership and thus moving in a completely new direction. The changes are in line with the Academy policies and are geared to improve Teaching and Learning. This will then have a huge impact on student’s progress and eventually examination results. Marking has been an issue within the department due to the inconsistency displayed by members (Marking Monitoring). The actions within the Improvement Plan will address this and ensure appropriate feedback is given to the student’s.

Success criteria:
Marking within the department deemed to be good/outstanding.
80% of observed lessons to be deemed good and 20% deemed outstanding

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
To improve the quality of teaching and learning within the department	<ul style="list-style-type: none"> To develop a department programme for the lateral transfer of good practice to promote a culture of collaboration and innovations in classrooms. 	Beginning Jan 2- Ongoing	LFA/ RHA(SLT) ABE/SAD/ PIN/RSE	February Department review	All lessons consistently good to outstanding based on shared practice.	Time/£0	Red	

Department Improvement Plan (DIP)

Subject_Design and Engineering



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Page 14	<ul style="list-style-type: none"> Create a curriculum overview for all key stages. This will highlight the skills to be learnt by students. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 5 April 2018 Curriculum overview for all keys stages in place and agreed within department.	Learners are challenged to creative and gain skills that will support future endeavours. That is, in the world of work or higher education. Copy put in departmental handbook.	Time/£0	Red	
	<ul style="list-style-type: none"> To use the curriculum overview to write new SOW 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	April 2018 Year 10 BTEC engineering written and template used to write Year7/8/9/10/ For module 1 2018/19	All SOW written on agreed department template and copies put in departmental handbook.	Time/£0	Amber	.
	<ul style="list-style-type: none"> To improve quality of teaching and learning by increasing proficiency in the ability of staff to use equipment or machinery. (DATA training) 	Jan 2018 - Ongoing	LFI/ RHA(SLT)	April 2018 All teachers to have achieved certification in the use of technology machinery.	All teachers are able to use all equipment safely and proficiently. Teachers to use their skills to create projects that enthuse and challenge students.	DATA Training (£500 approx)	Red/Amber	

Department Improvement Plan (DIP)

Subject_Design and Engineering



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Page 15	<ul style="list-style-type: none"> To assign staff to teach curriculum areas that have a higher level of expertise and experience. 	Jan 2018 - Ongoing	LFI/ RHA(SLT)	Module 4 February 2018 LFA/ABE teaching BTEC engineering and SAD/RSE teaching PD	All teachers teaching in their curriculum area of specialism. They will maximise their knowledge and enhance teaching and learning within the department	Time/£0	Amber	
	<ul style="list-style-type: none"> To create an environment that promotes learning by revamping the displays. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE /DNB	Module 4 February 2018 Revamp display in department.	The department allures a fresh, stimulating learning environment.	Time/ Backing paper + borders (£50)		
	<ul style="list-style-type: none"> To increase the support literacy within the department by having available and accessible word mats and subject specific dictionary. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE /DNB	Module 4 February 2018 RSE to trial the use of word mats. DNB to order technology dictionaries that will be made available to each class.	The level of subject specific literacy to improve. This is evidence in the quality of coursework produced by students. It will also improve their answers in the long writing questions. Overall SPAG will improve.	Cost of dictionaries (£100) Word mats to be photocopied and laminated (£10)		
	<ul style="list-style-type: none"> To improve subject knowledge through CPD 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 6 July 2018 LFA/ABE to attend EDEXCEL moderation course on BTEC SAD/RSE to attend AQA moderation course on PD	All curriculum area will be able to teach new concepts that have been included in the new specification.	£1500		

Department Improvement Plan (DIP)

Subject_Design and Engineering



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<ul style="list-style-type: none"> To develop a department led scrutiny of work programme across the curriculum to monitor the quality of teaching and learning. 	<p>Jan 2018 - Ongoing</p>	<p>LFI/ RHA(SLT) ABE/SAD/ PIN/RSE</p>	<p>Module 4 February 2018 LFA to present a work scrutiny programme to the department.</p>	<p>The department to have a calendar of work scrutiny. This highlight learning walks and lesson observations.</p>	<p>Time</p>			
<ul style="list-style-type: none"> To develop a department programme for staff to observe good practice across the academy. 	<p>Jan 2018 - Ongoing</p>	<p>LFI/ RHA(SLT) ABE/SAD/ PIN/RSE</p>	<p>Module 6 June 2018 LFA to develop and present a programme of staff to observe good practise across the academy.</p>	<p>Teaching and learning to improve as staff will observe practice that will develop their practice further.</p>	<p>Time</p>			
<ul style="list-style-type: none"> To provide a departmental SOW of template to ensure consistency. 	<p>Jan 2018 - Ongoing</p>	<p>LFI/ RHA(SLT) ABE/SAD/ PIN/RSE</p>	<p>Module 4 February 2018 LFA to develop and present department with a SOW template.</p>	<p>To provide consistency of SOW across the different curriculum areas and key stages.</p>	<p>Time</p>			
<ul style="list-style-type: none"> To provide a departmental powerpoint template to incorporate TEEP and to ensure consistency. 	<p>Jan 2018 - Ongoing</p>	<p>LFI/ RHA(SLT) ABE/SAD/ PIN/RSE</p>	<p>Module 4 February 2018 LFA to develop and present department with powerpoint template that will incorporate TEEP.</p>	<p>To provide consistency of prepared lessons across the different curriculum areas and key stages. Makes sharing and transfer of lesson resources easier.</p>	<p>Time</p>			

Department Improvement Plan (DIP)

Subject_Design and Engineering



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	<ul style="list-style-type: none"> Department meeting to always include teaching and learning as part of the agenda. 	Jan 2018 - Ongoing	LFI/ RHA(SLT)	Module 3 January 2018 LFA to write agenda that has teaching and learning at least once per module.	Department to reflect on teaching and learning within the department and discuss strategies for improvement.	Time		
	<ul style="list-style-type: none"> To produce a folio of excellent work to use as exemplars and also to use as a benchmark to demonstrate the quality expected. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 6 July 2018 LFA/ABE/SAD/ PIN/RSE /DNB to collate examples of excellent work across curriculum areas and key stages	Teachers to have material that they can use to illustrate expectations of the quality of work expected by students	Time Cost folio (£40)		
To ensure consistency of marking that is in line with the Academy marking policy.	<ul style="list-style-type: none"> To review the marking in the department to ascertain areas of strength and development. 	Jan 2018 - Ongoing	LFI/ RHA/AMS (SLT)	Module 4 February 2018 Department Review.	To ascertain opportunities for development that will foster consistency.	Time		
	<ul style="list-style-type: none"> Create a departmental marking proforma. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 4 February 2018 LFA to develop and present department with a marking template.	To provide consistency of marking across the different curriculum areas and key stages.	Time		
	<ul style="list-style-type: none"> To include specific marking milestones within the SOW. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 5 April 2018 LFA/ABE/SAD /PIN/RSE to include specific marking points in SOW.	Teachers will know specific pieces of work that require deep marking which will make moderation easier.	Time		

Department Improvement Plan (DIP)

Subject_Design and Engineering



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<ul style="list-style-type: none"> To develop a department led scrutiny of work programme across the curriculum to monitor the quality of marking 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 4 February 2018 LFA to present a marking scrutiny programme to the department.	The department to have a calendar of marking scrutiny that is synchronised with the academy assessment cycle.	Time		
<ul style="list-style-type: none"> To develop an examination marking spreadsheet to analyse student's performance. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 3 Jan 2018 LFA to present a marking spreadsheet to the department.	To analysis the class performance in examinations and produce individual student's analysis.	Time		
<ul style="list-style-type: none"> Seek and liaise with external party to moderate GCSE/A'Level coursework 	Jan 2018 - Ongoing	LFI/ RHA(SLT)	Module 4 February 2018 LFA to make contact with Leyton College and UTC Southbank	To provide teachers with a second opinion of the assessment of coursework and therefore make necessary adjustments before sending them to the examination board.	Tima		
<ul style="list-style-type: none"> Attend CPD on coursework marking and moderation. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 6 July 2018 LFA/ABE to attend EDEXCEL moderation course on BTEC SAD/RSE to attend AQA moderation course on PD	All curriculum area will be able to assess coursework accurately and be familiarly with the new specification.	£1500		

Department Improvement Plan (DIP)

Subject_Design and Engineering



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Page 19	<ul style="list-style-type: none"> Encourage staff to become subject examination markers. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 4 February 2018 Staff to express interest to JTR and have applied to the examination board.	All curriculum area will be able to assess coursework accurately and be familiarly with the new specification	Time		
	<ul style="list-style-type: none"> Create a folio of good marking to support staff, provide consistency and to use as a benchmark for good practise. 	Jan 2018 - Ongoing	LFI/ RHA(SLT) ABE/SAD/ PIN/RSE	Module 6 July 2018 LFA/ABE/SAD/ PIN/RSE /DNB to collate examples of excellent marking across curriculum areas and key stages	Teachers to have material that the can use to illustrate expectations of the quality of marking/feedback expected.	Time Cost folio (£40)		
	<ul style="list-style-type: none"> To include marking as a department agenda item at least once a module to enable staff moderate work. 	Jan 2018 - Ongoing	LFI/ RHA(SLT)	Module 3 January 2018 LFA to write agenda that has marking at least once per module.	Department to reflect on marking within the department and discuss strategies for improvement.	Time		



Department Improvement Plan (DIP)

Subject Drama



Priority:
Improving the attainment of Year 10 students through interventions.

Context:
 Teacher can identify students who are starting to fall behind and there have been some attempts at intervention through classwork. Strategies need improving to support students' progress and for target grades to be achieved.

- Success criteria:**
- **Improve identified students' attainment to expected progress by the end of the academic year.**
 - **Use parental support to motivate targeted students.**
 - **Create differentiated activities to support the learning of below target students.**

DIP

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Improve intervention strategies and opportunities for Year 10 students focusing on the performance element of devised component.	Create an intervention enrichment on a Tuesday for targeted students so they can rehearse performances.	February 2018.	RMN	Identify the students who need help. Liaise with MLS to arrange a suitable day.	Intervention to improve outcome of students.	My time.	Ongoing.	
	Send letter to parents explaining the reasons why this intervention is needed.	February 2018.	RMN	Write a letter and show to AMS and forward to Komal. Phone home to explain further.	To gain parental support for intervention session.	Printing costs.	To begin.	
	Create activities to support the development of practical scenes.	Module 3.	RMN	Research into practical activities to support underachieving pupils. Create planner stickers to monitor attendance.	Improve outcome of students in practical work.	Printing costs.	To begin.	

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Department Improvement Plan (DIP)

Subject: English



Priority:
To improve the progress of all students across Key stage 3 and 4 in English.

Context:

Prior to RLE arriving to UAE South Bank, the English department lacked management. The data was inconsistent and was non-reflective of learning within English. The English department since the school opened, focused primarily on the skill based teaching of English language. Historically, the teaching of English Literature has been sparse- students generally find writing essays and writing analytically challenging as a result of less experience in Literature skills. These elements have impacted the current teaching of English at the school however the teaching of English Literature is now a priority.

Nationally, 2017 was the first linear GCSE English language and Literature course- National 2017 figures in English: 65% English language grade 4 and above. English literature 72% in 2017 grade 4 and above.

In the APRIL 2017 OFSTED report, the teaching in English was identified as 'good quality'. OFSTED mentioned that there 'was a sharper focus' in the English department in terms of management of the department. OFSTED further identified that students across the board have weaker Literacy skills that impact their progress in English.

Currently, students are more motivated, more enthusiastic and value English as a subject. The culture amongst students have changed significantly in regards to English. According to English data, students are underachieving marginally in Year 8 and 9 in English. The data is still unreliable as a result of past discrepancies however this is a priority within the department.

There are five English teachers in the department- MES, CBL, LDS (T.T) & NAI (T.T).

- Success criteria:**
- **For 80% of all students in Key stage 3 and 4 to make expected or better than expected progress in English.**
 - **To raise the standard of Literacy and Oracy in English.**
 - **For English teachers to be responsible and take ownership of student progress/ data in English.**

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
To improve the quality of Teaching and Learning across Key stage 3 &4.	Train English teachers on how to teach good/outstanding lessons	2.11.17	RLE	RLE to use current teaching pedagogy to train teachers on T&L in English. RLE to set reading tasks/ assign resources	<ul style="list-style-type: none"> • To improve teaching practise in English. • To improve practical resources for lessons. • To improve the 	0	In progress	

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Department Improvement Plan (DIP)

Subject: English



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				for teachers to use in their practise. All teachers in the department to observe on another.	<ul style="list-style-type: none"> progress of all students. To support the training of LDS/NAI. 			
	INSETs- English Media centre/ AQA GCSE inset	Jan/ March	RLE	To arrange off-site insets for two teachers in the faculty to report back to English teachers.	<ul style="list-style-type: none"> To strengthen awareness of how English is taught nationally To improve the T&L of KS4 To make stronger partnerships with other schools in the borough 	£500	To do	
	Appoint two teachers to examine GCSE English papers- Language & Lit.	Jan	RLE/MES	RLE/MES to continue to senior examination for AQA. MES/RLE to report back to department.	<ul style="list-style-type: none"> Enhance GCSE practise To improve the understanding of current GCSE. To implement AQA training resources in to training of English teachers. 	0	In Progress	
	To enhance KS4 resources- model examples/exemplar papers	Jan	RLE	RLE to create resources for all staff in the department. RLE to create GCSE Learning Mats/Provisions. To share PiXL resources with teaching staff.	<ul style="list-style-type: none"> To strengthen teachers' knowledge of high attaining KS4 students. To provide pupil friendly exemplars for students. 	0	To do	

Department Improvement Plan (DIP)

Subject: English



Create your future

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Develop Teacher responsibility towards data and progress	Fortnightly data reviews	Througho ut the year	RLE/ MES	RLE to focus on data in every English Meeting. RLE- year 10 MES- year 9 RLE to support less experienced teachers to input data.	<ul style="list-style-type: none"> To in still a sense of responsibility of data. To improve the monitoring and tracking of student progress. To analyse particular focus groups and understand trends- in particular with AEND students and KS4 boys. 	0	In progress	
	Create targeted revision groups based on data to improve progress							
To raise attainment of all students in English in Key Stage 3 & 4.	Comparative marking	Througho ut the year	MES	MES to arrange and organise.	<ul style="list-style-type: none"> To improve comparative judgement within the department. 	0	To do	
	Cross curriculum marking comparison	Througho ut the year	RLE	RLE to liaise with other subject leads to compare Assessments.	<ul style="list-style-type: none"> To compare how assessments are run in other departments to enhance how we assess in English. 	0	To do	
	Improve training of T.T in English through observations in other subjects.	Througho ut the year	RLE/NAI/LD S	T.T to arrange with subject areas to review/observe lessons.	<ul style="list-style-type: none"> To improve the training of T.T. To strengthen awareness of how progress is made in lessons. 	0	To do	
To enhance the Literature provisions in English to prepare KS3/4 students for	To buy Literature for courses in all years.	Througho ut the year	RLE	RLE to agree with JPZ. RLE to order texts appropriate for curriculum.	<ul style="list-style-type: none"> To improve provisions for KS3/4 students. To enable students to access the accurate materials for exams/assessmen 	£6000 (inc. £4000 from PP budget)	In Progress	

Department Improvement Plan (DIP)

Subject: English



Create your future

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English Literature Exam.					ts.			
To develop a multiply choice mastery feedback system	To develop comprehension based multiple choice system in SOL as a means of formative assessments.	Module 4+	MES	MES to adapt current formative assessments used in SOL. To create multiple choice systems- RLE to monitor	<ul style="list-style-type: none"> To improve the tracking of progress in lesson sequences in English. 	£100	In progress	MES to evaluate how successful multiple choice system is at the end of the year.
	To develop mastery assessment criterion based on GCSE AOs for summative assessments.	Module 3+	RLE	RLE to adapt current assessments criterions in English, in line with GCSE criterion.	<ul style="list-style-type: none"> To improve student outcome in English. To improve how summative assessments currently operates in English. 	0	In Progress	
To improve feedback and marking in all years, in English.	Fortnightly moderation of assessments	Througho ut the year	RLE	RLE to conduct a carousal moderation process in meetings.	<ul style="list-style-type: none"> To enhance the accuracy and consistency of assessments in English. 	0	In progress	
	Book audits in English	Every module	RLE	RLE to frequently inspect English books during learning walks.	<ul style="list-style-type: none"> To improve the quality of feedback and marking. To assess the effectiveness of student feedback. 	0	In Progress	RLE to create research to identify how effective M&F is in English.
	Generic English feedback templates	Througho ut the year	RLE	RLE to create and delegate across English- to assign teachers. RLE to compare feedback from SSLP schools.	<ul style="list-style-type: none"> To improve how we feedback and to have a uniformed approach to M& F across the department. 	£100	In Progress	

Department Improvement Plan (DIP)

Subject: English



Create your future

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To improve the progress of AG&T students in English.	Provide challenging provisions/Enrichment/ H/W	Througho ut the year	RLE/CBL	RLE to assign CBL to focus on implementing a programme for AG&T students-including H/W enrichment	<ul style="list-style-type: none"> To challenge the abler to improve prior attainers in English in order to raise progress in this area. 		In Progress	
	Create targeted lists for English-HAPS/MAPS/LAPS	Througho ut the year	RLE	RLE to arrange meeting to identify students as teachers as to how they are currently performing.	<ul style="list-style-type: none"> To improve differentiation in English. To create targeted revision in English. 	0	In Progress	
To improve the assessment models, tracking and progress in Key Stage 4 in English.	To delegate a person in charge of KS3 progress	Module 3	CBL/RLE	CBL to monitor KS3 data. RLE to support.	<ul style="list-style-type: none"> To strengthen the current KS3 picture of our students and to improve progress. 	0	In Progress	
	To implement successful models of assessment in all years that mirror GCSE exams	Througho ut the year	RLE	RLE to create and source GCSE exams that mirror the GCSE exam.			In Progress	
	To have a unified approach to KS4 Mocks	Througho ut the year	RLE	RLE to ensure all teachers use the same summative assessment and marking criteria.	<ul style="list-style-type: none"> To create an assessment model at KS4 with a unified approach. 		In Progress	
To create links with SSLP schools to strengthen moderation and progress.	Moderation with other schools	May 2018	RLE				In progress	
	Dual training days- T.T placements COLA school	April 2018	RLE				To do	
	Networking and share outstanding practise/resources	Througho ut the year	RLE				To do	

Department Improvement Plan (DIP)

Subject: English



Create your future

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To develop the English department by employing staff for next year	To hire/prepare current T.T teachers for English teachers.	April 2018	SLT					To do	
To improve the Literacy and Oracy outcomes in English at Key Stage 3.	Implementation of Oracy/ Literacy objectives in all lessons.	Througho ut the year	RLE- all English teachers	RLE to delegate. Teachers to implement in teaching.	<ul style="list-style-type: none"> To improve the Literacy application of students. 	0		In Progress	
	Functional Literacy skills in all KS3 lessons	Througho ut the year	CBL/MES	CBL/MES to create and incorporate in to Yr 7/8 teaching.	<ul style="list-style-type: none"> To provide opportunities for functional literacy practise and to enhance Literacy application. 	0		In Progress	
	Implement weekly Spelling tests/grammar tests	Througho ut the year	MES/CBL/N AI	CBL- yr 8 NAI/MES- yr 7	<ul style="list-style-type: none"> To provide opportunities for functional literacy practise and to enhance Literacy application. 	0		In Progress	
	More opportunities for extended writing pieces	Througho ut the year	RLE	RLE to create generic, unified opportunities for writing.	<ul style="list-style-type: none"> To enhance the written application and raise the Literacy writing level of our students. 	0		In Progress	
To develop the current Educational trips in English in order to increase the motivation and	Rewards trips	Througho ut the year	RLE	RLE to organise and arrange in accordance with student feedback.	<ul style="list-style-type: none"> To reward students who excel in English To inspire students to want to achieve in the subject area. 	£1000		In Progress	
	Visits from authors	Module 4/6	RLE/KTS	RLE to organise and arrange in accordance with	<ul style="list-style-type: none"> To provide more opportunities for students outside of 	£500		To do	

Department Improvement Plan (DIP)

Subject: English



strengthen the learning culture of students.	Progress trips	Througho ut the year	RLE	RLE to organise and arrange in accordance with student feedback.	<ul style="list-style-type: none"> To reward students who make excellent progress in English. To inspire students to want to achieve in the subject of English. 	£600	In progress	
	Yearly trips for all years	Througho ut the year	RLE/RMN/C BL	RLE to organise and arrange in accordance with student feedback.	<ul style="list-style-type: none"> To provide further opportunities for students to learn outside the classroom. To instil a passion for wider skills outside of GCSE AOs. 	£2000	In Progress	

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Department Improvement Plan (DIP)

Subject: Humanities



Priority: Teaching and Learning

Context:

Teaching and Learning is overall good in the department, but we now have an opportunity to take the schemes of learning that have been developed over the last two years and tweak them to ensure that there is challenge and creativity consistent in the lessons. Staffing in humanities has been consistent, with myself now at the academy for the third year, CS in his second year, and the only new member of staff being TP. There is unfortunately a history of new staff having difficulties with the students when they start at the academy, and TP is an inexperienced teacher having recently qualified in Belgium. TP has had a positive start in the academy, and now the humanities department can use this opportunity to push forward with the learning area and ensure there is consistency in teaching standards and learning expectations.

Success criteria:

- Staff observations demonstrate that all staff in the department are at least good
- Data from the department demonstrates that at least 75% of the students are making at least expected progress
- Learning walks are used throughout the department as a way to progress all members of staff, no matter the number of years' experience
- Lesson powerpoints follow a structure that engages with the literacy, oracy and teep guidelines for the academy
- Subject knowledge of the exam boards in History and Geography are strong and exam skills are practiced in lessons
- Marking is used consistently in the department, where student's response to feedback is built into the schemes of learning
- Student voice is used in the department as a reflective element for members of staff to evaluate their own lessons

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status	Evaluation
Secure subject knowledge	<ol style="list-style-type: none"> 1. TP to attend a history CPD and feedback to the department. CS to attend a geography CPD and feedback to the department. 2. Departmental Subject knowledge meetings that discuss the content that will be coming up and reading lists are given to all staff on a related topic 	<ol style="list-style-type: none"> 1. TP -6th Feb CS – 31st Jan 2. Ongoing from M3 	<ol style="list-style-type: none"> 1. IFB, TP and CS 2. IFB to lead 	<ol style="list-style-type: none"> 1. Attendance of CPD and reflection in departmental meeting 2. End of module there will be a subject knowledge audit for content covered the following module 	<ol style="list-style-type: none"> 1. A reassurance of what we are presently doing and securing subject content for key teachers of those subjects 2. A learning area that continues to learn and be aware of common misconceptions 	<ol style="list-style-type: none"> 1. TP – £240.00 CS - £240,00 2. None 	<ol style="list-style-type: none"> 1. To be booked 2. Ongoing 	

Department Improvement Plan (DIP)

Subject: Humanities

<p>Marking and feedback</p>	<ol style="list-style-type: none"> 1. Departmental meeting to go through exam criteria again – document sent to all staff where marks come from 2. CPD in marking for TP and CS – see secure knowledge section. 3. One page marking to be done once a module 4. Multiple choice questions that also address higher order thinking skills to be developed into scheme of learning 5. Debate to take place once a module and be assessed through a success criteria about contribution and arguments made 6. Each module will see a range of exam questions that will be set in the lesson and assessed 7. Self and peer assessments to be used much more in the lessons 8. Direct feedback time to be scheduled into the scheme of learnings to allow for student response time 	<ol style="list-style-type: none"> 1. By Dec 20th 2. See subject knowledge 3. Mod 3 4. Mod 3 5. Mod 3 6. Mod 3 7. Mod 3 8. Mod 3 	<ol style="list-style-type: none"> 1. All 2. TP and CS 3. All 4. All 5. All 6. All 7. All 8. All 	<ol style="list-style-type: none"> 1. Meeting to go over the markschemes; follow up document that summarises markscheme 2. See subject knowledge section 3. Review of current one page marking; repeat in module; review after repeat 4. Create first MCQ; distribute to department and get feedback; roll out to students; get feedback from staff and students; edit; roll out again 5. Create a bank of debate lessons in sow; feedback from department; edit debates; roll out to students; review use of debate; decide on future of debate 6. Build into sow 	<p>For all of the features identified there should be shown an increased participation and progress from students that is due to regular feedback and not just because of the scheme of learning. This should increase student motivation.</p>	<p>Resources include examples of one page marking; success criteria; MCQ and mark scheme; see cost of CPD from subject knowledge section</p>	<p>One page marking is in the review stage. MCQ and debate are in development to be rolled out fully in module 3.</p>	
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Department Improvement Plan (DIP)

Subject: Humanities



Create your future

				when the exam Q will be and when feedback will be given by				
All members of department at least a good	<ol style="list-style-type: none"> 1. Imbedding TP as a member of the department through ongoing meetings, support and advice 2. Learning walks set for each module which are carried out across the department. These do not carry a judgement, but are followed by discussions in the next line manager meeting to discuss techniques to try 3. Observations – to be carried out once a term 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. IFB 2. IFB 3. IFB 	<ol style="list-style-type: none"> 1. First formal observation, module 3 learning walks, module 4 formal observation, continued learning walks through the year, final formal observation in module 6 2. Learning walks to be carried out fortnightly 3. 3 through the year, module 2, 4 and 6 	For all, the outcomes will be that there is a consistency in teaching across the department where teachers are at least good in the department. This will also ensure that TP is imbedded as a member of the department.	<ol style="list-style-type: none"> 1. SSLP networking events and shared events with other schools 	<ol style="list-style-type: none"> 1. Ongoing 2. Begun, ongoing 3. First to be done by end of module 2 	
Data analysis	<ol style="list-style-type: none"> 1. Data dashboards for the department that shows analysis of each class, PP, SEN, HAP, MAP, LAP, F, M. 	<ol style="list-style-type: none"> 1. End of each module 	<ol style="list-style-type: none"> 1. All 	<ol style="list-style-type: none"> 1. Data input in sims three times in the module; data dashboards edited for hums meeting; hums meeting discusses dashboards 	<ol style="list-style-type: none"> 1. All members of staff in the department will know their classes well and think about the different needs of each class 	<ol style="list-style-type: none"> 1. None 	<ol style="list-style-type: none"> 1. To begin module 3 	

Department Improvement Plan (DIP)

Subject: Humanities

<p>Schemes of learning use literacy, oracy, and TEEP recommendations</p>	<ol style="list-style-type: none"> Schemes of work are written up using the TEEP structure and shared with the department Lesson powerpoints are shared with the department and structures using the TEEP model A folder is created with examples of activities that can be used in lessons with instructions Literacy and oracy considered when planning using T,P,S in lessons, and providing literacy mats in writing sections 	<ol style="list-style-type: none"> Mod 4 Ongoing Mod 3 Ongoing 	<ol style="list-style-type: none"> IFB All IFB All 	<ol style="list-style-type: none"> N/A powerpoints updated through module; final hums meeting of the module to review the lessons, discuss activities that worked and didn't; edit lessons for following year Each hums meeting per week the folder is added to and discussed, shared with hums department who can add at any point 	<ol style="list-style-type: none"> All schemes of learning for all modules and all key stages will be known by all members of staff, so staff can build on this and bring their own individuality to lessons Consistency across the department where lessons are built on and reviewed, critiqued and improved as a shared resource Provides aid to any new members of staff that participate, will also be helpful for differentiation tasks, keeps lessons intriguing with a bank of different activities Ensures that the department is keeping in line with the whole school policies. 	<ol style="list-style-type: none"> None 	<ol style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing 	
<p>Implementation of student voice</p>	<ol style="list-style-type: none"> Student voice to be carried out once a module Responses collected in an inputted to spreadsheet 	<ol style="list-style-type: none"> Penultimate week of each module Immediately after 	<ol style="list-style-type: none"> All IFB All 	<ol style="list-style-type: none"> Decide in hums meeting what questions should be used on student voice; hand out student voice to all classes and 	<p>It keeps the students at the centre of their education and ensures that they are being listened to. Will provide ideas for the student choice lessons that take</p>	<ol style="list-style-type: none"> None 	<ol style="list-style-type: none"> To start module 3 To start module 3 	



	<p>3. Results shared with members of department and strategies put in place</p>	<p>results collected</p> <p>3. In the final line manager meeting of the module, along with data dashboards</p>		<p>collect in their answers</p> <p>2. Input results into excel spreadsheet; create dashboards for each member of staff that reflect students opinions on lessons; upload these to the shared humanities folder</p> <p>3. In final line manager meeting discuss findings; discuss input in teaching; discuss strategies to put in place</p>	<p>place beyond the 15 lessons planned for each module.</p>		<p>3. To start module 3</p>	
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Department Improvement Plan (DIP)

Subject: Languages



Priority:
 1) **Providing written feedback for students**
 2) **Year 10**

Context:
 1) "Teachers give students feedback. Students use this feedback well and they know what they need to do to improve":
A. Written feedback given to students in exercise books is inconsistent – in frequency and quality. Not all department members are providing written feedback in line with Academy policy – failing to mark books during entire module.
B. Post-assessment Directed Improvement task only set by 1/4 of team. Written feedback following assessment is inconsistent – not all department members are setting directed improvement tasks post-assessment or completing progress trackers, in line with Academy policy.
 2) "Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of students, that consolidates learning and prepares students well for work to come": Homework set at least once per week by all team members – vocabulary/ memorisation. Not all department members are setting homework/ independent learning tasks at appropriate level of challenge. Y10 must be set homework/ independent learning tasks twice per week.

Success criteria:
 1) **A.** All department members provide written feedback in line with Academy policy.
B. All department members to set Directed Improvement tasks for students following each assessment.
 2) All department members to set homework/ independent learning tasks twice per week – based on AQA grammar/ vocabulary/ Themes/ skills requirements.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
1)A)Improve frequency and quality of teacher feedback.	JST to meet with team to share good practice/ discuss marking, grade criteria (referring to Pearson Assessment Guide Steps and AQA) and expectations of department in team meetings. Team to read information on AQA	Module 2 – week 7; Module 3– week 1.	JST/ department	Team will be able to feed back up-to-date information on new spec.	Team will be able to use knowledge of new spec criteria to inform quality of marking and assessment criteria.			

Department Improvement Plan (DIP)

Subject: Languages



Create your future

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	Spec 8698 and be able to discuss AQA content and requirements.							
	JST to share good practice/ discuss marking with Mandarin teacher.	Module 2 – week 7; Module 3– week 1.	JST		Mandarin teacher will be able to demonstrate use of department Literacy Key.			
	JST to reinforce expectation of using grading throughout lessons by conducting learning walks within department.	Module 3 – week 2.	JST		All teachers in department will ensure that they consistently provide students with grade criteria for all skills.			
	JST to conduct fortnightly review of teacher marking and feedback in student books.	Module 3 – week 3, week, week 5.	JST	Student books will contain teacher feedback by week 3 and student response.	Marking and written feedback, and student response in books will be consistent across department.			
	Department to moderate assessment papers. Each teacher to provide sample of marked papers.	Module 3 week 4/5.	Department	Teachers will be able to discuss grading of samples, informed by AQA criteria and Pearsons Assessment Grade steps.	Marking and grading of student assessments will be consistent across department			
.1)B)Teacher s to ensure that students are provided with directed improvement tasks.	JST to discuss Directed Improvement Tasks with team.	Module 3, week 4.	.JST	All department will be confident in how to deliver Directed Improvement Tasks.	Student books will reflect responses to teacher feedback and Directed Improvement Tasks.			
2)Improve quality of homework	Department to share ideas/ resources for Y10 homework.	Module 3, team meetings	Department	All department members will be setting	Students will receive challenging independent learning/			

Department Improvement Plan (DIP)

Subject: Languages



Create your future

est.		- every week.		independent learning tasks twice per week – based on AQA grammar/ vocabulary/ Themes/ skills requirements.	homework activities, from a range of resources.			

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Priority 1: Pupil performance and outcomes at KS3 & 4 practically: Introduce identified groups of ‘elite performing’ students to focus, stretch and challenge in practical elements and overall fitness performance.

Priority 2: Clear and structured interaction with pupils and families to improve the culture and ethos in gcse pe.

Context: (In lessons, teachers develop, consolidate and deepen students’ knowledge, understanding and skills.) 1. The students require aspects of stretch and challenge to help develop the outcomes, culture and ethos of sport and pe in the school. The department is aware that there is a variety of talented pupils who will benefit from further targeted practical intervention and provision with clear goals and targets to achieve.

2. Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of students, that consolidates learning and prepares students well for work to come. Current year 10 gcse cohort have a relaxed approach to practical enrichment and theory content of the course, some pupils in danger of not achieving their full potential due to lack of focus and understanding of what is required. Pupils are relying on practical lessons only and require more practice to refine and improve skills as well as maintain fitness. Regular interaction, contact and structured support will be put in place to improve the ethos and overall culture of gcse pe within the cohort and future classes.

Success criteria: 1. Improvement of practical attainment (representative sport), fitness and conditioning goals achieved.

1. Improved approach to independent study.
2. Whole team approach, teacher, pupil and parents.
3. Gradual progress in practical and theory attainment.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Create a high performance squad of students.	Selection of pupils and letters sent home	2 ND Week Module 3	PE DEPT					

Department Improvement Plan (DIP)

Subject:Physical Education



Create your future

	Testing of fitness	4 th Week Module 3	GS/ Target staff					
	Feedback to pupils and parents	Half term	GS/target staff					
	Rewards evening/ Trip to Professional sports event	Summer Term/ Tennis/ Cricket or Athletics	GS					
Clear and structured interaction with pupils and families to improve the culture and ethos in gcse pe.	Parent drop in session term 2, TBC. Targeted pupils. Parents made aware of expectations and opportunities to improve.	13 TH Dec 2017						
	Practical lessons during core pe lessons, to improve focus and skill development	Module 3- 6.	GS and department.					
	Target students letters and phone calls home highlighting expectations and praising effort or lack of attainment or effort. Letters to indicate the department expectation of attendance to one after school pe enrichment or theory workshop per week.	Module 3- 6	GS					
	Establish important deadlines for coursework and practical evidence for external sports. Practical moderation	Module 4- 6	GS					

Department Improvement Plan (DIP)

Subject: Science



Priority:
To raise impact of teaching across science in order that at least 85% of students are able to meet or exceed their expected grades.

Context:
The science department is a cohesive group of teachers that feature 3 members with 10+ years experience (including 2 SLT) and 4 members with less than 2 years of teaching experience. This results in a dynamic range of ideas but also a very real need to focus on pedagogy and best practice. The department has grown organically through difficult circumstances over the past 3 years but, due to those difficult circumstances, requires a full reassessment of curriculum and assessment strategies

Success criteria:

1. AT LEAST 80% of year 10 students to be making expected or better than expected progress overall.
2. AT LEAST 85% of students across the school to be making expected or better than expected progress for the final modules.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Develop quality of teaching and learning	Assessment of quality of T and L through regular light touch observations. With all the department being seen informally at least every module	Constant	JSe		JSe will be able to identify any problems with T and L within the department and act accordingly and to support where necessary.	£0		
	Teachers to observe each other each module for at least 5 minutes and to describe something that they liked in that class	Termly	JSe	All teachers knowing the strengths and weaknesses of each others teaching practice (by module 4)	Teachers will all come to have consistent high expectations with both the students and themselves.	£0		
	Meetings to include “this week I risked” and “this week I challenged	Weekly	JSe	A review of how impactful this has been at the end of	All teachers to have shared a moment that they have taken a risk	£0		

Department Improvement Plan (DIP)

Subject: Science



Create your future

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	As well as introductions to the experiments in a topic and a warning regarding any misconceptions and how to approach them. This shall take place at the end and beginning of each module			module 3	and a way that they have challenged a student. This should be able to start discussions around best practice. Teachers to be able to notice misconceptions. More experiments being used.			
	All teachers to visit a science department by the end of the year in another school in order to improve their practice and to feedback to the department about what is being done there.	July 2018	JSe	Teachers to have made contact with another school by February half term. Teachers to have booked a visit by	All teacher will have links with other schools (and therefore a greater support network). Teachers will also understand a broader range of teaching styles and methods.	Staffing, cover needed.		
Assess and develop all schemes of learning.	All teachers to increase progress of year 10 students							
	All teachers to be placed into groups to research and develop KS4 schemes of learning with JSe leading physics, PHe leading chemistry and JMa leading biology this is to be completed by mid-module 3	November 2017	JSe PHe JMa	All teachers to be given an exam pack for their topic (nov 2017) Teachers to assess the spec in order to produce a "route to mastery"(dec 2017) Pre-topic revision guides to be made ready for Christmas (dec 2018)	Schemes of work for KS4 to be completed with clear links to PAGs. Students to be able to access the curriculum easily and therefore exceed expected progress.	£0 (unless new equipment is needed)		

Department Improvement Plan (DIP)

Subject: Science



Create your future

				<p>Group leaders to lead the production of schemes of work for ks4 (end of module 2)</p> <p>Group leaders to assign tasks in order to produce the first 5 lessons of each topic to be produced (end of module 2)</p> <p>All topics to be completed in full with resources by the start of module 3)</p> <p>Impact of new SoL to be assessed (module 3 – August 2019)</p>				
	<p>All teachers to be placed into groups to research and develop KS3 schemes of learning with year 7 lead by DGa and year 8 Lead by MKa this is to be completed by module 5</p>	<p>Module 5</p>	<p>JSe DGa MKa</p>	<p>JSe and group leaders to use the “route to mastery” produced in KS4 in order go through and map where additional topics can be inserted into the current curriculum and to assess whether or not there needs to be a complete redevelopment of KS3 in order to ensure that it is fit</p>	<p>Schemes of work for KS4 to be completed with clear links to KS4. Students to be able to access the curriculum easily and therefore exceed expected progress.</p>	<p>£0 (unless new equipment is needed)</p>		

Department Improvement Plan (DIP)

Subject: Science



Create your future

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				<p>for purpose (February 2018). New schemes of learning to be created for each module (by April 2018) Resources for new schemes of learning to be developed and introduced (module 5) Assessment of impact of new SoL (module 6)</p>				
<p>Improve the reliability and impact of assessment and data</p>	<p>Science team, led by JSe, to assess current assessment model in science in order to introduce a model that is capable of producing reliable data that can be used as an effective tool for learning.</p>	<p>Module 4 2018</p>	<p>JSe</p>	<p>Assess the effectiveness and reliability of current use of assessment (Dec 2017). Research different types and models of assessment in order to maximise impact (Jan 2018). Discussions regarding research in assessment (feb 2017) Creation and trialling of new assessment method (march</p>	<p>Increased quality of data to ensure that interventions can be targeted where appropriate.</p>			

Department Improvement Plan (DIP)

Subject: Science



				2017) Roll out of new assessment model (module 5)				
	Current assessment model to be implemented effectively and consistently by all members of the department (until new one is developed)	Jan 2018	JSe	Ensure that all teachers use the same marking template (dec 2017) Moderation meetings to be formally included into the meeting cycle for science (dec 2017) Create trackers that effectively monitor the students and their progress including their success with PAGs for year 9 and 10 (jan 2018)	Increased quality of data to ensure that interventions can be targeted where appropriate.			

Department Improvement Plan (DIP)

Subject: Science



Create your future

	Use data and marking in order to proactively lead intervention before the end of a topic	Module 3	JSe	After school revision clubs to start (nov 2017) Students are to be invited to revision club based on data (jan 2018 – may 2019) Extra revision sheets to be developed (module 3)	Higher Attainment of students as laid out in priorities.			
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Priority: KS4 outcomes with a focus on assessments

Context:

Students in KS4 at the beginning of the year lacked any basic music knowledge that should have been taught in KS3. Students were not able to make triad chords, which is an essential skill for GCSE as it is part of essential theory. This meant that the first module of KS4 had to be a crash course on the basics, encompassing two years of KS3 development into a module. Due to this, and the lack of learning of the Edexcel set works, KS4 began GCSE content module 2 of year 10. In this time we have covered three out of eight set works. The speed of learning set works will increase once students have mastered more of the basics. Additionally, students in year 10 are given a 30 minutes tutorial once a week to develop their instrument skills. The students are attending, but often require collecting, wasting time in their sessions. There has been a positive impact on the lessons from the tutorials as students are building up their basic knowledge and working on their performance skills which is 30% of their GCSE.

Success criteria:

- All students have access to support in order to achieve a grade 4 in their musical instrument
- After school support/ revision sessions will aid students in developing their exam skills
- Homework will be set to encourage independent learning
- Students know what to expect from their exams and are clear on exam skills relevant for the exam

DIP
GCSE

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Secure subject knowledge	<ol style="list-style-type: none"> Continue to work with St Xaviour's asking them to come to UAE Ring Edexcel support staff to check understanding of exam content Organise a visit to Kingsdale to see their music department 	<ol style="list-style-type: none"> Module 3 By 15th Dec Module 3 	<ol style="list-style-type: none"> CC CC CC 	<ol style="list-style-type: none"> Email contact at St Xavier, organise a suitable date, fill in a absence request form to be signed by IFB, hand in request form for cover to be organise, visit Read through Edexcel specification carefully, write a list of 	<ol style="list-style-type: none"> Development of subject knowledge by seeing music in operation in other schools Development of exam specification knowledge, ensures the students are being told the right information Development of subject 	<ol style="list-style-type: none"> Cost of cover None Cost of cover 	<ol style="list-style-type: none"> First visit done, follow up to be organised Not started Not started 	

Department Improvement Plan (DIP)

Subject: Music



Create your future

				questions, ring edexcel support, organise a meeting if necessary	knowledge and the potential of music teaching in a school			
Homework	<ol style="list-style-type: none"> Homework booklet created which encourages both exam skills and learning outside of the classroom Compile a revision sheet with a checklist of content covered and a list of useful websites to review from 	<ol style="list-style-type: none"> First draft by end of mod 2 End of module 2 	<ol style="list-style-type: none"> CC CC 	<ol style="list-style-type: none"> Create first draft of homework booklet, show to Line Manager, write a draft of letter to parents explaining how to use booklet, show to Line Manager, edit both if needed, distribute to students See above 	<ol style="list-style-type: none"> Students will be encouraged to be independent learners. Exam skills will be practiced, preparing them for exams. Should also make progress in lessons quicker as they master the basics through homework Students are aware of revision websites and able to begin covering content for their exams. 	<ol style="list-style-type: none"> Printing Printing 	<ol style="list-style-type: none"> Not started 1st version of checklist given to students, 2nd edition to be created 	
Interventions	<ol style="list-style-type: none"> Instrumental tuition for students of year 10 to help them develop their instrumental skills After school revision club to be reinstated with a stricter expectation on attendance. Some students highlighted through the data will 	<ol style="list-style-type: none"> Started in Oct Mod 3 	<ol style="list-style-type: none"> CC, HD CC 	<ol style="list-style-type: none"> Peri teacher contacted, students choice of instrument collected, student paired with suitable tutor, timetable constructed, students informed, 	<ol style="list-style-type: none"> All students making progress in their performing abilities and skills in reading music Students not making expected progress offered additional 	<ol style="list-style-type: none"> £30 a day, one day a week Printing 	<ol style="list-style-type: none"> Started, and ongoing To be restarted mod 3 	

Department Improvement Plan (DIP)

Subject: Music



Create your future

	have a letter sent home where parents are aware of their compulsory attendance.			<ol style="list-style-type: none"> lessons conducted Students identified who need additional support, day of session agreed with Meirion, letters sent to parents of these students, student attendance fed back to parents 	support to meet their individual needs.			
Assessment	<ol style="list-style-type: none"> KS4 to follow the same assessment formula as KS3, this will involve an interim assessment mid module, and a final assessment at the end of the module. Sims workbooks to be considered with the three areas of assessment in the module. One of these to be Multiple Choice Question quizzes to ensure subject knowledge. Another will be a performance grade, either individual or group. The final assessment will either be composition or an evaluative extended writing piece Develop a stock of exam questions, and 	<ol style="list-style-type: none"> Mod 3 Mod 3 Mod 3 	<ol style="list-style-type: none"> CC CC CC 	<ol style="list-style-type: none"> Consult edexcel schemes of work for 2 year course, create modular overviews based on this, build into each module an interim assessment and a final piece Decide on areas to assess, create assessments and success criteria, share with line manager, introduce to students, feedback with data in 	<ol style="list-style-type: none"> Students will practice their performing abilities and become more accustomed to the exam skills required for music Students will access a variety of different types of assessment building up their skills and knowledge of the subject. The department will be more aware of exam questions and developing written exam skills 	<ol style="list-style-type: none"> None None Exam Question book, PixL subscription 	<ol style="list-style-type: none"> Started To start Mod 3 – draft by end of mod 2 for first assessment To be started 	

Department Improvement Plan (DIP)

Subject: Music



Create your future

	<p>this to be used in lessons with modelled answers, and team building of answers, towards setting exam questions under timed conditions</p>			<p>markbooks on sims, identify students who require intervention, review assessment for following years delivery.</p> <p>3. Look for past papers online with edexcel, research books linked to edexcel with exam questions in, use PixL by speaking to RH</p>				
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Performance by Cohort 7-9

Year 7 NOR: 130								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (100)	Girls (30)
Eng	80	57	83	95	77	65	80	83
Ma	81	56	84	94	83	81	81	81
Sci	98	100	99	90	95	91	97	100
All	72	60	73	82	71	66	72	74

Year 8 NOR: 144								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (112)	Girls (32)
Eng	75↑	53	77↑↑	88↑	74↑↑	64↑↑	74↑↑	81↑↑
Ma	79	90↑↑	75	89↓↓	77	58↓	77↑↑	87↓
Sci	59↓↓	42↓↓	58↓↓	76	58↓↓	54↓↓	57↓↓	62↓↓
All	68	49	67	85	69	65	67	72

Year 9 NOR: 132								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (97)	Girls (35)
Eng	54↓↓	36↓↓	53↓↓	77↓↓	54↓↓	47↓↓	50↓↓	65↓↓
Ma	71	54↑↑	70	86↑↑	68	61	68	79↑↑
Sci	49↓↓	18↓↓	56↓↓	67↑	49↓↓	44↓↓	49↓↓	48↓↓
All	64	45↓↓	66	77	61↓	57	64	65

comparison with module 1

- ↑ increase of 5-10%
- ↑↑ increase of 10+%
- ↓ decrease of 5-10%
- ↓↓ decrease of 10+%

comparison against benchmarks

- below 65%
- between 65-70%
- between 70-80%
- between 80-85%
- between 85-90%
- above 90%

- Pupil premium students' progress is below progress of the cohort for the first time in all year groups.
- Year 7 students have made a positive start in the core subjects. Progress is not good in the performing arts subjects.
- As before student progress is better in year 7 in comparison to other year groups. There is a cumulative decline when comparing year groups. Year 8 students perform better than year 9 students who in turn make more progress than year 10 students.
- Year 8 and 9 progress is similar to module 1 overall.
- Girls continue to do well in comparison to boys in year 8 and 9 and broadly similar to boys in year 7.
- Year 9 progress has declined in English and improved slightly in maths
- HAPS are still making less progress relative to MAPs and LAPs which is an indication of lack of stretch and challenge. This is more profound as the students get older.
- LAP students make more progress than any other group
- Progress in English is good in year 7 and improved in year 8. It is rapidly declining in year 9 in comparison to mod 1
- Progress in maths is good in year 7, stable in year 8 and improving in year 9 in comparison to mod 1
- Progress in Science is strong in year 7 but inconsistent with years 8 and 9 which have declined rapidly in comparison to mod 1
- Student progress in other subjects is less good in year 9 in comparison to the core subjects
- There is huge variation in progress of students in year 7-9 in English and Science, less so in maths.
- SEND student progress continues to be a concern

Performance – Year 10

Context - Module 3 data was collated from summative testing only. This took the form of unseen mock exams.

- Students are -1.43 grades below their final GCSE outcome expected grades. This is a difference of 0.5 grades from where they should be according to the old target setting model.
- This implies that students grades were being over estimated using the previous flight path model.
- Pupil premium students achieved 1/3 grade less than non pupil premium students.
- The number of strong passes in maths is below expectation.
- There is a significant gender gap in favour of girls in Science, English and Humanities. However in maths boys do better.
- The number of standard/strong passes in Spanish is very low due to the nature of the mark scheme applied to the unseen papers and therefore not reliable as an indicator of final outcomes. If scaled up with other components (not yet covered) this would be higher.
- Transition Matrices identify which students need the most urgent intervention. This is being coordinated by Rob Harding

Performance – Year 10

Pupils

Whole Cohort

98 Pupils 68 Boys 30 Girls

Baccalaureate

57 Pupils Entered - 58.16%

1.02% Standard (1/98)

0.00% Strong (0/98)

Subject Breakdown

	Eng	Ma	Sci	Hums	MFL
Entries	98	98	81	63	98
Standard	100%	100%	83%	64%	100%
Standard	44	39	27	32	7
Standard	45%	40%	28%	33%	7%
Strong	26	14	12	24	6
Strong	27%	14%	12%	24%	6%

Baccalaureate APS

All	Entered	Standard	Strong
2.61	3.28	5.33	0

English

Entries	9 to 7	9 to 5	9 to 4	
98	6	26	44	
Pupils	100.00%	6.12%	26.53%	44.90%
Entries	-	6.12%	26.53%	44.90%

Maths

Entries	9 to 7	9 to 5	9 to 4	
98	2	14	39	
Pupils	100.00%	2.04%	14.29%	39.80%
Entries	-	2.04%	14.29%	39.80%

Science

	Entries	Pupils	Entries
1 Science Entry	96	97.96%	-
Grade 9-4	43	43.88%	44.79%
2 Science Entries	89	90.82%	-
Grade 9-4	27	27.55%	30.34%
3 Science Entries	81	82.65%	-
Grade 9-4	15	15.31%	18.52%
Bio / Chem / Phys	81	82.65%	-
Grade 9-4	15	15.31%	18.52%

MFL

	Entries	Pupils	Entries
1 MFL Entry	98	100.00%	-
Grade 9-4	7	7.14%	7.14%
2 MFL Entries	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

English & Maths Threshold

Both Subjects	67%	18%
<5	66	18
<4	44	15
45%		15%
5+		5+

Maths Only	10%	30%
4+	10	29
5+	6	8
6%		8%
4+		4+
5+		5+

98 Pupils Entered - 100.00%

Entries

9 to 8 - inc A*'s	(1.17%)
12	
9 to 7 - inc A*-A	(2.63%)
27	
9 to 5 - inc A*-B	(15.40%)
158	
9 to 5 - inc A*-C	(15.40%)
158	
9 to 4 - inc A*-C	(30.99%)
318	
Total	1026.00
Average	10.47

Progress 8

	A8	P8
English	6.86	-1.59
Maths	6.2	-1.38
EBac	9.95	-0.8
Other	8.92	-1.98
Overall	31.93	-1.43
Entries	84	85.71%

Performance

	Pupils	Percent
5 A* to C	32	32.65%
Inc EnMa 4+	25	25.51%
Inc EnMa 5+	7	7.14%
5 Grade 5+	13	13.27%
Inc EnMa	7	7.14%

Performance – Year 10

Details		EM Threshold														Progress 8								Attainment 8					All								
		Filtered		Standard Pass						Strong Pass						Summary				Baskets				Summary					Baskets				Entered		Standard	S	
				#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive	English	Maths	EBac	Other	Score	English	Maths	EBac	Other	#	%	#	%	#				
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%																						
Basic																																					
All Students	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02					
Gender																																					
Males	68	3	100	17	25	6	8.82	9	13.24	5	7.35	9	13.24	6	8.82	4.83	58	-1.58	6.9	-1.88	-1.39	-0.96	-2.12	30.32	6.24	6.21	9.41	8.47	38	55.88	1	1.47					
Females	30	0	100	12	40	9	30	1	3.33	3	10	9	30	0	0	4.81	26	-1.09	11.54	-0.95	-1.36	-0.43	-1.65	35.57	8.27	6.2	11.17	9.93	19	63.33	0	0					
Gender Gap	38	3	0	5	-15	-3	-21.18	8	9.9	2	-2.65	0	-16.76	6	8.82	0.02	32	-0.49	-4.64	-0.93	-0.03	-0.53	-0.47	-5.24	-2.03	0.01	-1.75	-1.46	19	-7.45	1	1.47					
Pupil Premium																																					
Pupil Premium	48	3	100	14	29.17	8	16.67	3	6.25	5	10.42	7	14.58	2	4.17	4.82	48	-1.56	8.33	-1.59	-1.59	-0.94	-2.14	31.85	7.04	5.96	9.98	8.88	28	58.33	0	0					
Non Pupil Premium	37	7	100	12	32.43	6	16.22	6	16.22	2	5.41	8	21.62	4	10.81	4.83	36	-1.25	8.33	-1.59	-1.1	-0.6	-1.76	33.95	6.86	6.76	10.57	9.76	26	70.27	1	2.7					
Pupil Premium Gap	11	1	0	2	-3.27	2	0.45	-3	-9.97	3	5.01	-1	-7.04	-2	-6.64	-0.01	12	-0.31	0	0	-0.49	-0.33	-0.38	-2.09	0.18	-0.8	-0.59	-0.88	2	-11.94	-1	-2.7					
FSM																																					
FSM	37	7	100	10	27.03	7	18.92	1	2.7	5	13.51	5	13.51	0	0	4.83	35	-1.58	8.57	-1.49	-1.68	-0.99	-2.15	31.32	7.14	5.78	9.7	8.7	22	59.46	0	0					
Non FSM	49	3	100	16	32.65	7	14.29	8	16.33	2	4.08	10	20.41	6	12.24	4.83	49	-1.32	8.16	-1.67	-1.17	-0.65	-1.85	33.55	6.78	6.65	10.55	9.57	32	65.31	1	2.04					
FSM Gap	-12	2	0	-6	-5.63	0	4.63	-7	-13.62	3	9.43	-5	-6.89	-6	-12.24	0	-14	-0.26	0.41	0.18	-0.51	-0.34	-0.3	-2.23	0.36	-0.87	-0.85	-0.87	-10	-5.85	-1	-2.04					
Prior Attainment																																					
High	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02					
Middle	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02					
Low	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02					
SEN																																					
All Students	15	1	6.67	2	13.33	0	0	0	0	1	6.67	1	6.67	4.25	15	-1.41	6.67	-1.78	-1.23	-0.69	-2.01	22.13	4.53	4.13	7	6.47	8	53.33	0	0							

Performance – Year 10

Details		Baccalaureate																													
		English						Maths						Science						Humanities						Languages					
		Entered		Standard		Strong		Entered		Standard		Strong		Entered		Standard		Strong		Entered		Standard		Strong		Entered		Standard		Strong	
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
Basic																															
All Students	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	
Gender																															
Males	68	68	100	23	33.82	14	20.59	68	100	26	38.24	11	16.18	55	80.88	15	22.06	8	11.76	42	61.76	20	29.41	13	19.12	68	100	3	4.41	3	
Females	30	30	100	21	70	12	40	30	100	13	43.33	3	10	26	86.67	12	40	4	13.33	21	70	12	40	11	36.67	30	100	4	13.33	3	
Gender Gap	38	38	0	2	-36.18	2	19.41	38	0	13	-5.1	8	6.18	29	-5.78	3	-17.94	4	-1.57	21	-8.24	8	-10.59	2	17.55	38	0	-1	-8.92	0	
Pupil Premium																															
Pupil Premium	48	48	100	22	45.83	12	25	48	100	17	35.42	7	14.58	39	81.25	14	29.17	6	12.5	30	62.5	17	35.42	11	22.92	48	100	2	4.17	2	
Non Pupil Premium	37	37	100	18	48.65	10	27.03	37	100	18	48.65	6	16.22	34	91.89	10	27.03	6	16.22	27	72.97	14	37.84	12	32.43	37	100	3	8.11	2	
Pupil Premium Gap	11	11	0	4	-2.82	2	-2.03	11	0	-1	-13.23	1	-1.63	5	-10.64	4	2.14	0	-3.72	3	-10.47	3	-2.42	-1	-9.52	11	0	-1	-3.94	0	
FSM																															
FSM	37	37	100	17	45.95	10	27.03	37	100	11	29.73	5	13.51	30	81.08	9	24.32	6	16.22	23	62.16	12	32.43	8	21.62	37	100	1	2.7	1	
Non FSM	49	49	100	23	46.94	12	24.49	49	100	24	48.98	8	16.33	44	89.8	15	30.61	6	12.24	34	69.39	19	38.78	15	30.61	49	100	4	8.16	3	
FSM Gap	-12	-12	0	-6	-0.99	-2	2.54	-12	0	-13	-19.25	-3	-2.81	-14	-8.71	-6	-6.29	0	3.97	-11	-7.23	-7	-6.34	-7	-8.99	-12	0	-3	-5.46	-2	
Prior Attainment																															
High	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	
Middle	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	
Low	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	
SEN																															
All Students	15	15	100	3	20	1	6.67	15	100	1	6.67	1	6.67	10	66.67	1	6.67	1	6.67	9	60	4	26.67	1	6.67	15	100	1	6.67	1	

 = areas of concern

Maths and English – Year 10

Maths

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data	2			4	4	3		1				14	10	71.43%	3	21.43%	4	28.57%	1	7.14%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2	2		2	4								8	8	100.00%	0	0.00%	0	0.00%	0	0.00%
4.3-4.8	2		4	8	14	6	1					35	28	80.00%	6	17.14%	7	20.00%	1	2.86%
4.9-5.2			1	3	7	11	6					28	22	78.57%	6	21.43%	6	21.43%	0	0.00%
5.3-5.5					2	2	1	1		1		7	5	71.43%	1	14.29%	2	28.57%	1	14.29%
5.6-5.7						2						2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8						1	1	1	1			4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	6	0	7	19	27	25	9	3	1	1	0	98	79	80.61%	16	16.33%	19	19.39%	3	3.06%

English Language

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data	1		1	6	2		3		1			14	10	71.43%	0	0.00%	4	28.57%	4	28.57%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2	1		3	2	2							8	6	75.00%	2	25.00%	2	25.00%	0	0.00%
4.3-4.8	1		4	10	9	7	2	2				35	24	68.57%	7	20.00%	11	31.43%	4	11.43%
4.9-5.2			1	4	7	7	6		2		1	28	19	67.86%	6	21.43%	9	32.14%	3	10.71%
5.3-5.5				1	1	3			1		1	7	5	71.43%	0	0.00%	2	28.57%	2	28.57%
5.6-5.7						1	1					2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8				1			1	2				4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	3	0	9	24	21	18	13	4	4	0	2	98	70	71.43%	15	15.31%	28	28.57%	13	13.27%

English Literature

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data	2		6		2	3		1				14	10	71.43%	3	21.43%	4	28.57%	1	7.14%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2	2		5		1							8	7	87.50%	1	12.50%	1	12.50%	0	0.00%
4.3-4.8	3		12	4	12	2		2				35	31	88.57%	2	5.71%	4	11.43%	2	5.71%
4.9-5.2			7		5	9	5	1		1		28	21	75.00%	5	17.86%	7	25.00%	2	7.14%
5.3-5.5				1		3		1	2			7	4	57.14%	1	14.29%	3	42.86%	2	28.57%
5.6-5.7						1	1					2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8				1		1	2					4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	7	0	30	6	20	19	8	5	2	1	0	98	79	80.61%	12	12.24%	19	19.39%	7	7.14%

Science – Year 10

Physics

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data			1	4	2	1						8	7	87.50%	1	12.50%	1	12.50%	0	0.00%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2			4	1								5	5	100.00%	0	0.00%	0	0.00%	0	0.00%
4.3-4.8			3	16	7	2	1					29	26	89.66%	2	6.90%	3	10.34%	1	3.45%
4.9-5.2			3	12	6	5	1					27	26	96.30%	1	3.70%	1	3.70%	0	0.00%
5.3-5.5					4			1		2		7	4	57.14%	1	14.29%	3	42.86%	2	28.57%
5.6-5.7				1				1				2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8			1			1	1	1				4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	0	0	12	34	19	9	3	3	0	2	0	82	74	90.24%	5	6.10%	8	9.76%	3	3.66%

Chemistry

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data			4	2	2	3						11	8	72.73%	3	27.27%	3	27.27%	0	0.00%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2			3	2	2							7	5	71.43%	2	28.57%	2	28.57%	0	0.00%
4.3-4.8			2	14	13		1	1				31	29	93.55%	0	0.00%	2	6.45%	2	6.45%
4.9-5.2				1	13	6	5	1				26	20	76.92%	5	19.23%	6	23.08%	1	3.85%
5.3-5.5				1	1	2	2		1			7	6	85.71%	0	0.00%	1	14.29%	1	14.29%
5.6-5.7					1		1					2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8				1			2	1				4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	0	0	9	21	32	11	11	3	1	0	0	88	74	84.09%	10	11.36%	14	15.91%	4	4.55%

Biology

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data			2	4	3	3	1					13	9	69.23%	3	23.08%	4	30.77%	1	7.69%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2			4	3	1							8	7	87.50%	1	12.50%	1	12.50%	0	0.00%
4.3-4.8			6	7	12	5	4					34	25	73.53%	5	14.71%	9	26.47%	4	11.76%
4.9-5.2			1	2	8	11	4	1	1			28	22	78.57%	4	14.29%	6	21.43%	2	7.14%
5.3-5.5						3		2	1	1		7	3	42.86%	2	28.57%	4	57.14%	2	28.57%
5.6-5.7						1		1				2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8					1		1		1	1		4	3	75.00%	1	25.00%	1	25.00%	0	0.00%
#	0	0	13	16	25	23	10	4	3	2	0	96	71	73.96%	16	16.67%	25	26.04%	9	9.38%

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University Academy of Engineering South Bank

Attendance, Behaviour & Safeguarding Report – February 2018

Attendance and Behaviour is led by Jason Badu and he line managed by Rob Harding. However, it remains a whole school responsibility for all staff in the school. Safeguarding is led by Rob Harding but is also a responsibility for all staff and governors.

Students' attendance to school remains within national expectation, lateness to school is low and behaviour typically in the school is good. Fixed term exclusions compared to national expectations are very low and reported incidents of bullying is also low. The school has only permanently excluded one student, which is very low compared to national average.

Attendance strategic plans and practices have now been embedded by the Attendance Officer. The main focus for behaviour this calendar year has been 'Engagement' in lessons; raising expectations higher in the class room.

Attendance figures	Action taken
<ul style="list-style-type: none"> Whole school attendance 94% Students with SEND 92% (improvement) Students entitled to FSM 94% (improvement) PA figure needs addressing (17%) <p>Attendance began at a low start point (92.4%) in September. We had a higher than expected number of families arriving after the start date. Students with SEND & FSM have improved their attendance from previous report</p>	<ul style="list-style-type: none"> Recent Termly review by EWO New Intervention meetings established Individual SEND students with poor attendance contacted. Some have medical appointments EWO and Attendance officer continue with joint Action plan to tackle PA students. PP students are most affected. Strategy will target those individual students. Whole school attendance has worsened due to Y12 and Y13 attendance; Y12 - 80% & Y13 – 79%. Mr Lewis to work with new Pastoral Manager for Sixth form to investigate further.
Behaviour figures	Action taken
<ul style="list-style-type: none"> Total number of behaviour incidents decreased compared to previous report. (9%) Current ratio of Achievement points issued compared to behaviour points dropped to 4:1 Year 9 achievement remains higher than other years; including Year 7. Behaviour points for Year 9 is also lower than others. Year 7 increased from previous report (Nov 17) Number of Year 8 behaviour incidents has reduced from last report (Nov 17). 4% improvement Number of Year 10 Achievement points remains low. However, Behaviour Points decreased comparable to last report. Most common reason for issuing a behaviour point remains as 'Persistent failure to follow instructions' Since September there have been 13 students fixed excluded for a total 35 days Internal exclusions have decreased by 3% since previous report. More students with SEND are being issued an Internal Exclusion (55% of students receiving this sanction have SEND needs). Down on last report. 	<ul style="list-style-type: none"> Strategy launched with staff and students January for 'Engagement for Learning' New KS4 Outcomes role for AVP will include addressing rewards and achievement of Y10 All individual Year 8s issued with the highest number of behaviour points have been spoken to, families contacted and targets set. Student Services are mentoring these students SEND created new individual Support Plans. Engagement for Learning incidents figures affecting Behaviour points Number of students receiving Internal Isolation remains low compared to other secondary school figures (Ark All Saints, Walworth Academy) Students with SEND being sent to Internal Isolation are not repeat offenders with no of Years 7 significantly reduced. We believe this is due to the impact of the 4 week Transition programme. Students identified for the new Intervention meetings include key students We have increased our use of Managed Moves and we are exploring alternative curriculums for others. One students has been permanently excluded

A presentation with more in depth explanation will be made available by Rob Harding during the meeting.

University Academy of Engineering South Bank

Attendance, Behaviour & Safeguarding Report – February 2018



Safeguarding is an important part of a school's role in the wider community and everyone who comes into the school is responsible for the safeguarding of our children. Every school has a Designated Safeguarding Lead and usually dependant on the size of the school; there is also other trained colleagues to support.

UAE South Bank Safeguarding structure:

Designated Safeguarding Lead – Rob Harding

Deputy Safeguarding Leads – Annette Moses, Jason Badu, Ronke Okeya, Dorriane Robinson, Meirion Lewis & Sreepriya Bhowmik

Governors all have a responsibility to safeguarding within their schools. The Department for Education suggest we have an assigned Governor and Ofsted suggest that every Governor is responsible. Therefore, at UAE South Bank we have one assigned Governor and we also ensure all Governors are aware they are also responsible.

Internal referrals are made through a simple email system for staff and students (safeguarding@uaesouthbank.org.uk), all of these referrals are logged, assigned and actioned. If further action is required, then referrals are made externally to Social Services via the Southwark MASH team. We have on average of one internal referral a day and make one referral a fortnight to Social Services. Our school website has a designated section for Safeguarding for further information for families and visitors.

Families that are known to Social Services are categorised based on their risk to the children's safety. There are four levels; Team Around Child/Universal services (Level 1), Early Help (Level 2), Child In Need (Level 3) or Child Protection Plan (Level 4).

We currently have 14 students at Level 1, 10 students at Level 2, 8 students at Level 3 and 5 at Level 4.

All staff recently received formal training from Southwark Prevent Training on radicalisation (Feb 2018).

Our 'local issues' around the school are the following:

- Domestic Violence
- Female Genital Mutilation
- Gangs / Child Exploitation
- Neglect / Housing

Staff and students are made aware of these risks and are informed and trained through appropriate channels.