

## Ealing School Effectiveness Secondary team plan 2015-16

Objectives	Actions	Lead person Timescale	Success criteria	Monitoring	Costs/ Resources	EVALUATION
<b>Priority 1: Raising achievement and closing gaps – Target 5A*-CEM 64%</b>						
Increase the % of gaining 5A*-CEM, achieving EBacc & P8 focus on MA – check HA & LA (may use % E&M – new measure)	Link officer focus HT and DHT SI group focus Self-review Peer review – 3 schools Data systems review Subject networks focus – assessment Science workshops	AD /LO Sept- August	MA 5A*-CEM 65%+ in all schools – self review and action plan in place for schools below 60% (no of schools below:7) LA 5A*-CEM 25% - SR if <15% HA 5*-CEM 100% SR & AP if less than 95%	Link officer reports & feedback to RA meeting HT & DHT SI networks Peer review	Link officer Peer review days JG- Self review model NB- data systems review CS – science	2016 outcomes Self and peer review reports AD 2016 evaluation
Increase MA achievement of under-achieving groups boys, BC, WPP, other by school	As above Aspiring to Success programme – KS3 reps Develop cross-phase links Improved assessment and tracking in KS3 – good to o/s KS3 plans – E&M focus	MT (AD)	8 schools take part - self review and action plan in place for KS3 MA 5A*-CEM - increases by 5% - minimum 50% BC, boys; WPP 45% Increase E&M progress of WB PP and BC PP/NPP	Aspiring to Success – termly update to HT SI group and DHT group	Aspiring to Success- MT, AD, MR – 3 days	Aspiring to Success evaluation
Improving literacy	Reading Conference Literacy review and action plans Develop cross phase links – moderation of English Self-review and peer review Report to DH and HT SI group Establish Literacy Co-ordinators network	FO FO FO	Ealing Charter for Reading - Literacy action plan & monitoring in place in all schools with low literacy levels; Schools A*C below Ealing average 73.7% – 5; - all >65% schools E progress below Ealing 3LP 80.7% - 6 No school below 72%; Increase English Lit A*-C for PP	Literacy – termly update to HT SI and DHT group Self and peer review	FO – 1 day per week	Literacy – evaluation report 2015-16
To close the pupil premium gap at 5A*-CEM (E&M)	Link officer focus HT and DHT SI group focus Self-review, Peer review – 3 schools, data sharing Subject networks focus Aspiring to Success programme	AD /LO	Gap closes from 20.8% to 16.5% No school above NA (2014 27.5%) – currently 1 school	Link officer reports & feedback to RA meeting HT & DHT SI	Link officer Peer review days NB – data analysis	2016 outcomes Self and peer review reports AD 2016 evaluation
Improve outcomes an attendance of SEN students	Link officer focus Networks focus Data sharing	AD/ LL/BMD	No school in bottom 10% for SEN attendance SEN outcomes above NA	Link officer meetings	Lo	2016 outcomes AD 2016 evaluation

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<b>Priority 2: Progression: Improving progression to L2 and L3 by 19; improving STEM pathways; enhancing employability and liaison with employers including vulnerable learners</b>						
High quality local L2 vocational programme for 2016-17 with L3 pathways linked to local skills needs	Working group with interested schools and College to develop the model; 14-19 Conference HT termly meetings & other networks	DD Autumn term 2015	Ealing vocational prospectus for 2016-17 from new model L2 by 19 – 90% 2018	14-19 strategy group HT termly meetings	DD, School and College reps	Applications for 2016/17 14-19 evaluation report
Improved success rates in Post 16 GCSE E&M	Post 16 network Subject networks Self and peer review Link officers 14-19 Conference	DD Sept – June 2015-16	Improved outcomes – 40% + in all schools Specialist staff / time allocation	Link officer Self and peer review	Peer review days	Evaluation of 2016 outcomes
Improve the 5A*-G pass rate to highest statistical neighbour	Link officer focus Senior Leaders Inclusion network IAG networks	AD/LO DD	5A*-G 2014 95.1 2015 94.3 Target 96.9% (Slough 2015) No school below 95%	Link officer reports- in year data Self / peer review	Link officer Data analysis	2016 outcomes
Effective independent IAG	IAG network Link officers Self and peer review 14-19 Conference	DD	All schools meet requirement for IAG Y8-13	IAG network Self and peer review Link officer	Peer review days	14-19 evaluation report
To enhance employability and liaison with employers including for vulnerable learners;	IAG network Provider network New SL Inclusion and Behaviour network TCA project Self and peer review of employability skills development – London Ambitions project HT and DHT SI group	DD	Schools have a map of the delivery of employability skills Y7-13 Personalised programmes for vulnerable learners	Self and peer review Update to HT SI group	Peer review days	14-19 evaluation report

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<b>Priority 2: Progression: Improving progression to L2 and L3 by 19; improving STEM pathways; enhancing employability and liaison with employers including vulnerable learners</b>						
To increase the numbers of L3 students taking STEM subjects and progressing to STEM related FE, Apprenticeships and HE including increasing the numbers of girls and under-represented ethnic groups	STEM strategy group – school STEM leads, ETSA STEM teacher development etc Data analysis of current patterns Link to L2/3 vocational pathways priority 14-19 Conference	DD	STEM action plan KS3-5	HT /DHT SI group/ Post 16 network	Data team – analysis	14-19 evaluation report
<b>Priority 3: Improving Pedagogy and the Quality of Teaching</b>						
Utilise the strengths of ETSA schools to improve the quality of teaching in all schools through high quality collaborative CPD and development programmes for teachers at all stages of their careers	Leadership Open Days BT/NQT/RQT days Subject networks Effective Teaching and Leadership Group Developing Teachers Groups Self and peer review Research network	JT	Quality of teaching is judged/ Self evaluated as good in all schools and as outstanding in 6 schools; CPD programmes in place in all schools to develop the quality of teaching for all teachers/ use of research in schools; Peer review of CPD programmes and quality of teaching; The Ealing way – checklist for evaluating the quality of teaching and CPD	Effective T&L group Developing Teachers Group ETSA Steering Group Update to HT SI group Link officers	School based days Peer review days	ETSA evaluation
Develop the use of evidence based teaching strategies	Pedagogy workshops Effective Teaching and Leadership Group Self and peer review Promote effective CPD (TDT) Teaching and Learning Conference	JT	Self-review of evidence based teaching and CPD programme Peer review Share examples of effective CPD for all career stages	Effective T&L group Link officers	School based days Peer review days	ETSA evaluation

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<b>Priority 4. Building capacity – teaching and leadership</b>						
Provide a range of opportunities for leadership development for teams and individuals including governing bodies	NPQML( with EPSTA for primary / special) and NPQSL Leadership Diversity Programme and follow on programme SLT team leadership review and coaching GB bespoke training Governor programme & Conference Governor strategy group	AD, AL, JT  AD, JT  AD  AD TMcN  TMcN	100% completion of programmes, positive evaluations from participants and schools 30% progression from LDP New career progression programme from LDP SLT development programmes in all schools – JWB model and team programme in 3 schools GB – all evaluated as good & positive feedback on support	Effective T&L group HT SI group Link officer	Participant time out of school Programme costs	ETSA and LA evaluation
Support the recruitment and retention of teachers and leaders in Ealing schools	School Direct programme and follow up NQT, RQT programmes Leadership Diversity Programme and follow up Self and peer review of aspiring leaders and ML / SL programmes in school and succession planning	JT  AD/JT	Recruitment targets met and positive feedback from programmes Reduced staff turnover – programmes in school – staff voice All schools have a leadership development programme in place including for SLT and governors	Developing Teachers programme  Effective Teaching and Leadership Programme / ETSA Steering Group	School contributions to development programmes	ETSA and SE evaluation
Increase the number of outstanding schools and ensure all schools are securely good	Identify contribution of o/s schools to the Good to o/s programme; Identify key areas for development for SG schools to reach outstanding Identify key areas to consolidate to secure good for schools with new 'good' judgement	AD	All schools have in depth self-evaluation and areas for development are included in the SDP/ specific action plan. Schools close to o/s take part in a peer review. O/s schools share specific areas of practice. All schools identify areas of outstanding practice.	Link officers Peer review groups	School contributions	

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<b>Priority 4. Building capacity – teaching and leadership</b>						
Increase the proportion of school led collaborative improvement strategies	Outstanding schools – lead on themes Reading and Aspiring to Success- cross phase follow up Vocational curriculum development Peer review model – all themes	AD	Voluntary lead schools established for key themes Successful cross-phase projects Collaborative curriculum offer published	HT SI group	School contributions	AD /ETSA evaluation
<b>Priority 5 Developing a sustainable model for school improvement 2016-18</b>						
Develop the ETSA/ School Improvement business model for 2016-18	Publish current budget and regular monitoring reports  Provide details of each service provided – fully costed for new proposal  New proposals produced for 2016-18	AD	New models in place for Services to Schools buy back in Spring 2016 including contribution to ETSA and other services.	HT SI group / ETSA Steering Group	AD allocation of time, admin support, ETSA Steering Group	Buyback 2016-18