Tile Cross Academy
School Improvement Plan

Dated: August 2019 – Final Document

Strive, Believe, Achieve
How our SIP was developed:
Doodle Pad created
SLT Planning Day - 29th March
Post-it note Mind Map

Documents used:
- School based Questionnaires — Staff & Students
- MAT Review report
- DFE Strategy and Ofsted Framework
Key Vision:

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school that was created on 1st May 2017 and is part of Washwood Heath Multi Academy Trust. We have high expectations for our students in which they develop through the use of our CORE skills and expectations. We aim to provide a high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school community. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal in a Rights respecting ethos. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and positive about their futures.

Quality of Education

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:
- Experience a fun, diverse and challenging curriculum.
- Develop their independence, collaboration, resilience in line with our CORE skills.
- Be supported and challenged as they aim to reach their true potential.
- Be literate enabling them to access the wider world.

Leadership and Management

Leadership and management at every level and in all aspects visions, focuses and directs structures, organisation and actions to the benefit of children and colleagues.

As a result:
- Alignment with central trust services is essential, allowing for collaboration across all services that support our school and ensuring we are successfully working with the parameters offered by the MAT, ensuring value for money, allowing excellent outcomes for children and working successfully within our family of schools.
- Clarity and communication on new initiatives, allowing concepts and ideas to embed, consistent approaches within CORE being key, with a supportive monitoring and assurance system; making sure that organisational planning understands and reflects the wellbeing of colleagues.
- Wellbeing at the heart of how we lead; looking after our colleagues and our children is key to a supportive, productive environment, making sure that we generate a compassionate environment.
- We create a sense of community for all, embracing children, families and colleagues; maximising use of facilities to generate a verve and interest in the school, with the potential to generate an income.
- Governance and the wider MAT leadership is clear and open to input from children, families and colleagues.

Consistency & Standards

Ownership & Responsibility

Resilience & Independence

Engagement & Participation

Our culture and environment will empower each child to develop the attitudes and characteristics to thrive, enabling them to be the best version of themselves.

Our children will:
- Grow through our PHSE&C, Topic Days and CORE expectations, modelling British Values.
- Increase their confidence by embracing a variety of skills, knowledge and understanding through a broad and balanced curriculum.
- Understand how their behaviours and attitudes impacts on theirs and other children’s progress within a supportive, caring and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience sanctions and support when they fall short of our CORE expectations.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers and their lives as adults.
# Key Objectives Overview - School Improvement Plan

<table>
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<th>Area</th>
<th>Key objectives Overview</th>
<th>Actions to be Considered:</th>
<th>Possible MAT Support:</th>
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</table>
| Quality of Education                      | Develop and introduce new **CORE Skills** around the Academy that will enhance learning and prepare students for future life.                                                                                           | **Actions to be considered:** Review, Relaunch - timeline, Branding CPD for staff on how to develop CORE skills, QA to review success.                                                                                     | **MAT Support to include:**  
  - Teaching and Learning budgets assigned and tracked  
  - Branding of CORE Skills funding  
  - Links with other MAT schools to support with CPD & T&L  
  - MAT Data Lead guidance on data collections etc |
|                                           | Develop high quality practitioners that carefully plan lessons to aid student progress to improve **Teaching & Learning** and ensure all lessons are consistently good or outstanding.                                         | **Actions to be considered:** Knowledge & skill development, Risk taking (making students think more), CPD Programme to develop questioning/scaffolding/AFL, Teacher Toolkit, Cover. |                                                                                                                                                                                                                                        |
|                                           | Launch and embed the use of **Flash Marking** to provide regular formative feedback to students so they know how to improve and move forward with their learning.                                                        | **Actions to be considered:** Reflection of Effective Marking Project, new policy developed, CPD to develop marking practice, Exercise book expectations (pride), QA.  |                                                                                                                                                                                                                                        |
|                                           | Develop a **homework** policy that enables students to consolidate and inform learning that can be tracked and monitored across the school.                                                                             | **Actions to be considered:** New policy introduced Flipped Learning focus, Go4Schools to log and set homework online, Knowledge retention focus, Use of Planners.        |                                                                                                                                                                                                                                        |
|                                           | Ensure a relevant and personalised **curriculum journey** exists for all our students through a knowledge and skills based learning journey.                                                                          | **Actions to be considered:** Knowledge and skills, Appropriate courses, Progression maps, Website, Exam board awareness, Curriculum Journey,                     |                                                                                                                                                                                                                                        |
|                                           | Rigorous and effective interventions ensure that all groups of students achieve positive outcomes and accurate data is collected at key points in the year.                                                        | **Actions to be considered:** Data collections review undertaken, Upwards trends continue, SEN/EAL/HPA groups, Attitude to learning Scores, Flightpaths, Align with MAT data lead  |                                                                                                                                                                                                                                        |
|                                           | Embed **literacy** across the curriculum ensuring students can read, write effectively using academic language and infer from text.                                                                                  | **Actions to be considered:** Extend form time, Use reading ages to identify intervention, Skills schools – impact, Reading – speed and fluency, extended writing, Comprehension |                                                                                                                                                                                                                                        |
| Behavior, Attitudes and Personal Development | Deepen clear routines allowing children’s welfare, participation, aspirations and success to be at the heart of the school **CORE Expectations**.                                                                           | **Actions to be considered:** CORE Expectations, Uniform & Equipment, Standards & Consistency; Expectations - children & colleagues, Unstructured time & the right to relax | **MAT Support to include:**  
  - Uniform & Equipment Shop on Site  
  - Some Staffing loads on timetable used to support with lunchtime activities  
  - MAT Attendance Target Set  
  - MAT Attendance support – Warwickshire  
  - Funding for Topic Days etc |
|                                           | Clarify and re-direct the culture of **behaviour and attitudes** by establishing a thoughtful and considered approach to the hidden curriculum.                                                                        | **Actions to be considered:** PDFL System relaunched, Quality Support through HoH and Pastoral Managers, Consistency, Faculty Ownership, Behaviour Board Meetings. |                                                                                                                                                                                                                                        |
|                                           | Ensure our children understand how their behaviours and attitudes impact on theirs and other children’s progress, within a supportive, caring and inclusive environment and experience being **praised, rewarded and sanctioned** as part of our CORE standards. | **Actions to be considered:** Praise as standard, Red and Green Cards, VIP’s. Rewards, Restorative Justice. Positive behaviour programmes, Re-evaluate inclusion processes |                                                                                                                                                                                                                                        |
|                                           | Increase the **attendance and punctuality** of all children in the school and reduce the number of persistent absentees.                                                                                             | **Actions to be considered:** Attendance Target Set. Procedures in place to reduce PA & Punctuality; Trends improve, Admissions tightened - Yr 6, MM, New arrivals, EAL. |                                                                                                                                                                                                                                        |
|                                           | Deepen our **enrichment curriculum** to allow for a cohesive and consistent model that delivers successful citizens in modern day Britain.                                                                       | **Actions to be considered:** Pastoral Programme, PSHE & Citizenship, Assemblies, Rights Respecting, Topic Days – all interconnected and mapped. House system strengthened. |                                                                                                                                                                                                                                        |
|                                           | Develop the character of the **child** through all school processes and ensure it is at the core of the support and sanctions system and is evident in both the formal and hidden curriculum.     | **Actions to be considered:** Character Tracking System Launched, Tutor Mentoring, Reporting to Parents, Student voice, Healthy Lifestyles.                  |                                                                                                                                                                                                                                        |
| Leadership and Management                 | Develop a structured approach to CPD that develops a **CORE consistency** across the school that embeds visions and expectations.                                                                                 | **Actions to be considered:** CORE Consistency, Visions & Expectations, Communication & Collaboration, CPD.                                                                                                               | **MAT Support to include:**  
  - External support to support in QA  
  - Website Support to showcase school to its best  
  - Support from MAT schools to assist with QA & Questionnaire Feedback  
  - Lettings and Community use of site  
  - Recycling and reducing paper & plastics  
  - MAT Student Leadership Program  
  - MAT People Strategy and Career Development  
  - MAT support for Finance, ICT, H&S, Food & Catering  
  - MAT Governance Training                                                                           |
|                                           | Prepare and develop staff and students for the new **Ofsted Framework** and introduce new ways of showcasing our school to celebrate the work that is being undertaken.                                                   | **Actions to be considered:** Ofsted Preparation, Staff and student training, Website – Showcase School, Monthly Newsletter Introduced, School context – Outcomes in non p8, Mobility, Transience, Unique School. |                                                                                                                                                                                                                                        |
|                                           | **Quality Assurance** procedures are refined to ensure that accurate information is collated to inform intervention across the whole school.                                                                       | **Actions to be considered:** QA, How? When?, Needs Developing – Useful info, Middle Leader Development, CAP’s, Observations, Book Trawls.                        |                                                                                                                                                                                                                                        |
|                                           | Prepare new **buildings** and current **facilities** to generate a positive climate for learning and generate possible funding streams through local community use.                                                      | **Actions to be considered:** Site Developments, New build, Lettings, Community, Recycling, Climate for learning, Litter, Ownership.                            |                                                                                                                                                                                                                                        |
|                                           | Develop the range of opportunities for **student leadership and voice** across the school to ensure students have a voice in the ownership of their school and community.                                                 | **Actions to be considered:** Student Leadership, Student Prefects Head Boy & Girl Student Council – Student receptionists Student Voice Celebration.              |                                                                                                                                                                                                                                        |
|                                           | Ensure staff and student **wellbeing** is considered in all aspects of school life to support with the MAT People strategy and retain good staff.                                                                  | **Actions to be considered:** Wellbeing, Calendar, Workload – Work life balance, Morale, Recruitment & Retention, Careers Development – MAT People Strategy Staff Voice |                                                                                                                                                                                                                                        |
|                                           | Restructure teams across the school in line with new temporary positions created at SLT and within the new **MAT Alignment structure**.                                                                         | **Actions to be considered:** MAT Alignment HR, Finance, ICT, Site Support, H&S, Food & Catering SLT new structures and roles. Middle Leadership Development Governance. |                                                                                                                                                                                                                                        |
**Quality of Education - School Improvement Plan**

**Area: Quality of Education**

**Vision:**
Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:
- Experience a fun, diverse and challenging curriculum.
- Develop their independence, collaboration, resilience in line with our CORE skills.
- Be supported and challenged as they aim to reach their true potential.
- Be literate enabling them to access the wider world.

**UN Convention Articles:**
- Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 (respect for the views of the child).
- Article 28 Every child has the right to an education.
- Article 29 Education must develop every child’s personality, talents and abilities to their highest level, and shall respect the d

**Objectives:**

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<thead>
<tr>
<th>Develop and introduce new CORE Skills around the Academy that will enhance learning and prepare students for future life.</th>
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<tr>
<td><strong>Actions:</strong> What needs to be completed to ensure objective is successful?</td>
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<tr>
<td><strong>Termly RAG:</strong></td>
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<tr>
<td><strong>Led by:</strong></td>
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<td><strong>Autumn Term Review:</strong></td>
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<td><strong>December</strong></td>
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<td>To develop and promote new simplified branding of CORE Expectations and CORE Skills in all learning environments and around the school.</td>
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<td>To re-launch the evolved CORE initiative with all students and the beginning of academic year and to successfully train staff regarding the evolution of CORE i.e. differences between Expectations and Skills.</td>
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<td>To build a detailed training plan which will break down CORE Skills and Expectations and promote faculties with expertise or ideas on how to develop skills i.e. literacy/oracy.</td>
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<td>Lesson observation pro forma to be amended to highlight importance of CORE Skill development. Lessons should explicitly highlight which CORE skills are being developed and student forums will be used to see impact on learning and whether skills are being developed. QA results to inform next steps on training plan.</td>
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**Teaching & Learning:**
Develop high quality practitioners that carefully plan lessons to aid student progress to improve Teaching & Learning and ensure all lessons are consistently good or outstanding.

| Results and key findings from the 2018/19 Knowledge-rich Project to inform training on building self-regulated learning skills. Training plan will be enhanced with input from colleagues and faculties with expertise or ideas on how to develop skills i.e. literacy/oracy. |
| All learning environments to be quality assured and Toolkit resources to be replenished. Training plan to refocus on teaching skills that utilise a classroom effectively to engage all students. |
| Training plan to promote ‘teaching to the top’ challenge students. It will revisit ‘learning pits’ to promote challenge and tips on how to promote a culture where students are not afraid to fail. Staff to watch high-quality teaching via videos/recording or peer observations to promote lessons that make students think more. |
| Training plan will be designed to have a clear focus on questioning techniques to make students process their thoughts and think more. Dr ICE will be used to help staff to effectively plan and scaffold their lessons. Revisit Aft training session from 2018/19 and X:\drive resources to continue to develop Aft teaching skills. |

**Success Criteria: By August 2020**
- 100% of staff are delivering lessons at Green or Green+ standard. (T&L tracker will provide current RAG results following CARs and PMRs)
- CORE Values and skills are effectively promoted to all stakeholders and used in 90% of lessons to develop learners
- 90% of students believe the ‘homework I am given helps me to learn’
- Ensure a relevant and personalised curriculum journey exists for all our students through knowledge and skills based learning journey.
- Embed the use of Flash Marking to provide regular formative feedback to students.
- Effective and timely intervention will take place where students are seen to be struggling to meet their flight path progress.
- To aim to achieve Progress 8 Score of 0.0 or above
- To achieve an Attainment 8 Score of 3.8 or above
- To achieve a Grade 4 or above in both English & Maths of 55%
- Disadvantaged Students to achieve Progress 8 Score of 0.1 or above
- Boys to achieve Progress 8 Score of 0.0 or above
- Girls to achieve Progress 8 Score of 0.1 or above
- DSEN Students to achieve a Progress 8 score of -0.1
- EAL Students to achieve Progress 8 Score of 0.2 or above

**Lead Staff:**

<table>
<thead>
<tr>
<th>Core</th>
<th>HSI</th>
<th>T&amp;L Team</th>
<th>Autumn Term Review</th>
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| Teaching & Learning | Launch and embed the use of Flash Marking to provide regular formative feedback to students so they know how to improve and move forward with their work. **Actions:** What needs to be completed to ensure objective is successful? | Dec | Apr | Jul | GSA & HSI
| Outcomes | Develop a homework policy that enables students to consolidate and inform learning that can be tracked and monitored across the school. **Actions:** What needs to be completed to ensure objective is successful? | Dec | Apr | Jul | HSI & T&L Team
| Curriculum | Ensure a relevant and personalised curriculum journey exists for all our students through knowledge and skills based learning journey. **Actions:** What needs to be completed to ensure objective is successful? | Dec | Apr | Jul | GSA & HSI
| Curriculum | Rigorous and effective interventions ensure that all groups of students achieve positive outcomes and accurate data is collected at key points in the year. **Actions:** What needs to be completed to ensure objective is successful? | Dec | Apr | Jul | GSA, HSI & UWR

- Cover procedures are reviewed and staff are trained in the setting of appropriate cover work. Cover supervisors are supported within staff CPD sessions and are regularly reviewed within the classroom to support with teaching styles and techniques. Cover supervisors are joined with a faculties to observe different teachers.

- Results and key maps from the 2018/19 Effective Marking Project to inform launch of new marking and feedback policy. Summer 2 2019 whole class feedback trial with Citizenship/PSHE exercise books completed and SWOT analysis evaluated.

- CPD to showcase practical examples of Flash Marking to give colleagues experiences of how to provide effective feedback to help student progression. Training Plan focus will aim to develop teaching ‘next steps’ to effectively help students to improve their work after marking.

- Exercise book expectations to be revisited and amended in new marking and feedback policy and to be shared and promoted with all students. QA to check consistency in exercise books from sample students across the curriculum.

- Clear focus on Flash Marking in Autumn 1 to ensure successful launch with staff and students in early stages of new marking policy. Work scrutiny within faculties to ensure consistency of approach – will aim to triangulate QA process. Training plan sessions on Flash Marking to be amended depending on training need of staff.

- Homework policy to explore frequency of homework at KS3/4, type of tasks i.e. knowledge retention and flipped learning, potential new platform to share homework with students, student organisation and how they effectively meet deadlines as part of CORE Expectations. Policy developed and ratified by Governors.

- Training plan and X:\drive to develop resources and initiatives that develop flipped learning to aid knowledge retention and student progress. Faculties to develop the use of flipped learning techniques within homework tasks and assignments.

- Meetings set up with JBN to explore G4S homework module and Craig Mundy from Satchel - Show My Homework. Homework focusing on building knowledge and skills will be set and monitored on a learning platform.

- Training on knowledge retention homework will be driven by the results and findings from the Knowledge Project Team. This will be reinforced at the beginning of lessons to support students in recapping and retaining of knowledge.

- To investigate frequency of homework setting at KS3/4. Planners to be developed to support students in recording of homework and tracking once complete.

- To review current curriculum provision to ensure there is progression of learning through key stages and onto further learning at Post 16. Appropriate courses for each student with different pathways for all learners built in and a 2020 cost effective curriculum will be produced.

- Progression maps produced to ensure students are fully supported from KS2 so they make rapid progress at KS3. Successful transition programme designed and developed in Year 9 for those students not making expected progress by the end of Year 8. Regular assessments undertaken to ensure students are on track.

- Website is updated with key curriculum content to provide details of curriculum rationale and topics covered within all subject areas. Tile Cross profile is accurately depicted on website and events are regularly publicised.

- Exam board and specification awareness (key components and dates of assessment) across faculties. Exam specifications are discussed in line management meetings and deadlines for submission of work are set well in advance so they can be checked and quality assured.

- Curriculum Journey in KS3 revisited and developed. A review of the KS3 curriculum to ensure that all learners have access to an engaging curriculum that prepares them for KS4 is undertaken. Students develop their revision skills and ability to work independently. A personalised learning pathway for students who are new to the country or late starting at the school is effective so all students leave with recognised qualifications.

- Data collections to be reviewed and aligned with MAT Data Lead. Heads of faculty to complete an Assessment Calendar with learning interruptions to address misconceptions and cement prior knowledge. RSL meetings scheduled for HoF and HoH after key data collections to review outcomes and ensure effective action is taken to accelerate the progress of underachieving students and groups of students.
Termly targets are set to track progress and identify in year progress. All year groups demonstrate termly improvement, in line with the Tile Cross Flight Path. Intervention in place to support students in key year groups that needs further support to make progress. Support is in place for underachieving subject areas to ensure data outcomes improve and action plans are in place. Regular meetings held with subject leaders and RSL meetings undertaken to ensure faculties are on track.

There is a clear strategy to share intervention from the SEN and EAL lead to continue to reduce gap in progress of SEN students. Monitoring and tracking is rigorous and underperforming students are identified and discussed with all staff and faculty leads.

Attitude to Learning scores are reviewed and used effectively to identify cohorts of students for intervention. Heads of House and Heads of Faculty liaise in developing appropriate intervention.

HPA students are tracked termly and appropriate stretch and intervention is provided for underperforming students to ensure rapid progress. PIXL resources are used effectively across faculties to ensure rapid progress. Graduate mentors engage with targeted HPA students to ensure they make rapid progress. Engage with parents of our HPA students to ensure they have support and motivation from home.

Curriculum

Embed literacy across the curriculum ensuring students can read, write effectively using academic language and infer from text.

**Actions: What needs to be completed to ensure objective is successful?**

- Review of form time undertaken to allow for literacy (reading) intervention. Impact of reading strategies is monitored closely for progress in reading ages
- Identify funds to enable all students to be Reading Age tested. Purchase appropriate age related reading text for form time reading. Academic Language relaunched and embedded into lesson planning. Extended writing tasks in all subject Schemes for Learning. Book trawl focus on literacy
- Regular monitoring of student progress through reading age tests is undertaken through skills school classes. Appropriate support packages provided for students with different reading ages. Teaching of numeracy in Skill School is to be a key focus. Student reading age gap is closed and numeracy skills developed.
- Develop alongside MAT secondary provision strategies for embedding literacy through the curriculum, including use of EEF research summary
Area: Behaviour, Attitudes and Personal Development

Vision:
Our culture and environment will empower each child to develop the attitudes and characteristics to thrive, enabling them to be the best version of themselves.
Our children will:
- Grow through our PHSE&C, Topic Days and CORE culture, modelling British Values
- Increase their confidence by embracing a variety of skills, knowledge and understanding through a broad and balanced curriculum
- Understand how their behaviours and attitudes impacts on theirs and other children’s progress within a supportive, caring and inclusive environment
- Anticipate and experience being praised and rewarded as well as experience sanctions and support when they fall short of our CORE standards
- Understand their rights and responsibilities to themselves and others
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity
- Prosper through understanding the needs and requirements of a healthy lifestyle
- Be shaped for their future, their studies, their careers and their lives as adults

UN Convention Articles:
- Article 2/3 – Best interests of the child – without discrimination
- Article 5 – Parental guidance and a Childs evolving capacity
- Article 18 (parental responsibilities and state assistance);
- Article 19 (protection from violence, abuse and neglect);
- Article 28 (right to education);
- Article 19 (protection from violence, abuse and neglect);
- Article 29 (goals of education);
- Article 41 (respect for higher standards)

Objectives:
- Thrive, enabling them to be the best version of themselves.
- Empower each child to develop the attitudes and characteristics to

Actions:

- Deepen clear routines allowing children’s welfare, participation, aspirations and success to be at the heart of the school CORE Expectations.

- What needs to be completed to ensure objective is successful?
  - New CORE expectations being reinforced by colleagues throughout lessons combined with the language of the PDL system reflecting the language of Rights Respecting Award will allow for clear routines. Embed ‘Core’ values in all aspects and areas of school and be clear that Core values are a daily aspect of student life
  - Uniform and equipment standards reflect the ethos and expectations of the academy and require all colleagues to recognise the need for children maintaining our basic standards. Support and sanctions are offered to children who fall below our expected standards. There is consistency and accountability at all levels of the organisation demonstrating a commitment to upholding and enforcing policies and standards.
  - Expectations for children and colleagues: routines to be implemented by HoTs and HoFs, with consistency and accountability being led by the SLT and middle leaders based on the triad system. Approaches to developing a positive school ethos and improving behaviour across the whole school aims to support greater engagement in learning and the school ethos
  - Routines for unstructured time and the right to relax for all will be developed. Higher levels of duty staff across breaks and lunches will be deployed and structure using the PE department to organise activities in the MUGA will support students in becoming involved in lunch time activities. Library sessions to allow for more homework and ICT opportunities for children.

Success Criteria: By August 2020
- Every child will have the opportunity to develop a personal pathway to adulthood via experiencing an enrichment programme that is clearly structured through form periods, assemblies, PHSE&C, Topic Days and careers intervention.
- Every child will have the opportunity at key stage three to explore a wide range of subject opportunities, leading them to making successful option choices in year 8
- Key stage four students will enter final GCSE examinations, having successfully completed a personal pathway through a broad and balanced curriculum
- Every child will be safeguarded for their present and future lives through our enrichment programme (form periods, assemblies, PHSE&C, Topic Days and careers intervention)
- Parents and carers will participate and be involved in these processes through appropriate assistance and guidance from teachers and leaders within the school
- Through our positive discipline for learning system and our CORE values, each child will be guided to make the correct decisions
- Success will be celebrated in achievement assemblies, through the awarding of VIPs and subject specific awards
- When behaviour and attitudes do not meet these expectations, children will follow a consistent and scripted series of steps, offering support and sanctions, that will be consistently promoted by adults within the school
- Attendance will continue to improve 2.9% (2018/19) to 94.6%
- Persistent absence will continue to reduce with a 25% reduction on 2018/19 figure of 31.7%
- Behaviour will see a 15% improvement on 2018/19 figures of exclusions 15%, isolations 30% and detentions 78%

Termly RAG:  
- Autumn Term Review:
**Behaviour & Attitudes**

**Actions: What needs to be completed to ensure objective is successful?**

- Quality support and development for children and colleagues regarding PDfL and its role in behaviour; establishing the needs of the ‘Hidden Curriculum’ with CPD for all and establishing clear routines with children. PHSE&C and assemblies having an appropriate focused link throughout the year. Reading programmes for years 7-10 is well structured, supported and quality assured. Y11 Form periods allows for more focus on study skills, revision techniques and careers support and guidance.

- Role of all leaders and pastoral managers in behaviour and attitudes offer clarity and consistency. Greater levels of participation in the processes allowing for greater investment in the behaviour systems. Role of the HoF in respite and resolution. Role of HoH in dealing with specific children causing concern. The impact of reviewed approaches to standards checks by FTs and the role FTs play in the start of the school day.

- Consistency with all colleagues and children across faculties and Houses to support positive behaviour. Reviewed detention tariff to be launched with all colleagues. Respite and resolution, under the leadership of HoFs to be monitored and supported. Colleagues are consistent and clear to students in their application of pastoral policies and procedures enabling students to have positive relationships with teachers and peers based on mutual respect; they will use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of students. A reduction in CD/DBs, detentions and removals from lessons; quality assurance shows that all colleagues are using PDfL appropriately.

- Monthly pastoral board for all key leaders to run during Friday’s PHSE&C session and will include DHT, HoHs and SENDco and attendance and welfare representation. Fixed agenda will offer a regular review of pastoral systems and children on the risk register and will report to Head Teacher all key aspects that need reviewing.

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**Behaviour & Attitudes**

**Actions: What needs to be completed to ensure objective is successful?**

- Praise as a standard aspect of a child’s and colleagues day (PDfL; red and green cards; VIPs) Red and green cards to be re focused and usage increased via training, re implementation and monitoring consistency. Reward structure for green cards and Sanction structure for red card developed.

- ‘Restorative Justice’ linked to sanctions and support for both culprits and victims so situations become closed and remain so. Training to begin with middle leaders and pastoral managers, being disseminated to all colleagues and children. Advice, support and guidance for parents and families to be provided.

- Build on previous programmes to support avoiding moving towards exclusions; engage with SEAL for individuals and groups. Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. The wide variation in impact suggests that schools should look for programmes with a proven track record of impact. Considered what training and professional development is required for developing a measured approach to improving behaviour and attitudes across all colleagues. Explore how to involve parents or communities in behaviour programmes.

- Re-evaluate the detentions and isolations processes that allow for both sanction and growth of the child; consider removals becoming as much about reflecting on the impact of learning; the involvement of Heads of Faculty and experienced colleagues to support the process. Move away from the negative language of the behaviour system, with removals becoming respite and remaining within the control of the Heads of Faculty. Isolation becoming Reflection, with a move away from a holding place to children engaging in programmes of development to support children and reduce the number of children becoming fixed term excludes, managed move children and potential permanent exclusions. All detentions to be centralised and de personalised, staffed by a duty rota of all colleagues, with reconciliations led by Heads of Faculty and a reduced and sensitive tariff for sanctions.

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**Behaviour & Attitudes**

**Actions: What needs to be completed to ensure objective is successful?**

- Attendance will continue to improve 2.9% (2018/19) to 94.6% with a view of achieving 96%; continue to develop systems to reduce lateness and to reduce the number of students who are late to school. Developed systems become embedded across the Houses. Role of the attendance clerk becomes solidified and offers a high level of information and data regarding children’s attendance.

- Persistent absence will continue to reduce with a 25% reduction on 2018/19 figure of 31.7%. Maintain the robust system of protocols to continue to identify early potential PA students; forensic analysis of PA and patterns of attendance and cross reference with demographics and achievement groups. A risk register identifies students that are approaching PA status and appropriate support is implemented via internal and external mechanisms. Rewards are used to embed the need for high levels of attendance. High attendance links to Form and House rewards. Prestige with attendance is celebrated regular via FTs, HoHs, HoFs and SLT.
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<td><strong>Actions:</strong> What needs to be completed to ensure objective is successful?</td>
<td>Dec RAG Apr RAG Jul RAG</td>
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<td>• Assemblies, PHSE&amp;C, rights respecting, literacy and Topic Days become an interconnected, scaffolded model across the whole year measured by children’s voice, engagement and successful delivery by all colleagues; statutory delivery of SRE by 2020</td>
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<td>• Houses play an important part in leading on cultural heritage, peer mentoring, developing British values via participation and supportive and familial culture by embedding CORE values for the Houses, a House identity, linked to rights respecting embedding into the PDfL language. Colleagues, parents and children can see how their house is performing when half-termly totals are announced in House Assemblies and also in the monthly family bulletin; these points will all add up towards a cumulative house total and, at the end of the year, decide the winning house, which is awarded the House Shield.</td>
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<td>• Literacy and academic language development are clearly seen as having an impact on behaviour and opportunities to access the broad and balanced curriculum. A consistent and coherent approach to the teaching of literacy skills in all subject areas of the curriculum; to assist students in developing their own literacy skills as independent learners; to monitor and support reading for pleasure across the curriculum and wider school life. Reading ages are assessed regularly, developed through reading programmes through tutor time and re assessed on an annual basis.</td>
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<tr>
<th>Personal Development</th>
<th>Develop the character of the child through all school processes and ensure it is at the core of the support and sanctions system and is evident in both the formal and hidden curriculum</th>
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<tbody>
<tr>
<td><strong>Actions:</strong> What needs to be completed to ensure objective is successful?</td>
<td>Dec RAG Apr RAG Jul RAG PEN, NAN &amp; RKY</td>
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<tr>
<td>• Create Character Management System evidence base of all enrichment and extra-curricular activities to ensure student participation and ownership of learning and success and linked to the rewards system. Create data and information to support the careers application processes of all children in years 10 and 11. Events are reviewed and significant groups of non-participants surveyed on potential future activities.</td>
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<td>• Deploy colleagues to Houses to allow for the maximum support for students; Years 7 and 11 are allocated double tutors for form and PHSE&amp;C. Healthy lifestyles are promoted regularly through PHSE&amp;C, House competitions and form tutor standards sessions. Form Tutors adhere to the form tutor role descriptor in the staff and this is monitored by the HoH.</td>
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<tr>
<td>• Children’s voice powers advancements within each House and within faculties: A whole school programme of student leadership that involves House Captains, prefects and appropriate student leadership across all year groups. A fully operating and productive student leadership model. Positive feedback via student voice of actions and experiences of student leadership.</td>
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<td>• Colleagues are coached and supported to recognise the needs of individual and group support for our children and understand and handbook with the opportunities structured for them Tutor Mentoring. The aim is for form tutors building both a more supportive relationship and an early intervention process supportive of the child’s potential success within one or more of the three key areas of behaviour, attendance and attitude.</td>
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<td>• Year 11 are afforded the opportunity to engage in House leadership and model the behaviours of young adults. Appointments of House Captains and prefects for Y11. Appointment of Lead Y11s for each House to model leadership. Regular schedule of meeting of House and school councils by the end of half term one, covering the whole academic year. Activities and suggestions of House and School Councils have a positive impact on school life.</td>
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# Tile Cross Academy SCHOOL IMPROVEMENT PLAN 2019-20

## Leadership and Management - School Improvement Plan

### Area: Leadership and Management

**Vision:**
Leadership and management at every level and in all aspects visions, focuses and directs structures, organisation and actions to the benefit of children and colleagues.

As a result:
- Alignment with central trust services is essential, allowing for collaboration across all services that support our school and ensuring we are successfully working with the parameters offered by the MAT, ensuring value for money, allowing excellent outcomes for children and working successfully within our family of schools.
- Clarity and communication on new initiatives, allowing concepts and ideas to embed, consistent approaches within CORE being key, with a supportive monitoring and assurance system; making sure that organisational planning understands and reflects the wellbeing of colleagues.
- Wellbeing at the heart of how we lead; looking after our colleagues and our children is key to a supportive, productive environment, making sure that we generate a compassionate environment.
- We create a sense of community for all, embracing children, families and colleagues; maximising use of facilities to generate a verve and interest in the school, with the potential to generate an income.
- Governance and the wider MAT leadership is clear and open to input from children, families and colleagues.

**Lead Staff:**

**Success Criteria:** By August 2020
- Greater links with MAT colleagues are formed and MAT Centralisation supports Tile Cross to focus on Teaching and Learning.
- 100% of staff are delivering lessons at a standard appropriate to their experience and responsibility.
- 90% of all lessons have a positive climate for learning which develops active engagement through the Tile Cross Toolkit.
- CORE Values are effectively promoted to all stakeholders and used in 90% of lessons to develop learners Skills and Expectations.
- Quality assurance procedures show that 80% of lessons effectively use the Tile Cross Toolkit (Note – this can be using the classroom environment or the X:\drive resources)
- 100% of all supported staff record positive progress on journey to being ‘Good’ and reach personal objectives in the timeframe stated.
- Staff value wellbeing commitments being made by the school and this is shown in staff surveys.
- Pupils responses to the following questions should improve: 85% of students believe that behaviour expectations are high and I can get on in my lessons.

**UN Convention Articles:**
- Article 2/3 – Best interests of the child – without discrimination
- Article 5 – Parental guidance and a Childs evolving capacity
- Article 17 – access to information from a variety of sources

## Objectives:

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<tr>
<th>Objective</th>
<th>Actions: What needs to be completed to ensure objective is successful?</th>
<th>Termly RAG</th>
<th>Led by:</th>
<th>Autumn Term Review:</th>
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<tr>
<td>CORE</td>
<td>Develop a structured approach to CPD that develops a CORE consistency across the school that embeds visions and expectations.</td>
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<td><strong>Actions:</strong> CPD Calendar developed and shared with staff. Range of opportunities for faculties to meet and whole staff briefings to be undertaken. CPD to develop and allow for sessions to be more personalised to staff needs and have options for staff to select topics to attend. More staff involved in leading CPD sessions.</td>
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<td><strong>Consistencies of approaches are reinforced into all aspects of school life and are regularly discussed at briefings and whole staff meetings. QA checks to be put in place to ensure staff remain consistent throughout the academic year.</strong></td>
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<td><strong>Core Expectations and CORE Skills are launch throughout the school and promoted in all classroom environments. CPD is designed to develop these CORE ideas with staff to support them with their teaching and learning. QA to be undertaken to ensure these core Expectations and Skills are being embedded within everyday classroom practice and that students begin to articulate there use.</strong></td>
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<td><strong>Whole school visions revamped and shared at beginning of academic year. Individual faculties to replicate their process and work together to develop subject rationales and visions. These documents are to be shared on website for key stake holders and reviewed with Curriculum area reviews.</strong></td>
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<td>Prepare and develop staff and students for the new Ofsted Framework and introduce new ways of showcasing our school to celebrate the work that is being undertaken.</td>
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<td><strong>Actions:</strong> Staff to be trained on New Ofsted Framework and time is built in for faculties to reflect and plan together to ensure consistent approaches are developed within pedagogical practices to support progression of learning.</td>
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<td><strong>Website is developed to showcase Tile Cross to all stakeholders and provide a story and context for our school. Mobility, CORE, Curriculum, Data, Attendance all to be highlighted and the work that is being built in for faculties to reflect and plan together to ensure consistent approaches are developed within pedagogical practices to support progression of learning.</strong></td>
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undertaken to further develop these areas.

- Newsletter to be revamped and released on a Monthly basis. Aspects of school life reported on and showcased to students, parents and the local community. Students successes celebrated and high profile events are reviewed. Images included to visualise the range of activities happening at Tile Cross.
- Assemblies and students conversations are regularly held to highlight range of opportunities available to them at Tile Cross and to support them in being able to articulate their learning, core values and experiences to range of different stakeholders.

**Quality Assurance** procedures are refined to ensure that accurate information is collated to inform intervention across the whole school

| Actions: What needs to be completed to ensure objective is successful? | Dec RAG Apr RAG Jul RAG |
| --- | --- | --- |
| QA Calendar is developed to ensure all aspects of school life is regularly reviewed. Middle leaders to become more involved in whole school QA processes to ensure that consistent approaches and improvements to school outcomes are increased. | PMO |
| New approaches to the way QA is undertaken is developed throughout the school. Book Looks, Lesson Visits, Learning Walks and Curriculum Area Reviews all to be developed so school life is regularly captured and reviewed. Pro formas are updated to support these processes. | |
| Safeguarding QA is regularly undertaken to ensure Single Central Record and CPOMS systems are kept fully up to date. Regular meetings with safeguarding leads are help to review proves and procedures. | |

Prepare new buildings and current facilities to generate a positive climate for learning and generate possible funding streams through local community use.

| Actions: What needs to be completed to ensure objective is successful? | Dec RAG Apr RAG Jul RAG |
| --- | --- | --- |
| New Facilities are completed and new teaching environments are created to support students in their learning. Students are to be taught about keeping pride in their school and looking after environments. Resources are developed to include CORE Skills /Expectations and teachers toolkit. | PMO |
| After school lettings are created to extend use of facilities beyond the school day. Structure is put in place to support with longer opening hours and managing booking procedures. Lettings to be an extra resource for local community and be an added funding source for MAT schools. | |
| Regular site walks are undertaken with new MAT site team to ensure environments are checked and any health and safety issues or concerns are resolved. | |

Develop the range of opportunities for student leadership and voice across the school to ensure students have a voice in the ownership of their school and community.

| Actions: What needs to be completed to ensure objective is successful? | Dec RAG Apr RAG Jul RAG |
| --- | --- | --- |
| Head Boy & Head Girl positions to be created where Year 11 students can apply for roles. Students who are shortlisted will present ideas to whole school before elections take place by staff and students. Calendared meetings for Head Boy and Head Girl to meet Head and support in representing academy at whole school events. | PEN, RKY & NANN |
| Student Council to be developed where each for group will have a key representative. House Council and Whole school council meetings to take place throughout the year and impact from these will give students ownership of key school decisions. | |
| Subject Leaders to be developed where students have the opportunity to apply for key subject roles. Elected leaders will support faculties with key events and support staff in developing curriculums for students. | |
| Regular student voice Questionnaires to be undertaken to gain opions of students. Results to be analysed and information used to support with key developments. Trends in opinions to be tracked to hopefully achieve increased positive outcomes. | |

Ensure staff and student wellbeing is considered in all aspects of school life to support with the MAT People strategy and retain good staff.

| Actions: What needs to be completed to ensure objective is successful? | Dec RAG Apr RAG Jul RAG |
| --- | --- | --- |
| Wellbeing of staff considered throughout all planning of calendar and strategies for coming academic year. Wellbeing weeks included to support in reducing down meetings alongside document to be produced to highlight areas that have changed to support with workload and wellbeing of staff. | PEN, PMO & JMY |
| Mental Health First Aiders appointed to support staff and students with information and guidance. Targeted staff trained to identify signs of mental health and make take appropriate actions where needed. Mental issues built into assemblies, Topic Days and PSHE throughout the academic year. | |
| New bullying policy developed and shared throughout the school. Bullying reductions to reduce with support in highlighting issues through assemblies, Topic Days and PSHE. | |
| Peoples Strategy policy implemented throughout the school to give support and guidance to all staff at key points in their career. Lead mentors allocated for all key staff and meetings are held to discuss issues | |
and progress in career pathways.

| Actions: What needs to be completed to ensure objective is successful? |
|-------------------------------------------------------|----|----|----|
| • New whole school structures developed throughout the school and disseminated with staff. Triad groupings formed to help with collaboration and support middle leaders in developing and learning about all aspects of school life. Regular meetings to be calendared to support these processes. |
| • New roles within leadership team to be created to develop expertise and improve succession planning. Senior strategic leader roles created and responsibilities refined. Regular meetings held to ensure these roles are successful and impact on school outcomes. |
| • Staff regularly briefed on developments in MAT alignment. Site, HR, Catering and ICT service level agreements to be shared and staff supported through these important changes. Training plan involves MAT alignment and staff are developed throughout academic year. | Dec | Apr | Jul | PMO |