

EARLSHEATON TECHNOLOGY COLLEGE

School Action Plan

Unique Reference Number: 107776
Local Authority: Kirklees
Inspection Number: 356240
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EARLSHEATON TECHNOLOGY COLLEGE LA SUPPORT PLAN

LA PLAN	
<p>Priority 1: Raise Achievement Priority 2: Improve the quality of teaching and learning across the school</p>	<p>Success criteria: (All staff)</p> <ul style="list-style-type: none"> Percentage of observed lessons consistently judged good or better greater than 70% by Feb term & 80% plus by May half term 2011.
<p>Success Criteria:</p>	<p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Monitoring and evaluation procedures and schedules are consistently and rigorously applied by leadership at all levels. Spring term monitoring of teaching & learning shows that 70% of teaching and learning is good or better Summer term monitoring shows that 80% of teaching & learning is good or better Monitoring shows pupils can explain targets and improvement focuses as a result of effective written and verbal feedback.
	<p>Planning for progression</p> <ul style="list-style-type: none"> All lessons are planned for differentiation taking into account the learning needs of specific pupil groups, for example, pupils with literacy skills below age related expectations, where literacy poses a barrier to learning. All lessons are planned to allow pupils to make good or better progress and appropriate challenge is visible in all. All staff are aware of the identified priority groups and plan for learning using data and targets. Monitoring activities show increased opportunities for Independent learning and improved pupil engagement and progress.
	<p>Line management systems, structures and processes</p> <ul style="list-style-type: none"> Strong and productive relationships between line managers and those they manage result in both support and challenge when appropriate. Regular and monitored meetings are calendared. Effective systems are in place to support the sharing of good practice eg through staff learning triangles. Improved practice and staff confidence noted through lesson observations and/or teacher voice. Developing the effectiveness of Governors from satisfactory to good through LA training Stronger Governance.
<p>Evaluation methods and responsibility:</p>	<p>Mark Colley, Helen Metcalfe, Patricia Holderness (LA officers) will work jointly with SMT members and middle leaders on:</p> <ul style="list-style-type: none"> Targeted and frequent scrutiny of teachers' planning and pupils' work to monitor the impact of planning and teaching. Monitoring and scrutiny of whole school tracking and target setting systems.

	<ul style="list-style-type: none">• A programme of lesson observations and learning walks to ensure quality and consistency.• Scrutiny and moderation of school progress by School Improvement Partner – half termly. <p>HM to attend fortnightly SMT meetings Wednesdays 1.45 pm HM will report back to Principal Improvement Manager (Anita Davis) re progress and outcomes. Half termly impact evaluation notes of visit from Consultants to SMT, AD and SIP. Monitoring Progress Meeting - Review of progress presented by HT Mr Paul Levey to the group – SMT, SIP AD, MC HM, PH – one meeting per half term.</p>
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EARLSHEATON TECHNOLOGY COLLEGE LA SUPPORT PLAN cont.....

Priority 2: Improve the quality of teaching & learning across the school		RAG
Actions		
<p>Role of the School Improvement Consultants (3 Consultants)</p> <p>Whole School Support the implementation of the staff learning triangles system for all staff as a structure for the ongoing development of teaching and learning practice. Support staff in the writing of short term planning which reflects use of data to better inform planning and improve pupil progress. Ensure effective written and verbal feedback drives improvement. Ensure teachers place sufficient focus on key literacy skills to overcome potential barriers to overall achievement. Attendance at all twilight training sessions every Thursday. Contribution to the planning and delivery of training to staff, subject leaders and senior leaders where appropriate.</p> <p>Individual Focus To support, challenge and develop satisfactory teachers in moving their practice to secure good. Each consultant to work with 2/3 staff between January and July. Focus will be on all key priorities and working collaboratively, set up a bespoke package of support addressing individual needs. Conduct Joint planning, teaching and review sessions.</p> <p>Costings - Support for Teaching and Learning January – July 2011 Based on each Consultant supporting one day a week: 28 weeks x 3 Consultants = 84 days Helen Metcalfe LA School Improvement Officer: 1 day per Fortnight = 14 days Mark Colley & Pat Holderness LA School Improvement Officers: 6 days each 110 days support in total</p> <p>The school and the LA have collaborated closely to write the school plan and align the LA Support Plan. Activities and deployment are outlined in detail for each strand of the Key priority. All LA lead officers have a copy of this as a working document.</p>		

EARLSHEATON TECHNOLOGY COLLEGE ACTION PLAN - Priority 1 - Raise Achievement

Priority 1a: Raise achievement by:		Success criteria: All Staff						
<ul style="list-style-type: none"> Focusing on improving the literacy skills of all students across the curriculum 		<ul style="list-style-type: none"> Teaching: Observed lessons that use literacy strategies to support the teaching of individual subjects increases steadily Learning: Students can talk about their literacy target in each subject and explain what strategies they use to meet that target (long term criteria) 						
Objective	Actions, including CPD (key priorities in bold)	Time scale	Responsible	Milestones	Outcomes	Monitoring & Evaluation	Cost and issues	RAG
1.1 To improve the literacy skills of all students across the curriculum, impacting on under achievement and accelerating progress	<p>Form a literacy working group to develop, cascade and delivery the following</p> <p>1. Identify students with literacy skills that * are below age related expectations * create a barrier to learning * groups who historically do not make expected progress.</p> <p>2. Identify students who have not made expected progress – * initial focus Year 11 * years 10 to 7</p> <p>3. Identified students as user defined group on SIMs accessible for staff to record on STLPs</p> <p>4. Initial focus on year</p>	<p>Created in Dec</p> <p>1. Jan 2011</p> <p>2. * Spring 1 * by Feb 18th</p> <p>3. Spring 1</p>	<p>JF</p> <p>1.JF</p> <p>2. JF</p> <p>3.JF/SB</p>	<p>Working party meeting on a regular basis</p> <p>1,2 & 3 – Identifications made and recorded on SIMs Evidence on STLPs</p>	<p>STLPs reflect literacy strategies to support user defined group, appropriate to and meeting the needs of these students.</p> <p>4. By Easter 2011 students gaining</p>	<p>LA Officers MC, PH & HM to conduct paired lesson observations, scrutiny of planning and scrutiny of student work with members of SMT and middle leaders. All adhere to planned schedule of dates, times and personnel.</p> <p>JF/NWLA Scrutiny of STLPs and evidence on SIMs</p> <p>4. Results of ALLAN tests and GCSE</p>	<p>Creating meeting time</p>	

	<p>11 underachieving CD borderline students backed up by literacy intervention to allow students to access level 2. (Suggest Third Force life Skills course)</p> <p>5. Roll out Reading Renaissance to years 7,8,9 and 10 year groups. This will be introduced via the English department at first but then using form time and students' own time. Compulsory for year 7 and 8, encouraged years 9 and 10.</p> <p>6. Develop literacy based starters modeled from English department and developed by other departments. Differentiated for specific groups</p> <p>7. Introduce literacy learning objectives for all lessons. Monitor through work scrutiny at start and end across the curriculum.</p> <p>8. Establish good practice in completing</p>	<p>4. Starting Spring 1</p> <p>5. Spring term onwards</p> <p>6. spring onwards</p> <p>7. Spring 1 in coordination with launch of revised STLP.</p> <p>8.</p>	<p>4. JF</p> <p>5. JW, MDo, SBr, English department supported by form tutors.</p> <p>6. LV all staff led by (LWG)</p> <p>7. JF/NW all staff./LWG/</p>	<p>4. Third force being used with specific students to raise literacy levels.</p> <p>5. All students with reading Renaissance log in. Improvements being made shown by the RR log.</p> <p>6. Literacy Bell Work increases in observation rounds (Triads, SLT observations and other). Bank of differentiated literacy starters is created. 7. All Learning Triads and SLT observations and Short Term Plans show Literacy L.O.'s. Focus on Speaking and listening objectives to start and roll out to writing and reading objectives.</p>	<p>Level 2 qualification using ALLAN test which will lead to improved results in GCSE – Sept.</p> <p>5. Improved reading skills evidenced by RR log.</p> <p>6. Students develop literacy skills at appropriate levels. Literacy starters are seen in STLP</p> <p>7.8,9 The criteria '3 levels progress' is improved across the curriculum for identified groups of students. Work scrutiny across the curriculum and historical data support this.</p> <p>8,9 Students will</p>	<p>5 Form Tutors/JF (may be others depending on how it is set up)</p> <p>6,7, 8,9 - Wk 3 & Wk 6 Pupil progress Meetings for students with low literacy (PL, DNA, CM) show students are accessing lessons by articulating their learning. Feedback to middle leaders & SLT Also, work scrutiny across the curriculum including some videoing of speaking and listening exercises. Base line taken in spring term and then monitored each half term.</p>	<p>4. £50 per head approx timetabling may be an issue – ALLAN tests £10 per head</p> <p>5. £5 per pupil</p>	
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Priority 1b: Improve the quality of Tracking Systems across the college.				Success criteria: Tracking system is robust and provides reliable data to inform students, parents and staff of progress being made in both Key Stages.				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Cost	RAG

	one piece of extended writing in each department each term, marked for literacy. Audit what is happening and then roll out.	Introduced through training day date TBA Completed ASAP after this.	8. JF/LWG/all staff/link	8. Examples of extended writing completed by all departments and marked for literacy giving students a subject specific literacy target. Students talking about literacy targets in review week.	have consistent input across the curriculum which will improve literacy levels as above. Students will be able to talk about their literacy targets	Literacy targets discussed in review weeks.	8. establishing extra training day ASAP	
Objective	Actions, including CPD (key priorities in bold)	Time scale	Responsible	Milestones	Outcomes	Monitoring & Evaluation	Cost	RAG
	9. Establish VCOP displays in all classrooms with subject specific examples under each heading. This should then be used in lessons 10. SoWs (MTP) amended to include specific literacy focuses in each department	9Develop over spring term 10 Rolling out after using starters and lesson plans (STLP) in place beginning summer term	9. JF LWG all staff/link 10 JF LWG all staff and SLs/link	9. VCOP display evident and being used effectively in all classrooms 10 literacy focuses evident in all SoWs	9 see above 10. Consistent and embedded approach to literacy across the curriculum.	9. see above 10. Lesson observations and triads, departmental reviews and work with link IN ALL MONITORING THE DEPARTMENTAL SLT LINK MEMBER WILL SUPPORT AND MONITOR PROGRESS TOWARDSMILE STONES.		

	(key priorities in bold)					& Evaluation		
1. To improve the use of Tracking Sheets by students in both key stages to inform about their progress in all subjects.	1. Redesign Tracking Sheets for students to allow more productive use from low, middle and high attainers in both key stages.	Jan 31 st 2011	MR / Stuart Winder	New tracking sheets are drafted by 14 th January. Confirmed by 21 st January.	Some students are given qualitative as well as numerical targets depending on ability. These are more meaningful and produce a better rate of progress.	LA Officers MC, PH & HM to conduct paired lesson observations, scrutiny of planning and scrutiny of student work with members of SMT and middle leaders.	Tracking Sheets will need funding. Cost of new planners.	
	2. Put in place SLT monitoring systems to ensure staff complete the sheets with the students at the appropriate times. SLT link members used to 'drop in' to lessons in their departments. Discussions with students and staff regarding targets / levels. This will be done in the middle of every term.	Jan 31 st 2011	SLT link members working with SL's.	SLT monitor all Vertical Tutored forms for Tracking Sheets being completed by February 18 th 2011.	Staff are monitored by SLT via VT forms and a better rate of sheets completed is achieved.	All adhere to planned schedule of dates, times and personnel.		
	3. Redesign pupil planner pages to include new tracking sheets and other necessary materials.					MR mainly. Help from SLT to ensure sheets in planners are completed by ALL staff in ALL subject areas through SLT link monitoring. This will be done via the House system in Form Time through 'drop in' class sessions. PH to visit college once a month to support and provide 'drop in' observations and discussions with students to evaluate success of tracking data.		
	4. CPD for staff on how new tracking sheets are completed and how the new Annual Tracking Plan works.	Feb 2011	MR / Chris Molyneux	Have tracking sheets sent to planner designers by March 2011.	Students have a clearer and easier to use Tracking Sheet which is accessible by students	MR / PL to run		

2. To improve the quality of the Progress Review Process for all students in college.	5. Publish new Annual Tracking Plan (ATP) for each department and 'add on' subject specific tracking points.	March 2011	MR	Staff meeting / Pupil Assemblies to give CPD by Feb half term.	regardless of ability, showing clear signs of progress.	regular Tracking Group meetings with SW, JV, MDO to ensure pace of change regarding procedures. MR to liaise with Assessment Manager to evaluate the structure of the plan and ensure it is secure and clear.		
		March 2011	MR / PL / Assessment Manager	ATP to be in draft form by January 21 st . ATP to be in completed form and published to staff by March 2011.	The college has a more robust and clear ATP (Annual Tracking Plan) which students can follow and find useful.			
3. To improve the use of Tracking Information at Parents Evenings.	1. Ensure that Students are at the centre of the Review Process.	January 31 st 2011	MR / JV / CM	To have the new Review Process outlined to all staff by 24 th January.	Students and staff benefit greatly from the review process which informs much clearer about underachievement and lack of progress being made. Staff are given sound guidance on how to review and students have clear targets set from them.	MR to hold Review meetings held with JV to fully develop the review cycle.		
	2. JV to provide CPD for all staff and students on a new Review Process. 3. Run the Review week as scheduled but with greater emphasis on students taking control over their own progress.	Give training to staff and students on new process by February 24 th .		MR / JV / CM	Students are informed by Assemblies before 31 st January.		HOH and SL to monitor classes during Half Term 4 to check levels of data is accurate and being completed on time.	
	1. Insist all parents bring their child's Pupil Planner	8 th March 2011	MR / SBr / DNA	Use VLE and letters home to	Pupil planners are used as a tool to	MR and Heads of House. To monitor		

4. To use already existing quantitative data more effectively to denote a position of attainment at the beginning and end of KS3.	to Parents Evening.			highlight the importance of the planner at Parents Evenings.	inform parents where under achievement is happening.	the use of planners / Tracking sheets at Parents Evenings and record a log.		
	2. Amalgamate Y7, 8 and 9 Parents Evening into one night to improve focus on progress throughout the college.			Ensure this is done by March 8 th 2011.	Vertical Tutors run a Parents Evening for all KS3 students in their forms. This ensures that the Tracking data is an integral part of the meeting and rates of progress can be seen by parents, students and staff.	MR to attend a series of Parents evening appointments to monitor and evaluate the quality of meetings held. Parents views will also be asked via a short questionnaire.		
	1. To use the RA / SA data more effectively at the beginning of Year 9 to inform more suitable option choices and attainment levels.	Easter 2011.	MR / JF / MDo	To ensure that all students in college have their RA/SA taken and recorded before March 2011.	Reading and Spelling age data is used alongside CATS and other predictive data to gain a more accurate position of students literacy abilities.	MDO / NW /JF to monitor and evaluate the success of RA/SA data being used effectively by regular work scrutiny, learning walks and observations of lessons.		
	2. To provide information regarding students showing 3 and 4 levels of progress across the key stages and use this effectively to inform where intervention strategies should be used.	Easter 2011.	MR / JF / Assessment Manager	To provide SLT Link Members and SL's details of students who are not showing the required levels of progress at the end of KS3 and Y10.	Students, parents and staff gain a clearer and more effective picture of how and where progression is happening. This informs planning and triggers interventions.	Levels of progress are evaluated via pupil reviews, parents evenings and selected pupil discussions by SLT members.		
		April 2011	Assessment Manager / MR					

	3. To run comparisons between different groups of students in college to inform areas of underachievement.			A diagnostic data drawl is run on all students in Y10 to see where comparisons may highlight intervention needs by March 2011.	Differences in ethnicity, gender, FSM ,etc are highlighted and these groups of students can be targeted for specific interventions.	MR to ensure that trawl is run and that students who need intervention receive it from the various support workers, pastoral staff, mentors in college.		
To provide monitoring and tracking of Year 11 underachievement through a systematic and effective structure of intervention.	<p>Autumn term – initial identification of students at risk of underachieving, students likely to need support at C/D borderline, students likely to have high impact on CVA.</p> <p>MR's mentoring group throughout term should continue to run which identifies C/D borderline candidates in English and/or Maths.</p> <p>Business mentoring for students working at C/D borderline throughout term and continuing until after final results.</p> <p>December 2010 – Mock Examinations</p> <p>Fri 7th Jan – Mock results and Forecast Grades due in. Begin data analysis to</p>	September 2010 – June 2011. (see dates in previous column for clarification)	TG / PL / MR	<p>All students in Y11 who are showing signs of underachievement to be highlighted by Sept 2010.</p> <p>Mentors provide written feedback on how the sessions are progressing and how effective the mentoring is being by January 2011.</p> <p>Business Mentors allocated by Sept 2010.</p> <p>Hold exams and ensure marks are available to Assessment manager by January 7th 2011.</p> <p>Collate list of updated</p>	<p>All intervention strategies here must be rigorous and constantly being updated and improved.</p> <p>Students must have regular contact with Mentors and feedback provided will inform underachievement and in which areas.</p> <p>Data is used effectively and be communicated to parents regularly.</p> <p>Parents are given the chance to discuss with teachers, SL's and Y11 co-ordinator all aspects of this work.</p> <p>Students are</p>	<p>TG and SLT link members to departments must be constantly updated on Y11 underachievement.</p> <p>Regular meetings with SL's to hold middle managers to account for aspects of underachievement.</p> <p>Comparisons made between subject areas to highlight discrepancies in under or over achievement from individuals to inform intervention required.</p>		

	<p>identify updated groups of underachieving students in subject areas.</p> <p>Weds 12th Jan – GCSE English Language early entry results published. Identification of C/D borderline target group and groups that will focus on Literature.</p> <p>Weds 12th Jan – Module 2 GCSE Maths results published. Identification of C/D borderline target group for Maths.</p> <p>W/B 17th Jan – Parents meeting for students identified in target groups.</p> <p>W/B 17th Jan – all subject leaders given target groups for their subjects. Begin departmental intervention.</p> <p>W/B 17th Jan – Heads of House begin support of students in their house</p> <p>January – Mock Results day.</p> <p>January – extra staffing in place for English and Maths targeted groups. Deployed according to the needs of the subject leaders.</p> <p>January – Foundation</p>			<p>underachievers and allocate interventions by mid January.</p>	<p>given supportive areas to work in and encouraged to work after college with teachers and pastoral staff if necessary.</p>			
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	<p>Learning students begin extra Princes' Trust Units.</p> <p>January – Foundation Learning students begin Media Studies GCSE instead of Literature.</p> <p>January – begin identification of students who will be entered for ALAN tests.</p> <p>W/B 31st Jan – Review week. All targeted students have individual interviews with TG/SLT as well as form tutors.</p> <p>10th Feb – Year 11 Parents' Evening. Parents of targeted students get individual meetings with SLT as well as meetings with subject teachers.</p> <p>February – Targeted D&T Food group complete coursework in 25 hours over one week.</p> <p>February ½ term holiday – coursework catch up sessions.</p> <p>March – Foundation Learning Tier students complete D&T Food coursework in 25 hours over one week.</p> <p>March onwards – appropriate students</p>							
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	<p>entered for ALAN tests.</p> <p>Easter holiday – coursework catch up sessions and examination preparation lessons.</p> <p>Monitoring throughout by TG/SLT. Parents kept in touch with progress throughout via text/email</p> <p>Other strategies to be developed throughout as progress is tracked and further needs identified.</p>							

EARLSHEATON TECHNOLOGY COLLEGE - PRIORITY 2 - IMPROVE THE QUALITY OF TEACHING AND LEARNING

Priority: 2 Improve the quality of teaching and learning across the college					Success criteria: (All staff) • <u>Teaching</u> : Percentage of observed lessons consistently judged good or better greater than 70% by Feb term & 80% plus by May half term 2011.			
Objective	Actions, including CPD (key priorities in bold)	Time Scale	Responsible	Milestones	Outcomes	Monitoring & Evaluation	Cost	RAG
2.1 Ensure effective use of assessment information to plan work which meets the learning needs of all students	<p>Common lesson plan pro forma to be adapted to include relevant student information. CPD – staff use assessment data effectively to plan lessons & set learning targets All staff to effectively use the lesson plan proforma</p> <p>CPD for staff to establish and communicate strategies for differentiation / personalising the learning</p>	<p>Dec 2010</p> <p>Week 1 Intro</p> <p>Week 5 CPD on Gap Task – issues arising</p> <p>Spring 2</p>	<p>NW</p> <p>NW Week 3 & Week 6 Spring 1</p> <p>NW</p> <p>PL/CM/DNA/MD/JV LA Consultants</p>	<p>Round 1 Learning Triad observations (end 21st Jan) show all of lesson plan pro-formas are meaningfully completed. SLT observations show (end 18th Feb) lesson plan pro-formas are meaningfully completed and 70% of lessons judged good or better.</p> <p>Pupil Progress Meetings (with particular reference to SEN and G&T) show students access learning</p>	<p>All lessons are planned for inclusion, taking into account the learning needs of specific groups within a whole class</p> <p>Planning allows all groups to make good or better progress; Appropriate challenge is visible in all lessons.</p>	<p>LA Officers MC, PH & HM to conduct paired lesson observations, scrutiny of planning and scrutiny of student work with members of SMT and middle leaders. All adhere to planned schedule of dates, times and personnel. SMT to conduct pupil progress meetings: question about learning.</p> <p>Wk 3 & Wk 6 of Spring 1</p> <p>Feedback to all involved including line managers.</p>	Please see LA overview	
Objective	Actions, including CPD (key priorities in bold)	Time Scale	Responsible	Milestones	Outcomes	Monitoring & Evaluation	Cost	RAG

share the good and outstanding practice which exists in the college	through learning triangles. Additional support and challenge provided as appropriate with a clear focus on developing from satisfactory teaching to good. NW to identify outstanding practitioners to support whole college CPD on teaching and learning.	Spring 1 onwards	NW SLT/AL NW LA Consultants to support specific staff.	SLT observations show (end 11 th Feb) at least 70% of lessons judged good or better.80% by May half term.	consistently applied in all lessons. Moving satisfactory to good Ten staff currently satisfactory establishing & securing good practice(equivalent to 20% of staff)	/ LA Officers Feedback to middle leaders & individual staff		
2.4 Ensuring students are given more opportunities to work independently	Staff learning triangles work together & apply a wider range of teaching strategies with a particular focus on: providing opportunity for independent learning. Focus on: Speaking & Listening Use the AfL strategy of: peer assessment to activate students as learning resources. Modify short term planning pro forma, training programme through learning triangles.	Spring 2 CPD Spring 2 CPD	NW & outstanding practioners. NW LA Consultants		Increased pace noted in lessons and students more actively engaged in the learning. Learning triangles re-evaluate priorities ensuring key literacy focus.	NW to monitor staff lists and interview samples of staff. Wk 9 & Wk 12 Lesson observation and scrutiny of planning. SLT/ middle leaders / LA Officers Feedback to middle leaders & individual staff Wk 9 & Wk12		
Objective	Actions, including CPD (key priorities in bold)	Time Scale	Responsible	Milestones	Outcomes	Monitoring & Evaluation	Cost	RAG
2.5 Ensuring marking is of a consistently high quality	INSET Marking for purpose Marking for literacy	CPD			Improved students progress evidenced through pupil learning conversations.	Work scrutiny across both key stages. SLT/ middle leaders/ LA Officers		

<p>and clearly outlines the steps students need to take to improve their work.</p>	<p>Review of current practice in college Decisions on best practice Next steps</p>	<p>Spring 2 Wk 9 & Wk12 Twilights</p>	<p>NW/JF LA Consultants</p>		<p>Improved sharing of good practice through teacher learning conversations. Students can explain targets and improvement focuses as a result of effective written and verbal teacher feedback.</p>	<p>Feedback to SLT</p>		
<p>2.6 Develop the Leadership role of Subject Leaders with specific reference to leading on teaching and learning.</p>	<p>Experience of working with SMT and LA Officers undertaking joint lesson observations, making judgements and giving feedback.</p> <p>Leadership training CPD</p>	<p>Spring 1and Spring 2</p> <p>Summer 1</p>	<p>NW / SMT LA Officers</p>	<p>Subject Leaders can clearly identify the 2/3 issues necessary to improve teaching and learning in their departments. They can identify underperforming students and apply appropriate strategies for effective intervention.</p>	<p>Subject leaders are more effective in identifying improvement areas for teaching and learning and are capable of leading on these areas. Effective management of assessment across the department. Ensure teaching is at least good. Lessons provide challenge and focus on underperforming students.</p>	<p>Line Management Meetings.</p> <p>Joint lesson observations. SLT/middle leaders/ LA Officers</p> <p>Evaluation of feedback from CPD</p>		