Post Ofsted Action Plan - Headline Focus

Teaching and Learning			Leadership and management		
1.1 Ensure that effective planning is in place across the Academy that meets the needs of all students by reviewing schemes of learning in all departments across the academy with a focus on teaching methodologies. These should ensure the rapid progress of all	**1.2** Ensure that teaching assistants are being used effectively across the Academy by completing a comprehensive TA review and Teacher CPD training programme	**1.3** Improve student literacy levels and consequently performance in examinations by implementing a reading development programme for all year groups across the academy	**1.1** Ensure that the quality assurance of teaching (on a daily basis in the academy) is robust, accurate and multi-layered by training middle and senior leaders in the accuracy of their judgements	**1.2** Ensure that Learning Leaders respond effectively to each data track to ensure students' progress in accelerated	**1.3** Ensure that leaders at all levels have the knowledge skills and resources, to support and drive the academy forward
2.1 Ensure that student targets reflect appropriate LP expectations, by using RAISE online subject progress matrices to set challenging targets for all students	**2.2** Ensure that gaps in performance for all students are identified and acted upon by Implementing the PIXL model of diagnosis, therapy and Testing (DTT) for KS4 and accelerate progress in Y10 and Y11	**2.3** Ensure that stretch and challenge is embedded in all lessons for all groups by insisting on the use of levelled outcomes in planning and delivery of learning objectives and raising expectations through more challenging work in all subjects	**2.1** Review the current QA procedures to ensure maximum impact on the quality of teaching, achievement and expected progress	**2.2** Implement targeted diagnostic formats and processes for monitoring data, achievement and progress	**2.3** Ensure Pixl Principles by all teaching staff, leaders and SLT are implemented consistently across the academy
3.1 Ensure that marking is consistent and effective across the academy having maximum impact by creating Melior Academy golden rules of marking	**3.2** Ensure that marking and feedback are used consistently to impact on progress		**3.1** Ensure that staff are given clear guidance on the marking and feedback policy	**3.2** Ensure that the marking and feedback policy is being used consistently across the academy	**3.3** Ensure that leaders are holding teachers to account in using marking and feedback to impact on student progress through learning
4.1 Ensure that effective questioning is being used to extend and challenge learners by embedding a culture of questioning within the teaching and learning pedagogy embedded across the academy	**4.2** Ensure that homework is being used to support, extend and challenge learning by the use of appropriate questions and activities		**4.1** Review the curriculum provision across the academy against DFE and current and future performance table requirements	**4.2** Rigorously review the KS3 curriculum to ensure that literacy and numeracy provision meets students' needs and is addressed from the start of Y7	**4.3** Rigorously review the KS3 curriculum to ensure that it is coherently planned preparation for KS4
5.1 Ensure that boys across the academy make expected progress by reviewing and implementing a boy friendly strategies policy including the development of gender focused teaching strategies			**5.1** Ensure that CAT data is being used to identify any possible areas for intervention in Literacy and Numeracy from Y7	**5.2** Ensure intervention is being used effectively to reduce the reading age gap against chronological age	**5.3** Ensure opportunities to promote and develop reading and writing are exploited in learning across the academy
6.1 Identify the development needs of teaching staff by completing a detailed diagnostic observation programme and plan programmes of support	**6.2** Ensure all students are making expected and more than expected progress by tackling any incidents of low level disruption consistently and effectively	**6.3** Raise student aspiration by ensuring appropriate CEIAG is in place in all year groups and delivered through effective SMSC/PSHE	**6.1** Ensure that pupil premium spending is explicit, tracked across the academy and is value for money	**6.2** Ensure that Teachers can meet the needs of all pupil premium students effectively within the classroom	**6.3** Ensure that an external review of the academy's use of the pupil premium is undertaken in order to assess how this aspect of leadership and management may be improved.
7.1 Ensure that all members of teaching staff are using the whole school framework for Literacy effectively to support Literacy tasks in all subjects	**7.2** Ensure that all members of teaching staff are using the whole school framework for Numeracy effectively to support Numeracy tasks in all subject		**7.1** Ensure that evaluation of Academy assessment and student tracking data holds leaders to account for student provision and progress outcomes	**7.2** Ensure the work of the academy is evaluated more robustly and accurately through accurate self-evaluation by leaders at all levels	**7.3** Ensure that an external review of governance is undertaken in order to assess how this aspect of leadership and management may be improved.