



Bellingham Middle School

Post Ofsted Rapid Action Plan

June 2017 (updated Sept)

This action plan for school improvement has been developed as a response to our recent Ofsted inspection which rated us 'Requires Improvement', our SAT results over time and concerns about progress over KS2. It takes into account the following existing school documentation:

1. Ofsted reports
2. Self-evaluations
3. External school data (formerly RAISE and moving to ASP)

Our goal is to take rapid and sustainable action on areas in the school currently judged to be 'Requires Improvement' in order to be a 'Good' school by July 2018.

Issues identified by Ofsted Inspection Report published in June 2017

What does the school need to do to improve further?

Improve pupils' outcomes by:

- pitching work at a level that enables pupils to make good progress and work at greater depth, particularly the most able
- providing increasing opportunities for pupils to apply problem-solving skills and reasoning in mathematics
- addressing any gaps in attainment more swiftly in Years 5 and 6 so that pupils can make much better progress by the end of key stage 2
- providing stronger curriculum materials in foundation subjects such as geography and history so that pupils are better prepared for secondary school.

Strengthen the effectiveness of leadership and management by:

- continuing to improve the accuracy of checks on the quality of teaching and pupils' outcomes
- intensifying work with improvement partners to speed up the sharing of good practice and to build consistent improvements in the quality of teaching, learning and assessment
- ensuring that middle leaders' checks on the quality of work lead to higher standards in the areas they lead
- setting high standards for the quality of literacy and numeracy across all curriculum subjects
- defining governors' roles and responsibilities more precisely to ensure that they can hold leaders to account for pupils' progress.

Diminish any differences in the progress and attainment of disadvantaged pupils by:

- matching teaching, additional interventions and resources more closely to their needs
- providing greater opportunities to work at greater depth.

Milestones:

English and maths: December, April and July

Foundation subjects: October, February and June

Note :

We will continuously monitor our progress against the objectives set out in this action plan and measure our progress with the following Red, Amber and Green (RAG) ratings:

Red	objective has not been met by the deadline and requires urgent attention
Amber	objective is on schedule to be met, but requires on-going monitoring as it is not achieved yet.
Green	objective has been met by the deadline and the impact of this can be clearly demonstrated.

Effectiveness of Leadership and Management

- Eliminate variance in quality of teaching and its impact on progress
- Continue to improve accuracy of checks of quality of teaching and pupil outcomes
- ensure that middle leaders' checks on the quality of work lead to higher standards in the areas they lead (they need to make sure their teams consistently follow new expectations and provide sufficient opportunities for pupils to work at greater depth)
- intensify work with improvement partners to speed up the sharing of good practice and to build consistent improvements in the quality of teaching, learning and assessment
- Rapidly diminish differences between progress and attainment of disadvantaged pupils with non-disadvantaged pupils by matching teaching, additional interventions and resources more closely to their needs and providing greater opportunities to work at greater depth
- Define governors' roles and responsibilities more precisely to ensure that they can hold leaders to account for pupils' progress.

Quality of teaching, learning and assessment

- Ensure work is consistently pitched at a level that enables pupils to make good progress, particularly the most able
- Increase opportunities for pupils to apply mathematical reasoning or problem solving to improve standards in maths
- Ensure quality of writing in English is consistently reflected in other subjects and that all teachers insist on high standards of spelling and grammar
- Increase consistency of opportunities in science to apply knowledge to tasks to enable pupils to work at greater depth
- Improve quality of teaching in KS3 geography and history to enable pupils to make strong progress
- Ensure all teachers provide feedback in line with the school's policy.
- Use homework to support pupils to work at greater depth

Personal development, behaviour and welfare

- Develop pupils' study skills to give them the capacity to work at greater depth on a regular basis.
- Learning skills taught in skills need to be consistently reinforced in all subjects
- Eradicate low level disruption from all subjects

Outcomes for pupils

- Accelerate pupils progress rapidly at key stage 2
- Address any gaps in attainment more swiftly in Years 5 and 6 so that pupils can make much better progress by the end of key stage 2 (including giving greater opportunity to solve problems and work at greater depth)
- Accelerate progress of disadvantaged pupils to continue to diminish the difference with non-disadvantaged group.
- Address mixed progress of SEND group
- Ensure most able, including most able disadvantaged pupils, are making accelerated progress by ensuring work is pitched at a level which enables them to make strong progress.
- Ensure higher standards of writing in English books are replicated in other subjects
- Provide stronger curriculum materials in foundation subjects such as geography and history to address gaps in knowledge and skills in key stage 3 so that pupils are well equipped for high school choices and opportunities

Effectiveness of Leadership and Management

Objective	Action
Eliminate variance in quality of teaching and its impact on progress	<p>Use performance management system to regularly review and hold staff to account.</p> <p>Monitor quality of teaching regularly through observations, learning walks, work scrutinies, pupil voice and progress data.</p> <p>Where teaching is not effective then staff to receive targeted CPD, which could then lead to personal intervention and support programme.</p> <p>Teaching which is still not effective after these interventions will progress to a performance management review and possible use of capability proceedings.</p> <p>To ensure that effective appraisal of the support staff is continued.</p>
Continue to improve accuracy of checks of quality of teaching and pupil outcomes	<p>Seek external support for observations (i.e. from SIP) to ensure judgements are accurate.</p> <p>Develop consistency of judgements of quality of teaching between leaders in school through joint observations and shared scrutinies.</p> <p>Plan opportunities for regular moderation (internal and external) of work to ensure assessment is rigorous and accurate.</p> <p>Use well-respected and robust assessments to measure attainment and progress (such as prior SATs, CPG, GL assessment tests, Pearson, Abacus and Rising Stars materials)</p>
Ensure that middle leaders' checks on the quality of work lead to higher standards in the areas they lead	<p>Less experienced middle leaders work with a mentor from SLT to develop subject action plan, including discussion to ensure they understand their role and how to carry out robust checks.</p> <p>Checks are made regularly to make sure their teams are working to improve standards -including checks that staff are:</p> <ul style="list-style-type: none"> - following new expectations. - creating opportunities for pupils to work at greater depth. - making effective use of feedback policy to drive progress. <p>Results of checks are used to plan and take action to address weaknesses and share strong practice.</p>

Objective	Action
	Middle leaders report to SLT / governors on a regular basis.
Intensify work with improvement partners to speed up the sharing of good practice and to build consistent improvements in the quality of teaching, learning and assessment	Review impact of work done so far with improvement partners and identify next steps such as: sharing of resources and assessment materials; support with new assessment system; moderation; opportunities to share CPD including team teaching and planning.
Rapidly diminish differences between progress and attainment of disadvantaged pupils with non-disadvantaged pupils	<p>Disadvantaged Lead to regularly review and adapt their procedures and practices to ensure pupils make good progress.</p> <p>Pupil tracking exercises and learning walks/work scrutiny focused on DA completed regularly</p> <p>Review of provision looks in particular as to whether: teaching, additional interventions and resources are closely matched to DA pupil needs; and staff are providing greater opportunities to work at greater depth, reason and problem solve.</p> <p>Where teachers are not meeting expectations then feedback into PM cycle as above.</p>
Ensure consistency of strong progress and attainment of SEND pupils and diminish differences with non-SEND pupils	<p>SENDCo to regularly review and adapt their procedures and practices to ensure pupils make good progress.</p> <p>Pupil tracking exercises and learning walks/work scrutiny focused on SEND completed regularly</p> <p>Review of provision looks in particular as to whether: teaching, additional interventions and resources are closely matched to SEND pupil needs; and Where appropriate, staff are providing greater opportunities to work at greater depth, reason and problem solve.</p> <p>Where teachers are not meeting expectations then feedback into PM cycle as above.</p>
Define governors' roles and responsibilities more precisely to ensure that they can hold leaders to account for pupils' progress	<p>Governance review identifies strengths and areas to improve.</p> <p>Governance improvement plan drawn up by governors to precisely identify roles and responsibilities</p> <p>Governance monitoring calendar and materials agreed with QA from SIP.</p>

Objective	Action
	Further governor training on holding to account, including review of data, ensures greater understanding of school progress against targets.
The disadvantaged and SEND funding is clearly spent so as to demonstrate a clear positive impact on pupil progress.	<p>Use of pupil passports and/or My Star to identify barriers for learning for SEND and Disadvantaged Pupils and plan interventions to address these.</p> <p>Small group interventions / support staff are put into place and provision adapted according to needs.</p> <p>PP network and CPD and SEND training to enable better understanding of how funding can be effectively used and impact evaluated.</p>
To ensure equality of provision for all disadvantaged and SEND pupils.	<p>Complete a termly provision map to monitor inclusion of groups in school activities.</p> <p>Ensure that individuals are having access to the activities and look at ways to remove barriers.</p>
To provide a safe and stimulating environment for pupils, staff and parents.	<p>To hold termly H&S meetings to review school and site safety.</p> <p>Stakeholder voice activities.</p>
	Classrooms and corridors are engaging and reflect the high expectations of the schools.
	To ensure appropriate policies are updated and made available to stakeholders.

Quality of Teaching, Learning and Assessment

Objective	Action
Ensure work is consistently pitched at a level that enables pupils to make good progress, particularly the most able	<p>Plan for staff CPD on pitch / challenge and differentiation.</p> <p>Staff share their medium term plans and assessments to highlight differentiation and challenge in their overview.</p> <p>Use of moderation with good & outstanding schools to understand what 'most able' for age is capable of and ensure our expectations are high.</p> <p>Use of observations and learning walks to identify teachers requiring further CPD and strong practice to be shared.</p> <p>Individual teacher CPD plans focused on pitch, challenge and differentiation.</p>
Increase opportunities for pupils to apply mathematical reasoning or problem solving to improve standards in maths	<p>Staff share medium term planning which identifies how they are going to address reasoning and problem solving.</p> <p>Staff CPD on expectations and the use of reasoning to drive standards.</p> <p>Use of observations and learning walks, work scrutiny and pupil voice to identify teachers requiring further CPD and strong practice to be shared.</p> <p>Where required, individual teacher CPD plans focused on pitch, challenge and differentiation.</p>
Ensure quality of writing in English is consistently reflected in other subjects and that all teachers insist on high standards of spelling and grammar	<p>Further staff training on marking for SPAG.</p> <p>Examples of the quality of work shared with teachers across the curriculum so expectations are appropriate.</p> <p>Planning for literacy across the curriculum, including opportunities for extended writing, is supported by English lead.</p> <p>Regular work scrutiny on writing across the curriculum supports and challenges staff to insist on high standards.</p>
Increase consistency of opportunities in science to apply	<p>Staff share medium term planning which identifies how they are going to address application of skills and greater depth.</p> <p>Staff CPD on expectations and the use of applying and reasoning to drive standards.</p>

Objective	Action
knowledge to tasks to enable pupils to work at greater depth	<p>Use of observations and learning walks, work scrutiny and pupil voice to identify teachers requiring further CPD and strong practice to be shared.</p> <p>Where required, individual teacher CPD plans focused on pitch, challenge and differentiation.</p>
Improve quality of teaching in KS3 geography and history to enable pupils to make strong progress	<p>Liaise with subject specialists at good & outstanding schools to assist in providing stronger curriculum materials in foundation subjects such as geography and history.</p> <p>Source any appropriate staff CPD that is available for these subjects including developing online ‘personal learning networks’ (PLNs).</p> <p>Review next stage of education (KS4) to ensure our coverage prepares pupils effectively.</p> <p>Use of observations and learning walks, work scrutiny and pupil voice to identify teachers requiring further CPD and strong practice to be shared.</p> <p>Where required, individual teacher CPD plans focused on pitch, challenge and differentiation.</p>
Ensure all teachers provide feedback in line with the school’s policy	<p>Further staff training on Directed Improvement Time (DIT)</p> <p>All staff familiar with the key features of the feedback and marking policy, with a particular focus on ‘Directed Improvement Time’ and appendices.</p> <p>Support programme to be put in place for staff not meeting the expectations.</p>
Use homework to support pupils to work at greater depth	<p>Review homework used in good & outstanding schools that encourage greater depth.</p> <p>Staff training on effective use of homework.</p> <p>Regular homework surveys to ensure consistency of approach.</p>

Objective	Action
Ensure target setting is ambitious and challenging	<p>Classes and all groups to make minimum targets for expected and better than expected progress.</p> <p>Pupils making slow progress to be highlighted for intervention.</p> <p>Individual pupil targets to be recorded in books/ shared with parents in reports and at parent evenings.</p>
To ensure good progress against targets through the use of Quality First Teaching (QFT) and effective feedback and marking.	<p>Staff training on QFT and revised lesson observation forms based on training.</p> <p>Staff training on DIT (Directed improvement time)</p> <p>Adapt planning and interventions in light of progress results from scrutiny of progress (data, books and learning walks).</p> <p>Use of further interventions where appropriate to assist pupils with low starting points or not making required progress.</p>
Improve the quality of teaching and learning for disadvantaged and SEND group of pupils and remove any barriers to learning.	<p>Training for teachers and support staff on identifying barriers to learning and how to address them.</p> <p>Staff focus on overcoming barriers to learning for disadvantaged and SEND pupil group.</p> <p>Use of interventions, including nurture group, to address pupils struggling to overcome barriers to learning.</p>
A continuous drive for strong teaching & learning.	<p>Effective teaching and learning to be based on the following:</p> <ul style="list-style-type: none"> • Use of prior attainment & progress information. • A balance of attention to knowledge, skills and understanding • The climate to stimulate and enthuse pupils to explain, question, think & reflect, extend their own learning independently • The regular use of problem solving and investigative activities. • Continuous assessment and feedback for pupils, intervening as appropriate to ensure maximum progress • High expectations and challenge for all pupil groups.
To ensure that teacher assessment is accurate, and moderated externally.	<p>To ensure that teachers understand their responsibilities for accurate assessment in relation to systems developed in school and the teaching standards.</p> <p>To moderate a sample work from all teachers to ensure that the assessed level is accurate.</p>

Objective	Action
	<p>If assessments are not accurate subject leaders and performance managers to put a support programme into place, and to re-assess in 6 weeks.</p> <p>To verify the validity of the assessment through external moderation where possible.</p>
To develop further the tracking systems for English and maths in order to support pupil progress.	<p>Modify tracking grids to ensure they identify promptly pupils not making expected progress.</p> <p>Ensure groups (DA & SEND) are clearly identified in tracking system.</p> <p>Regular data meetings with staff to review pupil progress and put interventions in place as required.</p> <p>SIMs training for staff and use of smaller steps of progress to refine tracking.</p>
To develop further the tracking systems for all foundation subjects.	<p>Individual subjects to refine assessment grids in line with smaller steps of progress (drawing on expertise from Ponteland Middle)</p> <p>Teachers of foundation subjects track progress at class level using above assessment grids.</p> <p>Individual subjects to complete foundation subject tracking spreadsheet using the key terms relating to ARE – below, working towards, at expected, deepening (BTED) in accordance with foundation milestones.</p> <p>Information sharing with supporting schools to ensure consistency and rigour regarding the assessment grids.</p>
Data collected to be used effectively by all teachers to plan the next piece of learning.	<p>Teachers to use data to plan effectively to allow all pupils and all groups to progress</p> <p>‘Tracking into action’ grids used for core subjects.</p>
Make the most of opportunities for high quality literacy and numeracy across the curriculum	<p>Staff to understand how to use a variety of activities to enable pupils to practise or extend their knowledge / skills in numeracy and literacy e.g.</p> <ul style="list-style-type: none"> Extended / mixed writing opportunities in other subjects use English writing book so that teachers are aware of expected standard.

Personal Development, Behaviour and Welfare

Objective	Action
Develop pupils' study skills to give them the capacity to work at greater depth on a regular basis	<p>Introduce 5Rs approach across the whole school and train all staff to teach children more explicitly how to be success learners.</p> <p>Build in opportunities for more reasoning, application and problem solving to enable pupils to work at greater depth across the curriculum.</p> <p>Continue using strategies for active listening and learning and seating for learning to underpin whole school approach to being successful learners.</p>
Learning skills taught in skills need to be consistently reinforced in all subjects	<p>Staff training on learning skills so that staff aware of school expectations and how to support them.</p> <p>Support plans in place for staff not reinforcing learning skills effectively.</p>
Eradicate low level disruption from all subjects	<p>Staff training on learning skills links clearly to behaviour strategies.</p> <p>Staff requiring further support identified and paired with mentor to develop better classroom management / review of curriculum engagement.</p> <p>Support plans in place for staff not reinforcing learning skills effectively.</p>
Use of enrichment opportunities to enable pupils to grow in self-confidence and resilience.	<p>Activities to promote positive attributes such as self-reliance, confidence, team working and problem solving are incorporated into school timetable over the school year.</p> <p>Thinking skills, growth mindset and active learning are promoted in skills as well as across the curriculum.</p> <p>Pupils are explicitly taught how to make the connection between their raised confidence, resilience and self-esteem and performance in lessons.</p>
Positive reinforcement and celebration underpins behaviour strategies	<p>Staff look for opportunities to praise and encourage positive behaviour. Use of Reward Stars system through the year.</p> <p>Use of 'distinguished dozen' certificates in celebration assembly and open discussion of what each pupil has done to be awarded.</p> <p>Housepoint system updated and house point cup awarded each Monday. House point heroes announced and displayed in each form class.</p> <p>Displays celebrate pupil behaviour, work and achievements.</p>

Objective	Action
Continue to develop careers guidance in school to enable pupils to make informed choices about their future.	<p>Careers project as part of skills curriculum (Step into NHS) etc.</p> <p>CV writing and interview skills incorporated into the curriculum.</p> <p>Careers week / fair with visitors from a variety of careers in the local area.</p>
Enable pupils to discuss and debate issues in a considered way.	<p>Development of pupil forum with links to local democracy groups / MP visits.</p> <p>‘Democracy in Action’ module developed for KS2 including visits to county hall.</p> <p>Debates organised and encouraged within school as part of curriculum and as extra-curricular activities.</p>

Outcomes for Learners

Objective	Action
Accelerate pupils progress rapidly at key stage 2 in English and maths	<p>Track progress from KS1 as well as any baseline / in school data to ensure target setting drives higher expectations for progress.</p> <p>CPD on promoting maximum progress in English and maths lessons. Review of resources and pedagogical approaches.</p> <p>Carefully planned interventions for both English and maths are in place promptly for pupils identified as not making expected progress.</p>
Address any gaps in attainment more swiftly in Years 5 and 6 so that pupils can make much better progress by the end of key stage 2 (including giving greater opportunity to solve problems and work at greater depth)	<p>Ensure baselines are assessed promptly in year 5 to allow for early intervention action.</p> <p>CPD on challenge, problem solving and reasoning followed through in planning and in practice.</p> <p>Review of pupils who should be working at greater depth to identify any barriers / gaps in learning that require intervention.</p> <p>Work scrutiny and monitoring specifically looks at catch up and greater depth for years 5 & 6 so that areas requiring further support are identified and addressed promptly.</p> <p>Tracking into action support plans for pupils identified as not making expected progress</p>
Accelerate progress of disadvantaged pupils to continue to diminish the difference with non-disadvantaged group.	<p>Maintain tracker to show gaps from KS1 through to current date for KS2 pupils and KS2 through year 8 for KS3 pupils as well as entry to exit data</p> <p>Identify any barriers to learning using the pupil DA passport and TA monitoring sheets</p> <p>Put progress plans in place for pupils identified from progress grids as 'must moves' in order to close the attainment gap between identified groups of pupils.</p>
To ensure pupils below expected standards in KS2 close the gap with their peers.	<p>Appropriate action / intervention for pupils working at lower levels in both Year 5 and 6.</p> <p>Read Write Inc. /fresh start to run in KS2.</p> <p>Possible use of Rising stars, Digismart, rapid reader, Third Space learning or other equivalent intervention programme for KS2 to develop and extend specific skill gaps / address specific problem areas .</p>

Objective	Action
Address mixed progress of SEND group	<p>Maintain tracker to show gaps from KS1 through to current date for KS2 pupils and KS2 through year 8 for KS3 pupils as well as entry to exit data</p> <p>Identify any barriers to learning using the pupil SEND passport and TA monitoring sheets</p> <p>Put progress plans in place for pupils identified from progress grids as 'must moves' in order to close the attainment gap between identified groups of pupils.</p>
Ensure most able, including most able disadvantaged pupils, are making accelerated progress by ensuring work is pitched at a level which enables them to make strong progress.	<p>Plan for staff CPD on pitch / challenge and differentiation.</p> <p>Staff share their medium term plans and assessments to highlight differentiation and challenge in their overview.</p> <p>Use of moderation with good & outstanding schools to understand what 'most able' for age is capable of and ensure our expectations are high.</p> <p>Use of observations and learning walks to identify teachers requiring further CPD and strong practice to be shared.</p> <p>Individual teacher CPD plans focused on pitch, challenge and differentiation.</p>
To ensure that pupils who did not achieve expected standards in KS2 SATs last year catch up with their peers by the end of Year 7.	<p>QFT and appropriate intervention put in place for pupils who need it.</p> <p>Pupils assessed regularly to review progress.</p>
Ensure higher standards of writing in English books are replicated in other subjects	<p>Subject staff to deliver, with the support of the English subject leader, a variety of opportunities for pupils to practise different types of writing and extended writing within their subjects.</p> <p>Quality of work completed in English shared with teachers in other subjects as a 'benchmark' to ensure consistency.</p> <p>Displays created to celebrate and encourage writing are evident around the school</p> <p>Work done in English book during skills writing lesson to ensure consistency of expectations.</p> <p>English lead to scrutinise writing across the curriculum and provide support / intervention where required.</p>

Objective	Action
Ensure all staff support progress in SPAG across the curriculum to a higher standard	<p>Staff training to address common SPAG issues identified in school.</p> <p>All staff understand that they are responsible for promoting and ensuring accurate use of SPAG across the curriculum.</p> <p>Support from English specialists to enable all staff to be advocates for correct SPAG in school.</p>
Provide stronger curriculum materials in foundation subjects such as geography and history to address gaps in knowledge and skills in key stage 3 so that pupils are well equipped for high school choices and opportunities	<p>Liaise with subject specialists at good & outstanding schools to assist in providing stronger curriculum materials in foundation subjects such as geography and history.</p> <p>Source any appropriate staff CPD that is available for these subjects including developing online 'personal learning networks' (PLNs).</p> <p>Review next stage of education (KS4) to ensure our coverage prepares pupils effectively.</p>