



# Our Lady & St Chad Catholic Academy

Consistently Good Teaching... Highly Literate Students... All are Prepared and Believe

## OLSC9 – 9 Month Challenge – March 2018

FOCI	STRATEGY / ACTION	WHO / WHEN	TERM 1	TERM 2	TERM 3	SELF REVIEW
1) Increase the Reading Age of every student by 18 months this academic year to impact on <b>disadvantaged and disadvantaged MA students</b> and their progress (particularly in <b>Maths and Humanities</b> ).	BlueSky linked target. Increased evidence of <b>subject related literacy in classrooms</b> (display and during lessons). <b>Style of questioning mimicked in tasks,</b> homework etc. for all years. Introduce <b>AWL</b> across Academy. <b>Develop Reading for Understanding</b> during HT time – not simply reading for pleasure. <b>‘Talk as a writer’</b> – to embed high quality written responses.	All teachers, House Tutors and School Teams <b>Lead:</b> RJ, LF CMC, FR & KM to monitor	HA – 2-3mo MA – 4 mo LA – 6 mo CU – 6 mo	HA – 4-6mo MA – 8 mo LA – 12 mo CU – 12 mo	HA – 6-8 mo MA – 12 mo LA – 18 mo CU – 18 mo	Assessments- LF Analysis – LF Literacy External Review- 13 <sup>th</sup> Nov <b>Monitoring and QA:</b> TE <b>Literacy Academy Rep:</b> K Wesley
2) Embed a <b>PIES</b> coaching culture to embed the <b>highest quality of Teaching and Learning</b> to impact on all children through an <b>active learning approach</b> (particularly <b>MA disadvantaged and disadvantaged engagement</b> ).	Literacy strategies as above PIES Principles – <b>Embed KAGAN</b> Planned against the new specification and style of questioning – course and curriculum is correct <b>Problem Solving and Reasoning Epidemic</b> across school Gap Tasks are now <b>Upgrade Challenge</b> Show my homework is <b>embedded;</b> <b>encouraging reasoning and is rewarded.</b>	Teaching staff, <u>Curriculum Leaders</u> <u>evidence of school QA,</u> Strategic Leaders. <b>Lead:</b> BS	<b>3 of 4 PIES elements embedded and SMH for all staff.</b> <b>All staff coach trained.</b> <b>All staff completed 2 coaching meets.</b> <b>External review reports quality of T and L as 85% high quality.</b>	4/4 PIES embedded with all staff. SMH embedded with all staff. Teacher knowledge, Mastery and HA Challenge Fully with 80%	4/4 PIES embedded with all staff. SMH embedded with all staff. Teacher knowledge, Mastery and HA Challenge Fully with 100%	External Reviews – 20-21 <sup>st</sup> September 22 January 2018 April 2018 TBC <b>Monitoring and QA:</b> TE <b>T &amp; L Academy Rep / Director:</b> G Walker, A Morgan, J Corrigan
3) Most Able (particularly disadvantaged HA) students in every class are <b>challenged, with a focus on Humanities and Maths.</b>	Project Leaders in each school. <b>Scholar stickers and scholarly challenge is evident through differentiation in all lessons.</b>  Kagan impacts on performance of disadvantaged Middle Ability. Quality of teaching first. Individualised PLC’s in all student books.	All Teachers – evident in lessons, QA etc. <b>Lead QA:</b> BS and MB (data) <b>Lead:</b> Curriculum Leaders	60% of HA students on track at end of track 2	75% of HA students on track at end of track 4	85% of HA students on track by track 6	<b>Monitoring and QA:</b> DH <b>High Ability Academy Reps:</b> G Walker, A Morgan, L Craig
5) All students adopt <b>‘Scholarly Behaviours’</b> that impact upon their own and their peers progress towards	Students need to be punctual, attend daily, bring equipment, know how to be a great learner, participate fully in lessons. <b>Scholar Register</b> for all subjects – Parental	Students House Tutors School Teams	% of students receiving more than 3 logs a term:	% of students receiving more than 3 logs a term: Year 7 - 8	% of students receiving more than 3 logs a term: Year 7 - 5	<b>External Review</b> – 28 November 2017, 4 <sup>th</sup> January 2018



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<p>securing their Minimum Expectations Pathway (MEP) with a focus on <b>disadvantaged students and equity of opportunity.</b></p>	<p>engagement, study resources, visits etc. to challenge.  <b>Zero tolerance - mobile phones.</b>  <b>Scholarly Awards and presentation evenings</b>          March onwards.  <b>Academic Word Library</b> and competitions across SwS          Reward visits for students who are:         <ul style="list-style-type: none"> <li>Scholarly in their behaviour.</li> <li>Accelerated to become the above</li> </ul>         Late Gate and <b>Community Building SLT</b> on Gates at the start of the day.          Begin consultation with staff re expansion</p>	<p><b>Lead QA:</b> RH  <b>Lead:</b> RC, PT, CD           CMC, FR &amp; KM</p>	<p>Year 7 - 10          Year 8 - 20          Year 9 - 10          Year 10- 10          Year 11- 10          % achieving on track for Scholar Award          Year 7 to 11 - 35           90% of students achieving 97%+ punctuality</p>	<p>Year 8 - 15          Year 9 - 5          Year 10- 5          Year 11- 3          % achieving on track for Scholar Award          Year 7 to 11 - 45           95% of students achieving 97%+ punctuality</p>	<p>Year 8 - 10          Year 9 - 3          Year 10- 3          Year 11- 3          % achieving on track for Scholar Award          Year 7 to 11 - 50          95% of students achieving 97%+ punctuality</p>	<p><b>Monitoring and QA:</b> TE  <b>Scholarly Academy Reps:</b> B Kent &amp; I Middleton</p>
<p>6) Embedded culture of self review and <b>coaching</b> secures all Academy milestones are met and action planning is adapted regularly. OLSC9 Documents are updated to share summary of key action plan points for staff to focus upon.</p>	<p>Monthly Principal's school review activities          Work with a variety of independent external professionals          See 6 monthly QA Document / Plan  <u>Specific reviews this term include:</u>  <b>Humanities Review</b>          MFL Review          PE Over view          Pupil Premium Review          Governance Review   <b>All colleagues complete coach meets with a focus on Academic Word Lists and Progress against MEP's for disadvantaged students.</b></p>	<p><b>Lead:</b> TE  <b>QA:</b> R Morgan</p>	<p>Academy is on track to meet all OLSC Floor Standards Termly Milestones.</p>	<p>Academy is on track to meet all OLSC Floor Standards Termly Milestones.          95% of students in all classes and sets are on track to meet their end of year MEP grade in each subject.          Staff opportunity to share ideas and practice occurs at least 3 times a week.</p>	<p>Academy is on track to meet all OLSC Floor Standards Termly Milestones.          All students in all classes and sets are on track to meet their end of year MEP grade in each subject.</p>	<p><b>Monitoring and QA:</b> G Walker  <b>Regular Self Review Academy Reps:</b>          V Szyman, T Ellis</p>
<p>4) and 7) Develop clear and robust MEP's. <b>Secure MEP or above outcomes for all students</b>, with rapid progress demonstrated in <b>Maths, Humanities and disadvantaged students</b> securing a <u>continuing upward trend in Progress 8 and Progress in EBACC elements.</u></p>	<p><b>Individual class teachers</b> confidently check their classes performance (% on-track against MEP grades) for every class they teach and discuss with Curriculum Leader when there are fewer than 75% and key actions / adaptations.  <b>Curriculum Leaders</b> know the individual classes within every year group where progress is below Academy expectations and provide support and interventions.  <b>SLT leads</b> for each department support and drive improvements with the Curriculum Lead as above</p>	<p><b>Lead:</b> MB 7-9 and DH 10-P16   <b>QA:</b> MM</p>	<p><b>Review with all TLR holders and agree single approach to MEP's.</b></p>	<p>Maths, Disadvantaged, Humanities at 75%           All subjects in line.</p>	<p>Maths, Disadvantaged, Humanities at 85%</p>	<p><b>Monitoring and QA:</b> G Walker  <b>Regular Self Review Academy Reps:</b>          V Szyman, T Ellis</p>