

Improve the quality of leadership and management by ensuring;					
Objective	Action	Criteria	Who	When	Impact/Progress
That monitoring focuses on the progress of different groups to provide teachers with clear information to help them accelerate pupil's learning	Use historical books to assist in validating baselining procedures on entry and to further inform pupil's prior learning	Books/work provided by feeder schools on entry, moderated with baseline Request for work sample on entry form	SLT  HP/VLD	Start 11/4/16 Ongoing	Work scrutiny process is now well established and evidence in books is showing more effective use of feedback and DIT Data shows increasing rates of progress in core subjects Lesson observations show increasingly effective use of questioning, differentiation and assessment
	Senior leadership, including SENDCo and SIP will scrutinise pupil's work monthly and observe teaching. Ensuring that actions identified through an audit of student needs are being implemented. Monitoring of pace of progress of punctuation, grammar mathematics of SEN, PP pupils in primary	Students work and observations/learning walks show that student needs are being met, where not being met an appropriate action plan will be put in place  Data and student work shows expected rate of progress from starting points	SLT/SIP  SLT/KN	Start 21/3/16 ongoing	
	To use a whole school literacy marking policy		Subject-co-ordinators/RWI trained staff FC	6/6/2016 onwards	Whole school literacy policy has been rolled out. Average reading progress at KS2, KS3, KS4 are at or above expected rates of progress. Data shows that the majority of student's spelling is progressing, for those not progressing interventions are in place
	Subject leads will have an updated benchmark assessment to assist planning and track continuing progress against future targets	Subject leads carried out assessment of current students/recorded Marking code in place, work scrutiny shows use of code	Subject coordinators/RSL	24/3/16  27/5/16 Ongoing	

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	Subject leads will moderate current levels of work in conjunction with RSL	Subject leads met with RSL and work moderated/recorded		Ongoing process established	<p>implementation of the literacy policy</p> <p>Planning is based on updated assessment flightpaths used to track progress towards targets.</p> <p>Subject leads are cross moderating work termly with RSL/Subject colleagues and are able to compare progress with comparable students in comparable good-outstanding APAs</p>
<b>Objective</b>	<b>Action</b>	<b>Criteria</b>	<b>Who</b>	<b>When</b>	<b>Impact/Progress</b>
All subject and phase improvement plans include actions to develop quality of teaching, learning and assessment	<p>Review current development plans in all subjects and phases in light of inspection 2016</p> <p>All subject areas to involve in the review either RSL or SIP</p>	<p>All plans contain clearly identifiable actions to develop quality of teaching, learning and assessment</p> <p>Have all action plans for moderation and implementation for summer Dept DP updated to include appropriate actions for marking, assessment, feedback, DIT, questioning Plans monitored, updated as necessary by SLT &amp; SIP</p>	<p>SLT Subject co-ordinators</p> <p>Subject co-ordinators</p> <p>SLT/Subject co-ordinators</p>	<p>Start 2/5/16</p> <p>Start 2/5/16</p>	<p>All subject areas have updated plans in place - Termly lesson observations and work scrutiny shows that standards of teaching are consistently good or better and increasingly effective use of assessment.</p> <p>SIP and HP have monitored plans and subject areas are working towards agreed objectives. Work scrutiny shows increasingly effective use of assessment. Lesson observations show teaching is consistently good or better.</p>

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	<p>SLT to put in place a process of monitoring of development plans With a view to ensuring best practice in marking and feedback, effective questioning, use of DIT and deployment of TAs, a balance of formative and summative assessment informing planning</p> <p>Create a programme of CPD for 2016/17 based on strengths and weaknesses found in monitoring of TLA</p>	<p>Monitoring meetings taking place with subject leads half termly</p> <p>Programme of CPD in place &amp; delivered</p>	<p>SLT</p> <p>SLT</p>	<p>6/6/2017</p>	<p>Data shows increasing rates of progress in core subjects</p> <p>Lesson observations show increasingly effective use of questioning, differentiation and assessment</p>
<p>The academy's website provides information on pupil's achievement and up-to-date information and policies</p>	<p>Ensure pupil achievement data is updated half termly each data trawl Use external body to audit available CP information on website</p> <p>Link all trust policies to Caradon APA website for access by all stakeholders</p>	<p>Data available on website KS4 data available on website</p> <p>Links available on website Audit carried out feedback received, action as required</p>	<p>JG</p> <p>JG</p> <p>WS</p> <p>JG</p>	<p>6/6/2016</p> <p>6/6/2016</p> <p>6/6/2016</p>	<p>Policies are updated and available on website</p> <p>Data available on website</p>

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Improve the quality of teaching learning and assessment by ensuring that;					
Objective	Action	Criteria	Who	When	Impact/Progress
Ensure pupils improve their work as a result of feedback provided	<p>Focus for lesson observations will be in line with recommendations from OFSTED visit 9/10/2016</p> <p>Communicate a clear expectation that lessons over time show planned opportunities for DIT to allow pupils sufficient time to review and further develop learning in line with effective feedback</p>	<p>Use of targeted observation sheet in line with OFSTED recommendations for improvement</p> <p>CPD for staff, use of feedback, assessment, planning &amp; level of challenge</p> <p>Twilight session how DIT will be used at CAPA</p>	<p>HP</p>	<p>Start 21/3/16</p> <p>On going</p>	<p>Books show regular use of DIT giving students planned opportunities to review and further develop learning in line with feedback.</p>
		<p>Work scrutiny/observation show's DIT being used effectively and evidenced in books</p> <p>Subject co-ordinators have met with RSL to share best practice/use of DIT</p>	<p>SLT/SIP/Subject co-ordinators</p> <p>SLT/SIP</p>	<p>Start 8/3/16</p> <p>on going</p>	<p>Lesson observations this academic year show teaching to be consistently good or better in line with focused lesson observations</p> <p>Subject leaders are regularly working with RSLs and partner APAs</p>
Use information on pupil's achievement and prior attainment to plan learning that supports and challenges them	<p>To provide a framework for planning that ensures short term planning shows explicit references to appropriate differentiation that provides challenge for all abilities</p> <p>CPD for all staff on effective planning for differentiation including the differentiated use of questioning</p>	<p>Focus groups created via weekly staff training to develop planning framework for whole school</p> <p>Planning framework in place</p>	<p>HP</p>	<p>4/9/17</p>	<p>Staff developing short term planning</p>
		<p>Training delivered for all staff</p>	<p>HP/AP/KN</p>	<p>17/5/2016</p>	<p>Lesson observations this academic year show teaching to be consistently good or better</p> <p>Data shows increasing rates of progress in core subjects</p>

	Use RSLs to provide the framework for an effective transition to assessing and planning without levels	RSL disseminated framework to subject co-ordinators New assessment structure/process in place. Assessment tool training has been delivered	RSL subject co-ordinators	9/2016	New assessment tool used to inform planning and monitor progress  New assessment structure/process in place. Assessment tool training has been delivered
<b>Increase the rates of pupil's progress, particularly in the primary key stages and science, by ensuring that teachers use assessment information effectively to plan activities that allow pupils to rapidly develop their knowledge and skills</b>					
Objective	Action	Criteria	Who	When	Impact/Progress
<b>Primary</b>	Establish a routine of outreach to primary feeders to access all available student information prior to enrolment at CAPA	KN is visiting feeder schools and observing pending students upon referral	HP/KN	Start 22/2/16 ongoing	Routine of outreach is in place CAPA accessing all available information for new students. Clear plans for reintegration are established, students regularly reintegrating to school or accessing specialist provision. EHCP applications being completed and appropriate referrals made
	Bi-weekly meeting to be used to ensure that the impact of teaching is securing a rapid development of knowledge and skills in pupils	Meetings taking place  Rapid and consistent rise in pupil outcomes across all of the key stage 1/2 assessment areas	SLT KN CH	11/4/16  22/2/16	Students regularly accessing THRIVE sessions individual or

	<p>To use assessment evidence other than academic to create a readiness for learning that effectively aids the rate of personal development</p> <p>To facilitate 2 days planning for CH and KN to plan a programme of essential coverage using the inspire curriculum ensuring a comprehensive coverage of essential science</p>	<p>Thrive assessments taking place and where appropriate action plans put into place Further training for staff Feeder schools to complete THRIVE assessment as part of enrolment.</p> <p>KN &amp; CH to adapt inspire curriculum to ensure comprehensive opportunities for primary students to access science</p>	<p>HP AP</p> <p>HP,KN &amp; CH</p>	<p>22/4/16</p>	<p>group plans in place. Assessments show students are making progress,</p> <p>KN and CH have worked with RSL to ensure development of Science curriculum, students accessing science in primary lessons</p>
<p><b>Increase the rates of pupil's progress, particularly in the primary key stages and science, by ensuring that teachers use assessment information effectively to plan activities that allow pupils to rapidly develop their knowledge and skills</b></p>					
<p><b>Science</b></p>	<p>Increase support from RSL via monthly meeting for CC</p> <p>Link CC with subject specialist from PPSG to share best practice in marking, feedback and the use of assessment</p> <p>SIP to routinely monitor the impact of expected</p>	<p>Planning supported via RSL, action plans in place where appropriate Monthly planning review given to HP via RSL CC is able access high quality specialist support planning. Planning and lesson observations show best use of this support. Support sessions for CC with SIP</p>	<p>HP,CC, RSL,</p> <p>HP</p> <p>SIP</p>	<p>22/22/16</p> <p>Start 11/4/16</p> <p>Start 11/4/16</p>	<p>New assessment structure/process in place. Assessment tool training has been delivered</p> <p>CC has accessed mainstream and APA specialist to Lesson observations this have all been rated good</p> <p>Observations, learning walks and work scrutiny reflect a growing consistency in</p>

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	<p>improvements in science teaching and add to the evidence trail of SLT monitoring</p> <p>To show direct evidence of practical science activity engaging students and enriching learning</p> <p>Development of science room to create an stimulating and inspirational environment for science lessons</p> <p>Allocate a dedicate Science TA</p>	<p>Rates of progress in science closing gap with Maths &amp; English</p> <p>Department development plan updated and in line with recommendations from OFSTED 2016</p> <p>½ termly plan for science practical is in place</p> <p>Planning maximises opportunity for practical learning</p> <p>Evidence of practical progress is evidenced in students books and support via displays</p> <p>Visit to other establishments for CC for ideas/inspiration/best practice</p> <p>Displays updated to support learning</p> <p>Equipment sourced to support practical learning</p> <p>TA in place</p>	<p>CC/RSL</p> <p>CC</p> <p>HP, CC</p> <p>HP,CC</p> <p>HP,JG</p>	<p>Start 11/4/16</p> <p>5/16-11/16</p> <p>1/5/16</p>	<p>improved feedback, use of DIT and greater use of effective questioning</p> <p>Data shows increasing rates of progress close to or in line with national expectations</p> <p>Students are regularly accessing practical science activities</p> <p>Science environment improved and students increasingly accessing practical activities.</p>
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