



Statement of Action

June 2016

Chaucer School

Chaucer School is sponsored by Tapton School Academy Trust. Chaucer was subject to a Section 5 Inspection 12th and 13th April 2016 and was placed into Special Measures.

Target for removal from Special Measures

Tapton School Academy Trust aims for the school to be removed from this category by October 2017 by which time all actions identified within the Key Issues will have been completed and there will be clear evidence from internal and external sources of the impact on student outcomes. By September 2017 the school will achieve the predicted outcomes and progress for students at KS3 and KS4.

The Trust will evaluate progress against the three Key Issues and their subsections through regular weekly meetings, monthly Trust and Governor Impact meetings, termly reports and termly reports by the Trust Improvement Partner – Michael Maddison (former HMI).

Action taken by the Trust just prior to and following the Ofsted Inspection:

- The Trust has appointed Michael Maddison as the Trust Improvement Partner to act across all three of the Trust Secondary Schools. As a former HMI Ofsted Inspector and National Subject Leader (History) he is charged with delivering and ensuring consistency of Quality Assurance/Evaluation/Standards across Trust Schools thereby securing accuracy and focused action. He has produced a report and

made recommendations following a thorough review of the school. This has been shared with Governors and has been added to the school website.

- Following the Inspection urgent action has been taken to address the identified priorities. Two members of the Leadership Team will have left the school at the end of this term and a complete strategic restructure of the team, their roles and responsibilities is now ready to be enacted.
- The Trust has informed parents of the outcome of the Ofsted Inspection and will send a letter to the home of all students giving a summary of the Statement of Action once the first HMI monitoring visit is complete. The school has released a Statement to the local press and BBC Radio Sheffield as well as having updated the information on the school website.
- The Trust has commissioned a number of Specialist Leaders of Education who are drawn from Escafeld Teaching School Alliance. This is also part of the Trust. Their support is being co-ordinated by CEO and Director of Standards.
- The Trust has appointed a fulltime Director of Standards who will work across all Trust Schools, his focus in Year 1 will be on Chaucer School.
- There will be a reduction in the reliance on temporary transitional staff at Chaucer School. They will be replaced, wherever possible, by good and effective staff deployed to Chaucer from within the Trust.

What arrangements has the Trust made to inform parents and carers about the actions planned for the school and how will it gather and take into account their views.

- The Trust has informed all parents, by letter, the outcome of the Ofsted inspection. This will be followed by a letter sent to each home giving a summary of the statement of action once the first HMI monitoring visit is complete. The school has released a press statement to the local press and, at their request, to BBC Radio Sheffield. The school website has been updated and carries the statement to parents and a direct link to the Ofsted report.
- The school will hold parent and stakeholder meetings in order to provide regular half termly updates regarding school improvement. The Governing Body and the Trust will be in attendance and will participate in these meetings.
- Following the HMI Monitoring Inspections of the school there will be regular updates of the findings and feedback via the school website and newsletter.
- Parent Voice questionnaires will be used at every opportunity – at Parents Evenings, information evenings and gatherings for celebrations.

Outline Trust Action Plan – This action plan operates alongside the School Improvement Plan

Actions to be taken by the Trust							
	Key Action 1	Action	Person Responsible	Timescales	Resource Implication	Success Criteria	Monitoring and Evaluation
Rapidly improve the effectiveness of leadership and management by making sure that:							
1	Leaders develop an accurate evaluation of the strengths and weaknesses of the school.	An enhanced systematic programme of QA will be rolled out across all areas of the school. These reviews will begin with, English and Science and then Maths and cycle through all departments as well as key areas. Behaviour, Attendance Teaching and Leadership	Trust Director of Standards, Trust subject specialists working with school subject leaders.	2 reviews per half term, starting Sept 2016. i.e. English, Science, Behaviour completed by December 2016. In January, Maths with remainder completed by July 2017	Trust Subject Specialists and Director of Standards £15,000	All areas of strength identified and all weaknesses subject to rapid improvement plans	Core Improvement Group – CEO, Headteacher, Chair of Governors.
		Development of Core Improvement Group (TSAT CEO, Chaucer School Chair of Governors and Headteacher)	Headteacher supported by TSAT CEO	June 2016		Core Improvement Group (CIG) established and active. Updates to the CIG are timely, accurate and deliver rapid improvement against the key issues. The Trust Strategic Body is informed termly of the progress against the areas for rapid improvement	CEO Chair of the Trust Strategic Board Chaucer Governing Body

		Further strengthen the Governing Body of Chaucer School to ensure further enhanced skill breadth to deliver all key functions (addition development of 'critical friend' thinking and analysis to provide Governors with greater demonstration of what is being done to improve performance. Further development of parental/ community representation.	Chaucer School Chair of Governors Trust Strategic board Chair Headteacher	June 2016		Broader experience base and expanded skill set to further analyse and ensure that rigorous, routine and robust delivery of all statutory functions occurring and that rapid improvement leading to improved outcomes for all students occurs	Chaucer Governance Sub Committees Trust Strategic Board CEO Director of Standards
		Chaucer Senior Leadership restructure, specifically re-assigning the core improvement portfolios. Designated lines of accountability and responsibility established for each leadership team member. Specific monitoring personnel from the strengthened Governing Body	Headteacher supported by Director of Standard and CEO	June 2016	Consultant Fees £1800	Effective development of the strategies for impact in a timely fashion to effect rapid and sustained improvement in the three key areas. Accurate self-evaluation against the key development priorities identified in the OFSTED areas for improvement.	Core Improvement Group External Consultant Michael Maddison

		assigned supported by the Headteacher, CEO and Director of Standards to ensure that rapid impact is occurring in each area of improvement.					
2	Improvement plans include sharp and precise outcomes throughout the year so that progress can be measured and leaders at all levels are held accountable for bringing about change.	Review of improvement plans by Director of Standards and CEO Leaders including middle leaders have sharp, clear and measurable progress targets incorporated into their PM targets	Director of Standards Headteacher supported by CEO	Termly plans reviewed and modified end of each term Annual cycle with ½ year review	Consultant £600	All plans fit for purpose Leaders achieve their progress targets	External consultant – Michael Maddison Core Improvement Group
3	Leaders at all levels are able to accurately evaluate the quality of teaching, learning and assessment through linking it closely with the impact it has on pupils' outcomes	A systematic programme of lesson observations linked to the Quality Assurance review cycle and the tracking of student progress. Trust leaders model the best practice.	Director of standards and Trust subject leaders working with Chaucer subject leaders.	Observations match to QA review cycle – 2 per half term from Sept 2016.	Resources provided under 1. above.	Best teaching and learning identified as evidenced by student outcomes. Support plans developed for less than good practitioners.	Core Improvement Group
4	Subject Leaders are accurate in judging how well pupils are achieving.	Robust student progress meetings every 6 weeks to identify success, needs and interventions required.	Director of Standards	Every 6 weeks		Correct interventions in place for all students. Gaps between vulnerable groups narrowing significantly	Core Improvement Group

	Key Action 1	Action	Person Responsible	Timescales	Resource Implication	Success Criteria	Monitoring and Evaluation
5	All teachers follow the school marking and assessment policy so that all pupils are clear about what they need to do next and can act on teacher comments and advice.	Programme of regular work scrutiny in place – stratified sample used involving all years, and all stand and all subjects.	SLE review of books in each Department, 12 in total all drawn from Teaching School	Termly review	12 SLE @ £350 each	Marking policy consistently adhered to and students demonstrate they know how to improve their work and do so	Subject Leaders receive evidence from SLE's , report this in their line management meetings to Leadership Team
6	Additional funding, including pupil premium and Year 7 catch-up funding, is used effectively to reduce the gaps in outcomes for disadvantaged pupils and other pupils needing to catch-up.	External review of PP and Year 7 catch-up funding.	External Consultant	Sept 2016 March 2017 July 2017	Consultants fees £1,800	All vulnerable groups are making expected or better progress and gaps are narrowing.	External consultant – Michael Maddison

Actions to be taken by the Trust							
	Key Action 2	Action	Person Responsible	Timescales	Resource Implication	Success Criteria	Monitoring and Evaluation
Rapidly improve the quality of teaching, learning and assessment by ensuring:							
1	Leaders establish where the best teaching is taking place and share this across the school.	Enhanced Triangulation of Lesson Observations, marking/work scrutiny and student outcomes used to identify best teaching. Teachers	Trust T & L Leader	Termly review and ½ termly CPD input from each teacher		Teaching and Learning committees established and active.	Core Improvement Group monitor and evaluate

		added to the CPD and L & L Group and consistent best practice spread through the school					
2	That accurate assessment information is used across all year groups to enable teachers to plan work that fully meets the learning needs of different groups of pupils so that outcomes improve.	Whole school assessment information shared. 4 Matrix used as both a tracker and a planning tool in order to drive individual improvement and outcomes. Expectations of what students can achieve will be raised, especially the most able students to make faster progress.	Director of Standards	September 2016 with ½ termly updates built into the CPD cycle		Accuracy of assessments leads to more rapid improvement for all students	Core Improvement Group monitor and evaluate
3	Teachers check carefully on the progress pupils are making so that they are clear about any pupils' misconceptions and misunderstandings.	Lesson observations and work scrutiny cycles incorporate this into their checklist. Teachers not able to do so provided with support	SLE Team (12) and QA Teams	Every teacher by July 2017. Rolling programme with 4 Depts. Per term.	As Key Action 1 (5)	Students all make expected or better progress and quickly overcome barriers to learning.	School Leadership Team monitor and Core Team evaluate
4	Leaders' checks on the quality of teaching are closely linked to detailed review of the progress that pupils are making in all subjects.	School Leaders are active participants in QA reviews. Leadership Team member and Subject Leaders form part of review team and build their skills, capacity and	Director of Standards and Trust Subject Leaders	Rolling programme 2 Depts. Per ½ term from Sept 2016.	As Key Action 1 (1)	Leaders are fully informed about progress of all students.	School Leaders monitor and Core Improvement Group evaluate.

		awareness of the primacy of student progress in all subjects					
		Development of 'Chaucer standard' – (minimum good against the OFSTED framework criteria) for teaching, learning and assessment at Chaucer School. Use the Teacher Effectiveness Enhancement Programme (TEEP) to develop and sustain a tangible, clearly understood delivery model for all staff to execute within curriculum delivery for improved student outcomes	Chaucer Assistant Headteachers for teaching, learning, assessment and quality assurance	April 2016 – September 2016	As Key Action 1 (1)	All lessons are delivered to Chaucer Standard All lessons deliver 'good' triangulated teaching, learning and assessment TEEP principles conspicuous as a 'baseplate' for delivery and executed consistently Clear student, teacher and parent understanding of improved teaching, learning and assessment.	Headteacher 'Support and Challenge' Assistant Headteachers CEO Director of Standards External Consultant - Michael Maddison
5	All teachers have high expectations for all pupils and only accept work that is presented to a high standard and completed.	Programme of work scrutiny within departments is linked to the stratified sampling of work of all staff, all years, all subjects.	SLE review team	Termly review	As Key Action 1 (5)	Presentation of work is of a consistently high standard and completed and all teachers tackle low expectations where they remain.	Subject Leaders receive report from SLE's this is then reported to Leadership Team via regular Line Management meetings. Evaluation by Headteacher.

Actions to be taken by the Trust							
	Key Action 3	Action	Person Responsible	Timescales	Resource Implication	Success Criteria	Monitoring and Evaluation
Improve behaviour and safety substantially by:							
1	Quickly tackling poor behaviour in lessons so that all pupils are able to work without interruption and are supported by teachers who consistently follow the school's behaviour and discipline system.	<p>Create and develop an enhanced framework to ensure good behaviour through Positive Discipline (PD).</p> <p>All teachers in all curriculum areas must recognise, praise and reward all students as per agreed policy</p> <p>Build upon the present good practice whilst addressing identified areas of weakness.</p> <p>Launch of new procedures with whole school CPD</p> <p>All students, regardless of ability, age and gender involved in the process of praise, recognition and rewards</p>	CEO and Headteacher	Launched September 2016	Consultancy @ £2000 to ensure rigorous, routine and robust implementation of the PD framework	<p>Poor behaviour eradicated/quickly dealt with. All staff follow the new procedures - the process supports staff in the classroom. All staff deliver organised and widespread use of praise and rewards.</p> <p>Ensure that teachers can get on with teaching students who want to learn and behave in a satisfactory manner.</p> <p>Teachers will no longer suffer disruption from a minority of students</p> <p>Provide much greater understanding of the discipline process for students, parents, teachers and governors</p>	<p>Headteacher CEO</p> <p>Core Improvement Group (CIG)</p> <p>External Consultant (Alex Burnham) - Rodillian Multi Academy Trust</p> <p>External Consultant- Michael Maddison</p>

		Student Planner and its operation must be understood and followed by all students, all staff and all parents.				All actions to reduce staff workload through increased efficiency and the effective use of the student planner as a central record of each student's progress. Consistency and flexibility operating in a harmonious and complementary manner	
2	Improving attendance and reducing the numbers of pupils excluded from the school so that they are at least in line with national averages.	<p>Further develop and enhance the framework to ensure good attendance through Every Lesson Matters Positive Attendance (part of Positive Discipline)</p> <p>Build upon the present good practice whilst addressing identified areas of weakness.</p> <p>Launch of new procedures with whole school CPD</p> <p>All students, regardless of ability, age and gender involved in the process of praise,</p>	CEO and Headteacher	Re-launch September 2016	Consultancy @ £2000 to ensure rigorous, routine and robust implementation of the PD framework	Attendance. Particularly persistent absence improved in line with National Average.	<p>Core Improvement Group</p> <p>External Consultant- Michael Maddison</p>

		<p>recognition and rewards</p> <p>Continued pressure for support from MAST workers to address persistent absence. Continued use of fines for unauthorised holidays and continued pressure on parents via text, letter, newsletter and home visits. EWO Trust Team meet ½ termly to share intelligence and approaches</p>					

Milestone

- End of year targets met by September 2016.
- A large majority of students making at least expected progress by January 2017.
- Whole school Positive Discipline Behaviour Policy fully embedded and consistently applied.
- All School Leaders, including Subject Leaders are able to judge the quality of teaching over time in an accurate and consistent manner – January 2017.
- Robust procedures are in place to track student progress and this is then used by teachers to plan and deliver the next steps by which students make rapid improvement.- January 2017
- Accurate student level data is used to conduct an analysis of vulnerable groups and produce a provision map which meets the needs of all students – December 2016.

Overall Success Criteria

- To be removed from Special Measures by October 2017 at the latest.

- To be judged 'good' at the next Section 5 Ofsted Inspection.
- Restore confidence within the community, which was so damaged by the Special Measures judgement.

Target outcomes projections

		2016	2017	2018	2019
	Progress 8	-0.3	-0.1	+0.1	+0.3
	Attainment 8	4.0	4.2	4.4	4.6
Progress 8 measures	SEN statement	-0.6	<i>Not statistically viable (approx. 23%)</i>		
	SEN K	-0.6	-0.4	-0.2	+0.1
	Non SEN	-0.2	0	+0.2	+0.4
	Disadvantaged	-0.5	-0.25	-0.05	+0.2
	Not disadvantaged	-0.1	+0.15	+0.25	+0.4
	Girls	-0.2	+0.05	+0.15	+0.25
	Boys	-0.4	-0.25	+0.05	+0.25
	High ability	-0.5	-0.2	+0.1	+0.3
	Middle ability	-0.2	0	+0.1	+0.3
	Low ability	-0.3	+0.1	+0.1	+0.3
	5A*CEM	40%	42% (30%)*	44% (32%)*	46% (34%)*

*figure in brackets denotes move from 4 to 5 (old grade C)

Targets for Quality of Teaching, Learning and Assessment (TLA)

By the end of July 2016 – 65% of TLA is good

By the end of October 2016 – 70% of TLA is good

By the end of December 2016 – 75% of TLA is good

By the end of February 2017 – 80% of TLA is good

By the end of April 2017 – 85% of TLA is good

By the end of July 2017 – 90% of TLA is good

By the end of October 2017 – 95% of TLA is good