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EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

TARGETS FOR OUTSTANDING	ACTIONS REQUIRED	TIMESCALE	MONITORING PROCESSES	LEADERSHIP	Term 3	Term 4	Term 5	Term 6	
<ul style="list-style-type: none"> ▪ Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and 	<ul style="list-style-type: none"> ▪ Significant challenge through TEF governing body via quarterly reviews, 25 day planning etc ▪ AB - still need to be encouraged to ask more challenging questions through Challenge Committee meetings. SLT to 'train' governors' through these meetings 	July 2016	QR FAB and CC	MGS YBJ, DPL, CES					





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other pupils.									
<ul style="list-style-type: none"> Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. 	<ul style="list-style-type: none"> Systematic MER activities at middle leadership and senior ,leadership level provide this Challenge 2 team to develop systems in order to gather feedback from parents 	July 2016	SLT reviews CC reviews	YBJ, DPL CES					
<ul style="list-style-type: none"> Leaders and governors use incisive performance management that 	<ul style="list-style-type: none"> Continue to maintain this through new PM, Stocktakes and 'Quality Teaching 'programme 	July 2016	PM reviews. Stock takes	YBJ					





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<p>leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</p>									
<ul style="list-style-type: none"> Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for 	<ul style="list-style-type: none"> Maintain through systematic CPD delivered at whole school and middle leadership and collaborative work 	<p>July 2016</p>	<p>Fac mtgs Line management meetings Stock takes</p>	<p>DPL</p>					





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their pupils									
<ul style="list-style-type: none"> ▪ The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. 	<ul style="list-style-type: none"> ▪ Ensure that curriculum continues to reflect n demands at a national and local level. This to include the needs of individual student – particularly through ‘bucket 3 ‘ subjects ▪ IAG – need to ensure this continues to develop 	July 2016 and beyond	MER and senior and middle leadership level Stock takes	DPL JAT					
<ul style="list-style-type: none"> ▪ Pupils’ spiritual, moral, social and cultural development and, within this, the 	<ul style="list-style-type: none"> • Continue to develop BV course • Maintain excellent assemblies • Develop current 	July 2016 and ongoing	MER House reviews and stock takers	CES					





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<p>promotion of fundamental British values, are at the heart of the school's work. GREEN</p>	<p>global citizenship and Cultural Curriculum projects</p> <ul style="list-style-type: none"> • Maintain culture of remembrance • MER 								
<ul style="list-style-type: none"> ▪ Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced 	<ul style="list-style-type: none"> • Review diversity in school policies • Maintain principles in assemblies and through training 	<p>July 2016 and ongoing</p>	<p>House reviews and stock takes</p> <p>Daily behaviour/ culture reviews at SLT briefing</p>	<p>CES</p>					





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behaviour. GREEN									
<ul style="list-style-type: none"> ▪ Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or 	<ul style="list-style-type: none"> • Ensure excellent training is repeated to all new staff. • Maintain current strong links with outside agencies. 	Ongoing	QR reports External; reviews eg LA audit	HAC					





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who are the subject of a multi-agency plan. GREEN									
<ul style="list-style-type: none"> ▪ Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. GREEN 	<ul style="list-style-type: none"> ▪ Ensure excellent training is repeated to all new staff. ▪ Develop school debate project. 	Ongoing	As above	HAC					





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TEACHING AND LEARNING

TARGETS FOR OUTSTANDING	ACTIONS REQUIRED	TIMESCALE	MONITORING PROCESSES	LEADERSHIP
<ul style="list-style-type: none"> Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. 	<ul style="list-style-type: none"> Ensure consistency across all subjects by ensuring faculty led CPD sessions are in place Lesson observations and MER activities focus on questioning as a key aspect of pedagogy NPQSL leaders develop whole school strategies to encourage growth mindset, intellectual curiosity and debate 	July 2016	MER process show eradication of all RI teaching	DPL and Challenge 1 team
<ul style="list-style-type: none"> Teachers plan lessons very effectively, making maximum use 	<ul style="list-style-type: none"> Ensure consistency as above SLT to empower middle leaders to 	July 2016	<ul style="list-style-type: none"> Data re behaviour issues 	Challenge team 1 (DPL) and





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<p>of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p>	<p>take control of their areas of responsibility through effective systems and robust line management</p>		<p>shows reduction in number of SLT interventions (eg through Heads detentions, exclusions etc)</p> <ul style="list-style-type: none"> • Mer processes eg fac based MER 9and SLT QA activites) • Faculty and House stock takes 	<p>Challenge team 2 (CES)</p>
<ul style="list-style-type: none"> ▪ Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. 	<ul style="list-style-type: none"> • Innovative KS3 curriculum – embedded in UW and developing in other areas • Timetables intervention lessons at KS4 with students selected on the basis of detailed skills analysis (Upgrade forms used) • Middle leaders working collaboratively to lead and manage intervention activities through 	<p>Ongoing</p>	<ul style="list-style-type: none"> • MER activities as detailed above • Progress report data • Exam results 	<p>DPL and Challenge team 1</p>





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	Impact Groups and Raising Standards Groups			
<ul style="list-style-type: none"> Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. 	<ul style="list-style-type: none"> 94% teaching good or outstanding as indicated by internal monitoring systems 	Ongoing	<ul style="list-style-type: none"> All internal monitoring systems as detailed above 	DPL and Challenge Team 1
<ul style="list-style-type: none"> Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. 	<ul style="list-style-type: none"> Need to ensure consistency in all faculties and with all teachers Faculty monitoring systems Mass book scrutiny by SLT to quality assure above Teachers placed on 'gain a grade' programme where there is evidence that this is not at least good 	July 2016	All MER processes as detailed above	DPL and Challenge 1 team
<ul style="list-style-type: none"> Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. 	<ul style="list-style-type: none"> Quality and frequency of homework as a key priority in 2015-2016 Impact groups led by NPQSL candidate – recommends actions through RSG 	July 2016	<ul style="list-style-type: none"> Internal MER systems as detailed above Themed review to take place during the year with HW as a particular focus 	DPL and Challenge 1 team





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<ul style="list-style-type: none"> Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. 	<ul style="list-style-type: none"> Need to ensure this is embedded for mathematics by embedding the new Maths KS3 curriculum 		<ul style="list-style-type: none"> Faculty review – especially maths faculty review Nov 2015 	DPL and Challenge 1 team
<ul style="list-style-type: none"> Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. 	<ul style="list-style-type: none"> Ensure that consistency is maintained by sharing of good practice and keeping the profile high Themed reviews which focus on ready to present agenda 	Ongoing	<ul style="list-style-type: none"> Themed reviews Work scrutiny at faculty and SLT level 	DPL and Challenge 1 team
<ul style="list-style-type: none"> Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use 	<ul style="list-style-type: none"> Focus on middle ability students in particular Growth mindset Impact groups – need to ensure that actions are 	July 2016	<ul style="list-style-type: none"> Lesson observations MER activities as detailed above 	DPL and Challenge 1 team





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<p>new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p>	<p>followed up through robust line management systems</p> <ul style="list-style-type: none"> • Intellectual Curiosity Impact groups to focus on PP and middle ability targeted students • SLT to act as PP Champions for a specific year group 		<ul style="list-style-type: none"> • Narrowing gap in achievement and attainment data 	
<ul style="list-style-type: none"> ▪ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. 	<ul style="list-style-type: none"> • Marking and response to feedback remains a high priority • Focus on this during lesson observations and work scrutiny 	<p>July 2016</p>	<p>All MER activities as detailed above</p>	<p>DPL and Challenge1 team</p>
<ul style="list-style-type: none"> ▪ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. 	<ul style="list-style-type: none"> • Parents receive progress report data 6 times during the year • Progress data is explained in information sent home • Progress report data explained to parents through specific training sessions to which parents are invited 	<p>Ongoing</p>	<p>Feedback to parents evenings and other parental communications</p>	<p>DPL and Challenge 1 team</p>
<ul style="list-style-type: none"> ▪ Teachers are quick to challenge stereotypes and the use of 	<ul style="list-style-type: none"> ▪ Expectations made clear through the signing of the student charter, 	<p>Ongoing</p>	<p>Themed reviews Faculty reviews</p>	<p>CES and the Challenge 2</p>





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<p>derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.</p>	<p>through PSHE work and through assemblies</p> <ul style="list-style-type: none"> ▪ The PSHE programme is well resourced and is regularly updated to include key messages re tolerance and diversity ▪ Tutor time is structured to incorporate weekly debates – this is a priority area for development this year and is being led by an NPQSL leader. The topics for debate are scheduled weekly allowing issues which may emerge to be tackled quickly ▪ Student leadership opportunities are growing and there is a demand from students to participate in these ▪ Student behaviour is self-regulating around the school and there are many incidences of students reporting issues when they arise ▪ Clear and robust sanctions are implemented when necessary 		<p>Quarterly reviews House Stock takes</p>	<p>team</p>
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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

TARGETS FOR OUTSTANDING	ACTIONS REQUIRED	TIMESCALE	MONITORING PROCESSES	LEADERSHIP
<ul style="list-style-type: none">Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	Analysis of attitude reports Intervention with students not meeting expectations Constant reiteration by celebration of this	July 2016	MER from reports	C2 team
<ul style="list-style-type: none">Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	IRC debate and discussion project Examples of how this whole school work has impacted on lessons	July 2016	Evaluation by IRC	IRC
<ul style="list-style-type: none">High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared	Yr 8 Aspirations day Careers interviews ongoing with Yr 11 and Yr 10 IAG flyers for Open days post 16 provision Track destinations of Yr 11 and yr 13	July 2016	Evaluation of the events Self evaluation	JAT





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for the next stage of their education, employment, self-employment or training.	UCAS process ongoing Tutor training			
<ul style="list-style-type: none"> Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. 	Tutor training for IAG Aspiration events eg Bath uni visit Learners charter Various assemblies	July 2016	MER processes	JAT
<ul style="list-style-type: none"> Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. 	Identify target groups Reward improving attendance Challenge poor attenders through meetings , letters etc	Easter 2016	MER and tracking of attendance	CES
<ul style="list-style-type: none"> Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. 	Standards and expectations are clear an reinforced regularly in all correspondence, meetings, conversation etc Student charter discussed, signed and used to good effect to challenge inappropriate conduct	July 2016	Data	CES





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	Exclusions reducing for challenging behaviours			
<ul style="list-style-type: none"> For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. 	Identify groups Intervene and use appropriate strategies Eg Yr 8			
<ul style="list-style-type: none"> Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying 	Assemblies designed and delivered by students re anti bullying Training of anti-bullying ambassadors	March 2016	Data Questionnaires	C2 Team
<ul style="list-style-type: none"> Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. 	Staff and student survey	January 2016	Data Questionnaires	C2 Team
<ul style="list-style-type: none"> The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take 	Questionnaire to ascertain current knowledge and response Intervention and actions will arise from this	July 2016	Data Questionnaires	HAC





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rapid and appropriate action to resolve any concerns they have.				
<ul style="list-style-type: none"> Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. 	PSHE lessons Catering review of current provision E safety assemblies – Term 3	July 2016	Evaluation of catering	CES
<ul style="list-style-type: none"> Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. 	E safety assemblies – Term 3 ICT lessons	March 2016		HAC
<ul style="list-style-type: none"> Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. 	Student leadership eg Prefects, Youth Parliament, Young voice of Trowbridge Charity events suggested and run by students eg Macmillan cakes, Disco	July 2016	MER processes	





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OUTCOMES FOR PUPILS

TARGETS FOR OUTSTANDING	ACTIONS REQUIRED	TIMESCALE	MONITORING PROCESSES	LEADERSHIP
<ul style="list-style-type: none">Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. AMBER	<ul style="list-style-type: none">Develop rigour and challenge in Maths KS3Continue to develop war room and upgrade strategies.	July 2016	MER Mass book scrutiny Stock takes	DPL
<ul style="list-style-type: none">The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other	<ul style="list-style-type: none">Develop differentiation in Maths KS4 and UoW KS3Develop PP Champion role and MER effectiveness.	Ongoing	QR reports Stocktakes	DPL HAC





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pupils with the same starting points. AMBER				
<ul style="list-style-type: none"> Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. GREEN 	<ul style="list-style-type: none"> Develop debate & discussion project 	July 2016	MER Themed reviews NPQSL impact reports	DPL - IRC
<ul style="list-style-type: none"> Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check. AMBER 	<ul style="list-style-type: none"> Maintain library lessons and tutor reading high status Develop flipped classroom through HW project Develop independence in reading through Horizons 	Ongoing	NPQSL impact report MER Themed reviews	DPL - SEB
<ul style="list-style-type: none"> For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas. 	<ul style="list-style-type: none"> Closely monitor through stock takes and line management Upgrade strategy central to addressing underperforming subjects 	Ongoing	IL stocktake QER reports	HAC - EJK





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<ul style="list-style-type: none"> From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. GREEN 	<ul style="list-style-type: none"> Develop strategies for KS4 lower ability Maths 	Ongoing	Exam results QR reports Stocktakes	DPL and LIL's
<ul style="list-style-type: none"> The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly. RED 	<ul style="list-style-type: none"> Continue to develop KS3 curriculum Upgrade and war room strategies 	July 2016	Exam results QR reports	SLT and LIL's
<ul style="list-style-type: none"> Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or 	<ul style="list-style-type: none"> Development of work experience offer Development of apprenticeships and relevant courses through College & JOG partnerships. Develop; BV Careers element 	Ongoing	QR reports	JAT and LIL's/DSP's





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training. These destinations strongly support their career plans. AMBER				
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