SCHOOL DEVELOPMENT PLAN

Perry Beeches
The Academy

PBTA

POST OFSTED ACTION PLAN

URN: 138141
Ofsted inspection date: 21st – 22nd September 2016
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Converting 'Serious Weaknesses' to 'Sustainable Strengths'.

Ofsted Action Plan Overview2

This action plan has been developed in response to the Ofsted inspection of 21st-22nd September 2016 and the priority areas for improvement:

1. Improve the effectiveness of leadership and management, including governance.
2. Improve pupils' personal development, behaviour and welfare
3. Improve the quality of learning, teaching and assessment

In each section of the plan there are detailed actions, each of which relate to comments within the Ofsted report. The plan begins with a summary of targets for each Ofsted AFI. For each AFI, there are explicit success criteria against which Senior leaders, Trustees and Governors will be able to track progress and measure the impact.

This is a working document which will be updated as actions are completed and evidence of impact identified. The action plan will be distributed to every member of staff and every governor with joint ownership and shared responsibility for successful implementation. Parental support and input will be invaluable and used to aid the implementation of the actions.

The plan will form a core part of governance meetings at which evidence of rapid and sustained progress will be gathered. The full Governing Body will have a focus on Leadership and Management while the Senior Leadership Team will focus on the AFI of pupils' personal development, behaviour and welfare and quality of learning, teaching and assessment.

All aspects of this post ofsted inspection plan will be under-pinned by robust performance management.

CONTEXT THE SCHOOL:
- Perry Beeches Academy provides secondary education for 11-16 year olds.
- There are currently 925 pupils on roll, (Male: 486 Female: 439) (M-52.5%,F-47.4%)
- SEND: 7.5% (0.3% EHCP)
- PP-37%. FSM-9%
- HA-38.6%, MA-48%,LA-12.9%
- EAL-19.6%
- LAC-11 students

The Academy's current staffing composition as of Sept 2016 is:
- New Acting Headteacher from 5th of September 2016
- 70 teaching staff (10 NQTs)
- 66 support staff (14 kitchen staff)
- 11 Trainees
- No agency staff are used by the school

THE ACADEMY'S CURRICULUM STRUCTURE:
- 5 x 1 hour lessons per day
- A wide range of curriculum enrichment opportunities across all subjects, with a particular focus on Maths, English and Science.
- Extra-curricular activities before, during and after school (timetable on website).
- Curriculum Model- designed to ensure the best possible impact on student outcomes.
- Guided choices takes place in the spring term for Year 8 students.
- 3 Year ks4 flight path.

OTHER FEATURES:
- The school's site is managed by Galliford Try FM. Perry Beeches is a PFI Phase 1 school.
- School is part of the Perry Beeches Academy Trust family of schools.

REVIEW:
External Review of SEND – this has been done.
External Review of Governance – scheduled for February
External Review of PP/catch up- scheduled for April

AFI: Improve the effectiveness of leadership and management, including governance by:						
OFSTED Objective	**Specific Actions**	**Success Criteria (RAG)**	**Milestone 1 Dec 2016 (RAG)**	**Milestone 2 April 2017 (RAG)**	**Milestone 2 July 2017**	**Monitoring and Evaluation**
1.1 The school complies with all statutory requirements, the requirements of the funding agreement and the expectations in the Academies Financial Handbook.	• Regular meetings with Trust Finance manager. **By**: Acting Head **Date**: Monthly **Resource**: Time • Create a financial control system which is transparent in the way devolved funds are spent. **By**: Acting Head **Date**: Monthly **Resource**: Time	• Ensure that The Academy's leaders and governors comply with the finance manual.	• Revised whistleblowing policy is now in place and will be communicated to staff.	• To ensure Chair of LGB is involved in finance meetings regarding to the Academy's financial management.	• To evidence effective management of the budget.	**Evaluate**: Trustees **Monitor**: Chair of Governors, CEO

1.2 Making sure that the academy complies with all statutory requirements (including the January 2015 'Special educational needs and disability code of practice: 0 to 25 years'), the requirements of the academies funding agreement and the Academies Financial Handbook.	• Updated versions of the statutory documents on website **By**: SLS/EGY **Date**: Dec **Resource**: Time • SEND twilight for SENDco **By**: Kat Dockery SEND Consultant **Date**: 14th & 20th Oct 2016 **Resource**: Time, £400 • SEND Review **By**: Jane Edgerton NLE and Paul Roberts former NLE **Date**:1st & 2nd November 2016 **Resource**: Time, £3,000 • Attend 'SEN Best Practice Meeting' **By**: SLS **Date**: 10th November 2016 **Resource**: Time	• Ensuring SEND policy meets statutory requirement. • SEND provision at the Academy evidences good to outstanding practice.	• To carry out individual SEND profile assessment in order to interrogate current SEND register. • To review the 216 students on existing register with a focus on individual pupil needs in order to have an accurate SEND register which provides appropriate details such as; level of SEND need, primary need etc • To have the updated SEND information report/Local offer and SEND policy which is compliant with the SEND Code of practice 0 to 25years on the school's website. • To have updated behaviour policy	• To constantly review SEND register through 'learner progress meeting' and gathering of whole-school assessment data which should trigger re-assessment and discussions regarding the removal, or change of status, of learners placed on the SEND register. • To have at least 80% of lesson obs on best practice at classroom level/quality first teaching. • To have a 'Curriculum' pupil intervention plan across all curriculum areas which HOFs and Class teachers will be held accountable for. • To have evidence of SEND spend	• To have 2016/17 evidence of a wider, inclusive and high-quality CPD provision through the school's engagement with expert external information and training supported by effective whole-school policies and frameworks. • To review the use of the graduated approach and the impact on outcomes. To report progress data of SEND students who are 'mastering', 'securing' or 'developing' in line with their 'ks4 Mastery Target'. • A follow up SEND review to validate the organisation of the SEND provision	**Evaluate**: External Adviser, HT **Monitor**: Governor, SLT

			reflecting latest DFE guidance. • To have the school's notional budget devolved by the Trust.	which gives details of the main barriers to educational achievement that SEND students face and strategies to support these students. • External support for SEND students e.g.: Educational Psychologist		
	• Enrol for SENCO course **By:** SLS at Bath Practice Network and Bath Spa university. **Date:** 8th November 2016 **Resource**: reduction in teaching timetable, cost of course £1,500 • Accountability through LGB meetings/ minutes/ monitoring visits **By:** Yvonne Saunders-	• To create capacity in the leadership of SEND. • Qualified SENCo will effectively oversee the management of SEN provision, including supporting staff in the early identification of SEN, planning provision, and monitoring impact of provision.	• Qualified SENDco will be able to produce quality data which is, accurate and concise pupil progress and outcome. • To ensure at least 50% of teaching staff are enrolled on the Nasen course, to have more SEND champions who can share best practice. • To provide staff with accurate	• To include Mini-guides (covering a range of current SEND topics) and SEND updates through a curriculum e-brief. • To reduce SENDco's teaching timetable by 50% in order to create capacity to monitor the progress SEND students.	• To ensure SENDco effectively implements systems to ensure 100% involvement of parents/carers of SEND students and the pupils themselves through SEND surgery time.	**Evaluate**: External Adviser **Monitor**: Governor, HT

	governor in charge of SEND. **Date**: monthly/half termly visits **Resource**: time		SEND register. • To use action plan from SEND review to effect key changes.			
1.3 Leaders and members of the local governing body have the necessary knowledge and expertise to carry out their roles and responsibilities	• Restructuring of governing body **By**: Acting HT, Trustee **Date**: 13th Dec 2016 **Resource**: Time, SSGO • Governors' skills audit **By**: Governors, Clerk **Date**: 13th Dec 2016 **Resource**: Time • External Review of Governance **By**: NLG **Date**: February 2017 **Resource**: Time & review cost	• To have an effective governing body structure/frame work which enables governors to carry out roles and responsibilities effectively in line with the scheme of delegation.	• To have a fully skills-based governance/ leadership structure with almost 100% of governing body new. • Acting HT on 'Future Leaders-Headship now and NPQH course'. • SLT/Middle leaders skills audit to inform CPD provision. • To become an active member of Birmingham Education Partnership and to initiate a culture of networking and becoming more outward facing.	• To have a '*Review, improve and further embed*' process based on effective self-evaluation and appropriate self-auditing practice; in line with the framework for school governance. • Evidence of regular monitoring visit to school by governors in order to gain the knowledge and expertise required to provide challenge. • To evidence CPD opportunities for governors based on skills audit. • To commission an external review of leadership (SLT/MLs)	• To have a governing body which can utilise an effective 'governance evaluation' model to improve own functioning and effectiveness, using the framework in a light touch way as a health check. • To have a strategy for robust succession planning by having 2 associate members.	**Evaluate**: External Adviser **Monitor**: Governor, HT

1.4 Ensuring that PBAT and the local governing body routinely and thoroughly monitor the impact of leaders' actions to improve the academy and hold leaders to account	• To review the Governors' reporting process to include meetings with an array of stakeholders. **By:** governors ,HT **Date:** Dec **Resource**: Time • To evidence rigour and challenge through minutes of meetings & to have regular monitoring visits from the Chair / Vice chair of Governors **By:** governors ,HT **Date:** ongoing **Resource**: Time	• To ensure members of LGB use data/ information to carry out 3 key roles (amongst others): -Ensuring clarity of vision, ethos and strategic direction -Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff -Overseeing the financial performance of the school and making sure its money is well spent	• The governing Body's capacity for school improvement will be increased due to expertise. A more challenging and experienced governing body will be appointed. • At least 2 LGB minutes and 5 governor's 'focused' visits to school has already started taking happening. • Evidence that financial management is effective; with a monthly financial and transactional report prepared by the finance team for scrutiny by Leadership and LGB.	• LGB will hold leaders to account in line with the school's improvement plan and post Ofsted action plan • LGB to engage in the commissioning of an external review of pupil premium funds/catch up funds in April. • At least 2 LGB minutes and 5 governor's 'focused' visits to school has already started taking place.	• At least 6 LGB meeting minutes and at least 15 'focused' visit minutes will show a record of how leaders are held to account in relation to gender, special educational needs, different groups of pupils and subjects.	**Evaluate**: External Adviser, Trustees **Monitor**: Governor, HT

1.5 The arrangements for the performance management of staff rigorously hold them to account for the performance of pupils in all their classes and identify appropriate support and training to help them improve their performance	• A review of the Performance Management Policy ensuring that it is strongly linked to a new Pay Policy **By**: governors, trustees **Date**: ongoing **Resource**: Time	• To have evidence that new Performance Management targets are strongly focussed on School Improvement priorities and Ofsted priorities	• 100% of PM objectives to be set in line with key areas for improvement and to go through the quality assurance process. • At least one member of LGB and board of trustees to look at a sample of PM targets	• Mid -Review of targets by LGB.	• Review, monitor, intervene and evaluate the improvements through monitoring cycle.	**Evaluate**: External Adviser, Trustees **Monitor**: Governor, HT
1.6 School leaders introduce, and teachers use, an assessment scheme that reflects 'assessment without levels' in KS3 and the changes to assessment at KS4.	• To ensure LAL targets have been set and students are aware of targets. **By**: PHA **Date**: October **Resource**: Time LAL Training for everyone **By**: PHA/EGY **Date**: ongoing **Resource**: Time	• Implementation of an effective system to track pupils' progress over time, against age-related expectations in each subject area.	• All internal assessments will be sat at calendared points of the school year pre data collections. Moderation of internal assessments will be rigorous and progress data accurate and robust. (moderation schedule)	• Use of external testing to validate the effectiveness of internal data /assessment (GLA testing) • Develop network links or engage in CPD outside Perry Beeches The Academy Trust in order to see best practice	• Create an internal Faculty tracker which will consistently used across all curriculum areas to reflect progress/ attainment data which is consistent.	**Evaluate**: External Adviser **Monitor**: Governor, HT

1.7 Pupils' progress in subjects across the curriculum is not negatively affected by taking their examinations early.	• Use prediction data to inform interventions across all subjects **By**: PHA/EGY **Date**: ongoing **Resource**: Time	• Early entry strategy to cease from cohort 2017/18.	• Ensure students are not disadvantaged by early entry strategy by providing an opportunity for reformed GCSE in July 2017.	• AHT responsible for curriculum to audit timetables as required ensuring effective use of the curriculum time.	• Tracking of progress using KPI to see value added • Create shadow version of outcomes for progress 8 and attainment 8 scores.	**Evaluate**: External Adviser **Monitor**: Governor, HT

AFI 2: Improve pupils' personal development, behaviour and welfare						
OFSTED Objective	Specific Actions	Success Criteria (RAG)	Milestone 1 Dec 2016 (RAG)	Milestone 2 April 2017 (RAG)	Milestone 3 July 2017	Monitoring and Evaluation-
2.1 Making sure that all pupils have a secure understanding of democracy, the rule of law, individual liberty and the possible dangers associated with radicalisation and extremism	• BV audit to be carried out across 7 to 11 and built into SOW across all subjects **By**: JC **Date**: Oct **Resource**: Time • BV workshops to promote awareness of Prevent Agenda **By**: JC **Date**: Oct/Nov **Resource**: Time • Curriculum BV week – BV across the curriculum to raise profile around school **By**: JC **Date**: Oct **Resource**: Time • School governor to carry out focus group task to check how secure students	• There will be clear links in schemes of work, PSHE lessons which are age related in order to 'actively' promote British Values in a meaningful way. • Staff will receive training to enable them deliver the content of 'British Values and the Prevent Agenda. • Evidence of tracking the impact British Values has on students and their ability to demonstrate it through a range of activities	• To have at least 70% of students who are secure in their understanding of BV and can articulate the potential dangers associated with extremism. • To have at least 2 group workshops led by external visitors which has taken place. • To have an enhanced PSHE and SMSC programme of study	• The Curriculum will explicitly reflect a broad and balanced diet, which prepares students for the opportunities, responsibilities and experiences of life in Modern Britain by actively promoting the FBV.	• 100% of students to have knowledge of FBV, with focussed interventions for students who need additional support etc.	**Evaluate**: External Adviser **Monitor**: Governor, HT, SLT

	understanding of BV is and give recommendations. **By**: JC **Date**: Oct **Resource**: Time, developing network links to see best practice	which take place in school.				
2.2 Ensuring pupils in Years 8 and 9 have effective and independent careers information, advice and guidance	• Whole school careers fayre- 8 to 11 at key points throughout the year and scheduled to continue yearly in line with new updates **By**: MB **Date**: Oct & March **Resource**: Time • Create aspiration profiles **By**: MB **Date**: Dec **Resource**: Time • Educational visits **By**: MB **Date**: Spring term **Resource**: Time, travel cost	• Year 8 to 11 students will have a programme which reflects various opportunities for students to get independent careers information, advice and guidance.	• Organise careers fayre in school for Yr 8 to Yr 11 with a range of external visitors has taken place	• Organise another careers fayre in school for Yr 7 to Yr 11 with a wider range of external visitors.	• Each student will have completed an aspiration profile which will be reviewed at the end of year.	**Evaluate**: External Adviser **Monitor**: Governor, HT, SLT

2.3 Reducing the number of repeat fixed term exclusions for pupils who are disadvantaged and/or who have special educational needs and/or disabilities.	• Buy in external support a behaviour service such as (CoBS), to give additional support to vulnerable students. **By**: MNE **Date**: Spring term **Resource**: Time, travel cost • In house pastoral support/ workshop as a preventive strategy to reduce repeat offenders. **By**: MNE **Date**: Jan **Resource**: Time, training cost	• Reduction in Exclusion data and use of alternative intervention work for students who are vulnerable.	• Set up in house pastoral support service • Create RRPs for SEND students	• 25 % reduction in exclusion figures • Visit schools which have had high exclusions which have now become low exclusions to seek advice on strategies used	• 25% reduction in exclusion figures	**Evaluate**: External Adviser **Monitor**: Governor, HT, SLT

AFI 3: Improve the quality of learning, teaching and assessment						
OFSTED Objective	**Specific Actions**	**Success Criteria (RAG)**	**Milestone 1 Dec 2016 (RAG)**	**Milestone 2 April 2017 (RAG)**	**Milestone 3 July 2017**	**Monitoring and Evaluation-**
3.1 Ensuring teachers have accurate and relevant information and advice about pupils who have special educational needs and/or disabilities so that they can help this group of pupils learn and do well	• Ensure teachers are provided with accurate information via the SEND registers to enable effective planning. **By**: SLKS **Date**: Spring term **Resource**: Time, travel cost • Commission SEND champions for key areas of need i.e. ADHD etc. **By**: SLS **Date**: Spring term **Resource**: Time, training cost	• Staff accountability will be evidenced and demonstrated though their impact on raising standards and improving pupil outcomes/ progress through achievement of their appraisal objectives based on a range of strategies including quality first teaching and interventions. • The successful implementation of SEND departmental reforms in line with local and	• 100% evidence through PM objective on outcomes for SEND /groups of students. • Disseminate new register to all staff	• Individual IEP targets to be moderated by the SENCo. 100% of IEP targets to be evaluated by the SEND governor and the HT against outcomes. • Implement process for Early identification of SEN and appropriate support.	• At least 90% of SEND students to make progress in line with curriculum interventions.	**Evaluate**: External Adviser **Monitor**: Governor, HT, SLT

		national directives, which enable teachers feel confident to support pupils who have special educational needs and/or disabilities learn and do well through agreed IEPs.				
3.2 Making sure that pupils' reading skills and spelling accuracy are developed consistently in all year groups and across the curriculum and that pupils have opportunities to read widely and often.	• Review reading materials available in the school library and whole school reading initiatives to create a love for reading. **By**: KLO **Date**: Jan **Resource**: Time, training cost	• A stronger focus on reading across the curriculum as a result reading ages will show greater progress.	• An action plan is in place, with a view to implement at least 2 reading initiatives. • Carry out a reading survey to baseline students reading diet. • Re-launch accelerated reader programme and Toe by Toe programme.	• Increase % of students who read on a regular basis by at least 40%. (42% of students across Years 7-9 now read on a regular basis). • Increase the % of students who love to read by at least 40%. (37% of students enjoyment for reading has increased)	• To have in place a data tracking spreadsheet for reading and spelling ages	**Evaluate**: External Adviser or SLE **Monitor**: Governor, HT, SLT

			• Carry out literacy audits with HOFs to establish gaps • To carry out typicality walks using the template, which will reflect the consistent use of literacy		

Parental Engagement	Specific Actions	Success Criteria (RAG)	Milestone 1 Dec 2016 (RAG)	Milestone 2 April 2017 (RAG)	Milestone 3 July 2017	Monitoring and Evaluation-
The way the proprietor or governors intend to inform parents and carers about the improvements made to the school.	• Letter sent to parents informing them of the outcome of the Ofsted Inspection of Section 5 • Video from the Acting CEO was published on the school website	• Provision of sufficient information on website / Parent App to keep parent / career informed about improvements	• Strategies on reporting to parents • Create impact reporting template	• Ensure Post Ofsted Action Plan is on website • Parent App • Publish impact report on website	• Publish any external review reports on website if necessary. • Review communication process	**Evaluate:** External Improvement Partner **Monitor:** HT / SLT
Arrangements in place to seek the views of parents and carers.	• Focus on Parent View responses • Letter sent to parents inviting them for one to one meeting	• Increase in parent view response • Invite number of parents to focussed group activities	• Invite governors to parents evening	• Rise in parent view responses • Use guest log in for parent view	• Review of arrangements in place – then seek views of parents	**Evaluate:** External Improvement Partner **Monitor:** HT / SLT

POAPV8: May2017