ACADEMY IMPROVEMENT PLAN

2020 – 2021

'Raising the Bar'

1.	CHASE HIGH SCHOOL CORE VALUES AND SHARED VISION

Chase High's Core Values: Be Aspirational, Build Character, Pursue Excellence

- **Aspirations** - Ensure high aspirations for all pupils to be lifelong learners in a stimulating and secure environment so that pupils are fully prepared for a highly successful life.
- **Character** - Develop the strength and depth of character to instil the resilience, confidence and independence to overcome new challenges and be a positive member of the community.
- **Excellence** - For all pupils to pursue academic and personal excellence and achieve outstanding outcomes.

Chase High's Shared Vision:

Our vision is to fully prepare every pupil to live highly successful adult lives by:
- Providing the skills, attributes and aspirations necessary to instil a love of lifelong learning and the pursuit of academic excellence;
- Delivering a challenging and enriching curriculum that ensures outstanding outcomes across a breadth of experiences;
- Building the strength and depth of character that combines a strong moral purpose with excellent social skills;
- Ensuring our pupils become adults that can go on and make a real difference locally, nationally and globally.

1. **PUPIL OUTCOMES:**

(i) **KS4 Progress and Attainment:**

There may be changes in these figures due to changes in pupil cohort over the course of KS4

	Sept 20 starting point	Dec 20 milestone	April 21 milestone	August 21 target
Progress 8 (all)	-0.76	-0.49	-0.24	-0.03
Progress 8 (disadvantaged)	-0.96	-0.7	-0.4	-0.20
Attainment 8 (all)	35.58	36	40	42
Attainment 8 (disadvantaged)	32.67	34	38	40
The Basic (% grade 5+ E&M) - All	17	25%	30%	33%
The Basic (% grade 5+ E&M) - Disadvantaged	11.5	32%	37%	25%

(ii) **6th Form Progress and Attainment 2021:**

	Dec 20 milestone	April 21 milestone	August 21 target
Progress Score			0.00
Average Result	D	D+	C -
Completion Rates			100%

(iii)   KS4 Subject Targets 2021:

Subject	Entries	Progress 8 target	KS2 mean scaled score of cohort	Attainment 8	%G4+ Chase	%G4+ national	%G5+ Chase	%G5+ national	%G7+ Chase	%G7+ national
English Lang	174	>-0.1	100.56	4.34	60	62	40	44	8	14
English Lit	174	>-0.1	100.56	4.41	66	73	40	56	14	20
Maths	177	>-0.1	101.13	4.15	58	60	43	40	9	16
Combined Science	118 (236)	>-0.1	97.35	3.63	47	55	20	34	1	8
Biology	59	>-0.1	106.36	5.47	98	90	95	80	13	42
Chemistry	59	>-0.1	106.36	5.47	98	90	95	79	13	42
Physics	59	>-0.1	106.36	5.47	98	91	95	79	13	44
Computing	29	>-0.1	103.55	4.93	90	63	65	49	7	22
French	15	>-0.1	102.85	4.67	80	70	60	54	7	24
Geography	24	>-0.1	98.18	3.88	54	63	40	53	0	25
History	63	>-0.1	102.19	4.57	78	64	60	51	6	25
Art & Design	28	>-0.1	100.56	4.21	71	75	45	58	4	23
Drama	18	>-0.1	105	5.12	94	74	77	60	12	23
Photography	35	>-0.1	99.06	4.04	66	75	50	58	0	23
RE	16	>-0.1	99.75	4.31	69	72	45	61	13	30
Food & Nutrition	60	>-0.1	100.65	4.37	70	64	50	49	7	18
Music	13	>-0.1	99.94	4.18	55	76	40	63	18	32
Technology	18	>-0.1	97.59	3.94	61	63	40	48	0	19
Other MFL (EAL)	6	>-0.1					100			
Business Studies	48	>-0.1	100.72	4.13	64	66	40	51	2	18
Sociology	14	>-0.1	101.81	4.79	86	63	65	48	7	18
					P+		M+		D+	
Health & Social Care BTEC	43	>-0.1	99.93	3.84	64		50		0	
PE OCN	38	>-0.1	100.49	4.37	74		50		3	
Games Development OCN	25	>-0.1	98.08	4.15	58		50		4	
Media Studies OCN	22	>-0.1	100.9	4.52	77		50		9	
Hair & Beauty C&G	13	>-0.1	99.96	4.00	100		50		10	

2. **ATTENDANCE TARGETS 2020/2021:**

Criterion	Dec 2020 milestone	April 2021 milestone	2021 target
% Overall attendance	94.00	94.50	95.00
% Attendance disadvantaged	93.50	94.00	94.50
% PA all	15.00	12.00	10.00
% PA Disadvantaged	20.00	15.00	12.00

3. **TEACHING AND LEARNING TARGETS 2020/2021:**

Criterion	Dec 2020 milestone	April 2021 milestone	2021 target
% achieving Grade 4 and 5	70	85	100
% achieving Grade 5	15	20	30
% not meeting standards	0	0	0

| 3. | STRATEGIC GOALS FOR 2020 - 2024 |

Our Three-Year Strategic Goals: To realise our shared vision, Chase High School will achieve the following strategic goals within the next three years resulting in *good within 18 months and outstanding* in three years as judged by Ofsted:

1. **Quality of Education:**

- **Intent –** *To provide a high quality, creative and ambitious curriculum offer*: At Chase High leaders have a clear and ambitious vision for providing high quality education to all pupils. Our vision and values provide the basis for constructing a curriculum that is ambitious and designed to give all pupils, especially disadvantaged, the knowledge, skills and cultural capital necessary to both succeed in life and also lay the foundation for a love of lifelong learning.

- **Implement -** *To provide the highest quality teaching and learning:* The ambitious and appropriately challenging curriculum will be taught by outstanding and highly qualified teachers. The school will provide a comprehensive and bespoke CPD programme to help staff develop their subject and pedagogical knowledge. Our rigorous processes for monitoring teaching and learning will enable us to identify our strengths so that best practice can be disseminated.

- *Impact - To become a high-performing school*: Chase High aims to fully prepare our pupils to lead highly successful adult lives. A key component of this will be to ensure that they achieve excellent qualifications. Pupils will show progress that is well above national averages in public examinations with a trajectory of year-on-year improvement over the next three years. There will be no discernible gap in the outcomes for any groups within the school. The enriched curriculum will also ensure outstanding outcomes across a breath of experiences in addition to academic excellence.

2. **behaviour and Attitudes –** *To ensure outstanding attitudes to learning:* Our high expectations will result in outstanding pupil behaviour and conduct. Leaders will create a positive environment where all members of the school's community are treated with respect, tolerance and understanding. Our pupils will demonstrate a positive attitude to their learning, showing resilience and the ability to learn independently knowing how to study effectively. strength and depth of character that combines a strong moral purpose with excellent social skills Pupil attendance will be high and pupils will come to school ready and eager to learn.

3. **Personal Development:** *To provide outstanding personal development:* The ambitious and appropriately challenging curriculum underpins our pursuit of excellence in a secure environment where all members of the school's community are treated with respect, tolerance and understanding. As such, we will nurture, develop and stretch pupils' talents and interest. The school's work to enhance pupils' spiritual, moral, social and cultural development will be of a high quality. The curriculum will support pupils to be confident, resilient, independent and to develop strength and depth of character that combines a strong moral purpose with excellent social skills. Our curriculum will help prepare our pupils for life in modern British society by developing their understanding of British values and promoting tolerance, diversity and equality of opportunities. Our pupils become adults that can go on and make a real difference locally, nationally and globally. Chase High will provide outstanding support and guidance to ensure that we unlock the potential in all pupils and secure success for all, irrespective of their starting point or personal circumstances.

4. **Leadership and Management:** *To demonstrate outstanding leadership:* Leaders will show a clear and ambitious vision for providing high quality education to all pupils. Leaders will focus on improving teachers' subject knowledge and pedagogy in order to enhance the teaching of the curriculum. Leaders will, at all levels in the organisation, provide the challenge and support necessary to achieve outstanding pupil outcomes with clear lines of accountability and rigorous monitoring and evaluation underpinned by high expectations and aspirations. There will also be a concerted focus on developing the knowledge and skills of middle leaders so that they can drive the improvement agenda within their areas. There will be an expectation that all middle leaders will develop excellent self-evaluation skills and the ability to hold others to account for pupil outcomes. Through our leadership development we will ensure clarity of expectations and an unswerving focus on providing a high quality of education for our community.

4. ACADEMY PRIORITIES, KPI & MILESTONES SUMMARY 2020/2021		
Priorities:	**KPIs:**	**Steps to achieve KPIs:**
Priority 1 – Curriculum: Chase High will ensure that the curriculum is ambitious and designed to give all pupils, especially disadvantaged, the knowledge, skills and cultural capital necessary to succeed in life.	1. Curriculum Review (Intent): As the result of a more ambitious curriculum offer in KS4, the percentage of pupils taking the EBacc is at least 30% for Yr10 in September 2021. There will be a further increase in uptake for 2022.	• December 2020 – curriculum review complete and a communication strategy agreed • April 2021 – revised options process and corresponding guidance and support complete • September 2021 – new KS4 curriculum introduced to Yr10 (21/22)
Priority 2 – High quality teaching and learning: Chase High will ensure that all teaching is at least good as the result of *raising the bar* in terms of staff knowledge, pedagogy and the expectations of pupils' learning.	Quality of teaching and learning (Implement) expectations: • 100% achieving grade 4 or 5 • 30% achieving grade 5 • 0% not meeting expected standards	• December 2020 – 70% achieving 4 or 5; 15% achieving 5 • April 2021 – 85% achieving 4 or 5; 20% achieving 5 • July 2021 – 100% achieving 4 or 5; 30% achieving 5

	2. Impact for summer 2021: • Progress 8 of -0.03 • Attainment 8 all: 42 • Attainment 8 Disadvantaged: 40 • % Basics all: 38% • % Basics disadvantaged: 30%	*Date*	*A8 All*	*A8 Disad*	*% Basics all*	*% Basics Disad*
		Dec 2020	36	34	25	18
		April 2021	40	38	30	22
		July 2021	42	40	38	30

	1. Impact 6th Form: • Progress: 0.0 • Average Result: C – • Valued added: +0.01	Date	Average Result all	Value Add
		Dec 2020	D	-0.08
		April 2021	D+	-0.02
		July 2021	C -	+0.01

Priority 3 – Excellent commitment to learning: Chase High will ensure that all pupils have a positive commitment to learning, especially disadvantaged, as demonstrated through their excellent behaviour, readiness to learn, the pride taken in their work and their ability to work independently.	1. Lesson behaviour: • 90% of lesson engagement and behaviour judged Grade 4 or 5	Dec 2020: 75% graded 4 or 5 April 2021: 80% graded 4 or 5 July 2021: 90% graded 4 or 5
	2. Work scrutiny – quality of work: • 90% of books are graded 4 or 5 with no discernible difference between disadvantage and other pupils	• Dec 2020: 70% graded 4 or 5 • April 2021: 70% graded 4 or 5 • July 2021: 70% graded 4 or 5

Priority 4 – excellent attendance: Chase High will improve attendance, especially for disadvantaged pupils, to move in line with national averages.	1. Overall attendance Summer 2021: • Attendance of all: 95.0% • Attendance disadvantaged: 94.0%	*Date*	*All (%)*	*Disadvantaged (%)*
		Dec 20	94.0	93.0
		April 21	94.5	93.5
		July 21	95.0	94.0
	2. PA attendance summer 2021: • PA all: 14% • PA disadvantaged; 18%	*Date*	*All (%)*	*Disadvantaged (%)*
		Dec 20	18.00	22.00
		April 21	16.00	20.00
		July 21	14.00	18.00

Priorities:	KPIs:	Steps to achieve KPIs:			
Priority 5 – Outstanding Leadership and management: Chase High will 'Raise the Bar' by developing a culture of high expectations and ambition (intent) to rapidly improve outcomes (impact) and drive up standards of teaching and learning (implementation) across the curriculum.	1. Quality of teaching and learning (Implement) expectations: • 100% achieving grade 4 or 5 • 30% achieving grade 5 • 0% not meeting expected standards	• December 2020 – 70% achieving 4 or 5; 15% achieving 5 • April 2021 – 85% achieving 4 or 5; 20% achieving 5 • July 2021 – 100% achieving 4 or 5; 30% achieving 5			

	2. Impact for summer 2021:	*Date*	*A8 All*	*A8 Disad*	*% Basics all*	*% Basics Disad*
	• Progress 8 of -0.03	Dec 2020	36	34	25	18
	• Attainment 8 all: 42 • Attainment 8 Disadvantaged: 40	April 2021	40	38	30	22
	• % Basics all: 38% • % Basics disadvantaged: 30%	July 2021	42	40	38	30

	2. Impact 6th Form:	*Date*	*Average Result all*		*Value Add*
	• Progress: 0.0	Dec 2020	D		-0.08
	• Average Result: C –	April 2021	D+		-0.02
	• Valued added: +0.01	July 2021	C -		+0.01

Priorities:	KPIs:	Steps to achieve KPIs:
Priority 6 – LORIC: To ensure that our curriculum fully prepares students to be employable, highly successful in their adult lives and able to engage in society as active citizens. By developing each student's learner attributes and character through the development of LORIC - Leadership, Organisation, Resilience, Initiative and Communication.	Character education needs to permeate through all aspects of the school: • The successful whole school implementation of LORIC. This will be audited via the LORIC strategy team. Focusing on the needs and developments within their own area. This will be driven across key stages and measured via our student voice, tutor surveys and parental feedback. We can use our Year Group ATL term by term to measure impact within the classroom. • The rewards and challenge of the new house system, allowing pupils to engage in the half termly LORIC challenges, receive house points and badges for the LORIC strands. Using badges and LORIC subject awards to capture developments in this area. • The development of staff to embed character education in lessons via the CPD focus and the tweaking of SOW to ensure all departments are developing character. This will then feed into departmental meetings and ensure SOW of developed to embed LORIC throughout our curriculum. • A clear understanding by all stakeholders on the importance and meaning of our LORIC focus with pupils. We will use surveys with our key stakeholders to measure its development over time.	December: • Strand leader half termly planning meetings, SPI feeder document completion, wording for strands and areas launched across the school. • Branding design and layout completed across the three school sites. • House system implemented and first set of LORIC awards. • CPD triads allocated, organised and round of observations complete. 80% of triad linked observations to show LORIC features within the lesson • Parental communication and outline of new LORIC programme April: • Strand leader's areas of focus in action throughout school and feedback • School Council feedback – 100% of school council members are able to articulate and talk through what a LORIC learner looks like at Chase. • Pupil feedback across key stages - 80% of pupils can name the specific LORIC strands • Social media drive and external advertisement of LORIC • CPD triad observation 2 completed – all departments are able to identify LORIC strands within their curriculum in all key stages. • House system LORIC champions and LORIC awards • LORIC Branding completion July: • SOW review, LORIC focus • Parental survey – 80% of parents can identify the focus of LORIC and character education. • Student voice feedback – 100% of pupils can now explain the LORIC strands • Social media review • LORIC branding development meeting

Priorities:	KPIs:	Steps to achieve KPIs:
Priority 7: Literacy: In order to provide a strong foundation for academic progress, Chase High will embed high standards of literacy across the curriculum with a specific focus on improving disciplinary literacy.	1. Prioritise "Disciplinary literacy" across the curriculum – SL's create subject specific literacy plan for each department aligned with school's priority. These will be fully embedded by the end of the academic year to show improvement in subject specific writing, reading, talking and debating	• Dec 2020 - SL's have completed their own literacy plan and quality assured by their senior line manager. • April 2021 – curriculum audits completed by SLT show that plans are evident in each subject's curriculum planning and evidenced through learning walks • July 2021 – curriculum audits and learning walks show that the actions in the curriculum plans are embedded in classroom practice
	2. Provide high quality literacy interventions for struggling students to support students in the disciplines of reading, writing and talking to a functional level appropriate to their age group.	• December 2020 – key students have been identified and literacy support programmes in place • April 2021 – Students reaching AR reading targets in term 2 to be above national average. • July 2021 – Students reaching AR reading targets in term 3 to be above national average and all students to achieve national average SS results in star testing.
	3. Instil a love of reading as shown by student surveys and AR reading targets being met.	• Dec 2020 – students reaching AR targets for term 1 to be above national average • April 2021 – students reaching AR targets for term 2 to be above national average • July 2021 - students reaching AR targets for term 3 to be above national average. Plus, student surveys show an improved love of reading from the autumn term baseline survey

5. ACADEMY IMPROVEMENT PLAN 2020/2021

Priority 1 – Curriculum: Chase High will ensure that the curriculum is ambitious and designed to give all pupils, especially disadvantaged, the knowledge, skills and cultural capital necessary to succeed in life.

Strategic Lead: Deputy Headteacher – Andy Hawes	Monitoring and evaluation report date to LGB: 17th March 2020 and 16th June 2021
KPIs	**Steps to achieve KPIs:**
1. Curriculum Review (Intent): As the result of a more ambitious curriculum offer in KS4, the percentage of pupils taking the EBacc is at least 30% for Yr10 in September 2021. There will be a further increase in uptake for 2022	• November 2020 – curriculum review complete and a communication strategy agreed • April 2021 – revised options process and corresponding guidance and support complete • September 2021 – new KS4 curriculum introduced

Actions	Resource Implications	Success criteria & Impact	Evidence Base
1.1 KS4 curriculum review: Conduct a review of the curriculum at KS4 to ensure that it is sufficiently ambitious to provide pupils with the qualifications necessary for them to succeed in adult life (this would include ensuring they do at least 8 GCSEs): • Review of vision and values that underpin the curriculum • Identify how Chase High can ensure an ambitious KS4 curriculum • Introduce the necessary changes for the Yr9 options process • Review of staffing and implement necessary changes for Sept 21	• Time • £2000 learning resources	• October – Review launched • Nov – Review completed; changes to curriculum identified • Dec – staffing changes identified • Jan – revised options and guidance process launched • March – Options process with clear guidance process • April – uptake from Yr9 shows that KPI have been achieved • Sept – new KS4 curriculum introduced	• Review documentation • Options info & process • Uptake of GCSEs
1.2 Curriculum Leadership: To ensure the curriculum is clearly planned and sequenced towards cumulatively secure knowledge and skills and that leaders at all levels have a clear understanding of the curriculum offer – in terms of intent, core knowledge, sequencing, cultural capital, recall, etc. There will be clear alignment between each department's curriculum intent and overall school curriculum offer.	• Time	• Oct to Dec - SLT to review ML curriculum knowledge and understanding. Support will be provided as necessary and the curriculum will be amended as appropriate • Dec: There will be clear alignment between each department's curriculum intent and overall school curriculum offer. • HoD can articulate the purpose of their curriculum in terms of the desired end point for pupils; core knowledge and key skills; the reason why topics are sequenced in a certain way and how assessment system test if pupils are building knowledge over time. • There is clear evidence of schemes of work and curriculum overviews for all subjects that support the above.	• Feedback to LGB from SLT on curriculum review • SoW and curriculum overviews

Priority 2 – **High quality teaching and learning:** Chase High will ensure that all teaching is at least meeting the expectations of good as the result of 'Raising the Bar' in terms of staff knowledge, pedagogy and the expectations of pupils' learning.

Strategic Lead: Deputy Headteachers: Andy Hawes & Jill Readings	Monitoring and evaluation report date to LGB: 20th January 2020 and 7th July 2021

KPIs:	Steps to achieve KPIs:

| 1. Quality of teaching and learning (Implement) expectations:
 • 100% achieving grade 4 or 5
 • 30% achieving grade 5
 • 0% not meeting expected standards | • December 2020 – 70% achieving 4 or 5; 15% achieving 5
 • April 2021 – 85% achieving 4 or 5; 20% achieving 5
 • July 2021 – 100% achieving 4 or 5; 30% achieving 5 |

2. Impact for summer 2021: • Progress 8 of -0.03 • Attainment 8 all: 42 • Attainment 8 Disadvantaged: 40 • % Basics all: 38% • % Basics disadvantaged: 30%	*Date*	*A8 All*	*A8 Disad*	*% Basics all*	*% Basics Disad*
	Dec 2020	36	34	25	18
	April 2021	40	38	30	22
	July 2021	42	40	38	30

6. 6th Form Impact for summer 2021: • 6th Form Progress: 0.00 • Average result: C - • Valued added: +0.01	Date	6th Form Average Result	Valued added
	Dec 2020	D	-0.08
	April 2021	D+	-0.02
	July 2021	C -	+0.01

Actions	Resource Implications	Success criteria	Evidence Base
2.1 Developing typicality at Chase High: Identifying the key pillars of excellent practice that will underpin all teaching at the academy: • Monitoring and evaluation adapted accordingly • Ongoing monitoring and feedback to help embed practice • Ongoing support for staff as required	• Time	• Sept – key pillars are identified to establish the typicality we expect to see • Sept – CPD for staff to ensure they understand the Chase High 'typicality' • Oct onwards – built into M&E cycle • Clear evidence of greater consistency and quality of teaching and learning across the academy – as a result, KPIs achieved	• Learning walk and lesson observation feedback • M&E analysis
2.2 High quality CPD: Bespoke, high quality CPD programme developed to ensure staff have the knowledge and skills to meet the high expectations of the academy. To include developing their understanding of typicality of teaching at Chase High: • Regular CPD planned across the year • Bespoke CPD built into appraisal process • Embed opportunities to share best practice	• Time for CPD	• Sept – CPD programme published • Oct – personal CPD needs identified in appraisal • Ongoing – best practice is identified through M&E. Opportunities are created to share best practice • As a result of the CPD, the consistency and quality of teaching is improved and having a positive impact on learning and progress • KPIs are met or exceeded	• CPD programme • Feedback from staff on CPD • M&E analysis to measure impact
2.3 Staff subject knowledge: To ensure that staff have strong subject knowledge to deliver the curriculum effectively and ensure at least good outcomes for our pupils: • Targeted CPD for non-specialist teachers • All departments to have membership of their professional body • All departments to have at least one examiner • Develop a culture of sharing knowledge and practice through dept meetings	• £1000 for CPD • £1000 for professional subscriptions	• Sept – review of non-specialists teaching across the curriculum; identify gaps in professional association membership and examiner expertise • Oct – identify bespoke programmes of CPD for non-specialists (built into appraisal) • Dec - all dept. have membership of professional association • April – any examiner expertise gaps have been plugged • Subject knowledge expertise is strengthened across the curriculum to ensure effective implementation of the curriculum • KPIs are met or exceeded	• Gap analysis of professional assocs. membership and examiner expertise • M&E analysis to measure impact

Actions	Resource Implications	Success criteria	Evidence Base
2.4 Effective monitoring and evaluation of teaching: Redesigning the system for monitoring teaching to ensure it aligns with the new focus on curriculum (intent and implementation) and the Chase High typicality: • Develop new protocols and paperwork for the M&E cycle • Regular viewing of teaching built into line management processes • Targeted support for staff not meeting the required standard	• Time	• Oct – new process identified and introduced • Termly – analysis of T&L identifying strengths and areas for concern • Ongoing – programme of support where teachers are not meeting expected standards • KPIs are met or exceeded	• M&E analysis to measure impact
2.5 Recruitment of excellent teachers: Developing an effective recruitment strategy to ensure the Academy appoints high quality teachers from good and outstanding schools – especially in EBacc subjects. Ensure that key subjects have Lead Practitioners to lead and drive high quality teaching in their area	• £8000 Cost of TLRs where necessary	• Sept – develop a recruitment strategy to include high quality trainees • Nov/Dec – staffing analysis completed to identify gaps in expertise (to include Lead Practitioners) – taking into account changes to the curriculum • Jan onwards - Chase High recruits good/outstanding teachers into key EBacc subjects • As a result, the percentage of outstanding teachers in increased for Sept 2021	• Staffing analysis • Recruitment strategy

Priority 3 – Excellent commitment for learning: Chase High will ensure that all pupils, especially disadvantaged, have a positive commitment to learning as demonstrated through their excellent behaviour, readiness to learn, the pride taken in their work and their ability to work independently.

Strategic Lead: Headteacher – Jamie Foster	Monitoring and evaluation report date to LGB: 20th January 2020 and 7th July 2021
KPIs:	**Steps to achieve KPIs:**
1. Lesson behaviour: 90% of lesson engagement and behaviour judged 4 or 5	• Dec 2020: 75% graded 4 or 5 • April 2021: 80% graded 4 or 5 • July 2021: 90% graded 4 or 5
2. Work scrutiny – quality of work: 90% of books are graded 4 or 5 with no discernible difference between disadvantage and other pupils	• Dec 2020: 70% graded 4 or 5 • April 2021: 80% graded 4 or 5 • July 2021: 90% graded 4 or 5

Actions	Resource Implications	Success criteria	Evidence Base
3.1 Increase importance of CTL scores – Increase CTL average scores between the two data drops. HoY collate average CTL scores after first data drop. Bottom 10% of pupils in each Year, placed on progress report. Pupils with good CTL will be rewarded.	• Time for analysis • Time in assemblies	• Sept/Oct – HoY use assemblies to emphasise the expectations at Chase High – what good ATL looks like. A poor CTL is not accepted; good ATL will be rewarded • Data used to identify key pupils – for report or rewards by HoY • As a result, KPIs are achieved or exceeded	• ATL data analysis
3.2 **. Positive contact with parents** – ensure that every pupil received a positive message home during the year. Collate the positive contacts per pupil in order to monitor who has received contact.	• Time for calls	• HoY to ensure that every pupil receives at least one positive messages home by a member of staff • Improve ATL average scores • Improved behaviour in lessons – KPIs achieved or exceeded	• HoY tracking of positive calls
3.3 Create a culture of learning – create positive learning climate across all subjects and departments. Middle Leaders to have behaviour as a focus for 'learning walks'. Increase frequency of 'on the spot' house points where pupils are demonstrating a positive learning behaviour	• Time for LW	• Identify a means of 'on the spot' rewards e.g. postcard, praise points, etc. • HoY and HoD ensure that lesson behaviour is monitored in classrooms – ensuring that we catch pupils doing the right thing. • Improved lesson behaviour - KPIs are achieved or exceeded	• Lesson monitoring behaviour data analysis
3.4 Pride in work: An unswerving focus on both the quality of work in books and the effectiveness of feedback to pupils. Launched at the start of the year and monitored through work scrutiny and learning walks.	• Time	• Sept – establish the expectations for exercise books – communicate to pupils in first assembly • Oct - Work scrutiny criteria to include monitoring of quality of work in books (presentation and challenge) • On-going monitoring of books carried out. • HoY to identify any pupils whose presentation is a concern – action taken. Pupils with exemplary presentation rewarded. • As a result, the quality of work and presentation is significantly improved. 90% of books are meeting or exceeding expectations	• Work scrutiny analysis

Priority 4 – Excellent attendance: Chase High will improve attendance, especially for disadvantaged pupils, to move in line with national averages.		

Strategic Lead: CEO – Ryan Duff		Monitoring and evaluation report date to LGB: 20th January 2020 and 7th July 2021		
KPIs:		**Steps to achieve KPIs:**		
1. Overall attendance Summer 2021: • Attendance of all: 95.0% • Attendance disadvantaged: 94.0%		*Date*	*All (%)*	*Disadvantaged (%)*
		Dec 20	94.0	93.0
		April 21	94.5	93.5
		July 21	95.0	94.0
2. PA attendance summer 2021: • PA all: 14% • PA disadvantaged; 18%		*Date*	*All (%)*	*Disadvantaged (%)*
		Dec 20	18.00	22.00
		April 21	16.00	20.00
		July 21	14.00	18.00

Actions	Resource Implications	Success criteria	Evidence Base
4.1 Improving attendance: Monitor the attendance at whole school, cohort and group level so that any emerging trends and patterns can be identified and action taken to secure improvement. The importance of attendance is a constant message in form time and assemblies. Pupils with 100% attendance or those who have shown significant improvement are rewarded and recognised.	• Time	• A clear structure for monitoring and reporting attendance is embedded • Responsibility for attendance is clear and understood i.e. the role of the tutor, HoY and EWO and each takes specific action to secure improvement. • From weekly meetings HoY identify key pupils to focus on to ensure their attendance is on or above 95% • Attendance KPIs are met or exceeded	• Attendance data • Attendance data reports for SLT and LGB – showing whole cohort and groups
4.2 Reducing PA: Monitor the PA at whole school, cohort and group level so that any emerging trends and patterns can be identified and action taken to secure improvement. Weekly meetings between HoY and EWO will focus on targeted support for Disadvantaged with 88-92% attendance	• Time	• A clear structure for monitoring and reporting PA is embedded • From weekly meetings HoY identify key pupils in the 88 – 92% bracket with a specific focus on disadvantaged • EWO to target and liaise with families of pupils below 88% • PA KPIs met or exceeded	• PA data • PA data reports for SLT and LGB – showing whole cohort and groups
4.3 Accountability: Establish clear lines of accountability and reporting for attendance so that staff are held to account for outcomes and improvement is secured. Data will be regularly reported to the LGB and SLT.	• Time	• Sept onwards - The Academy has clear reporting processes so that trends can be quickly identified and action taken. • Sept - Appraisal will ensure that staff with responsibility for attendance, are held accountable for outcome • Attendance improves to be in line or above national averages, especially for disadvantaged and SEND pupils.	• Attendance data • Attendance data reports for SLT and LGB – showing whole cohort and groups

Priority 5 – Outstanding Leadership and Management: Chase High will 'Raise the Bar' by developing a culture of high expectations and ambition (intent) to rapidly improve outcomes (impact) and drive up standards of teaching and learning (implementation) across the curriculum

Strategic Lead: Headteacher – Jamie Foster	Monitoring and evaluation report date to LGB: 17th March 2020 and 16th June 2021
KPIs:	Steps to achieve KPIs:

KPIs:
1. Quality of teaching and learning (Implement) expectations:
   - 100% achieving 4 or 5
   - 30% achieving 5
   - 0% not meeting expected standards

Steps to achieve KPIs:
- December 2020 – 70% achieving 4 or 5; 15% achieving 5
- April 2021 – 85% achieving 4 or 5; 20% achieving 5
- July 2021 – 100% achieving 4 or 5; 30% achieving 5

2. Impact for summer 2021:
- Progress 8 of -0.03
- Attainment 8 all: 42
- Attainment 8 Disadvantaged: 40
- % Basics all: 38%
- % Basics disadvantaged: 30%

Date	A8 All	A8 Disad	% Basics all	% Basics Disad
Dec 2020	36	34	25	18
April 2021	40	38	30	22
July 2021	42	40	38	30

Actions	Resource Implications	Success criteria	Evidence Base
5.1 Vision and Values: Review and redesign the academy's vision and values to ensure that it is ambitious and provides the platform for a trajectory of rapid improvement and is fit for purpose for the academy's next phase of development	Time to meet: • Staff • Pupil voice • LGB • Parents	• Sept – Nov: review of Chase High's values and vision – ensure it is fit for purpose • Nov: launch and communication of new vision and values	• New values and vision published
5.2 Culture of High Expectations: SLT will 'Raise the Bar' of expectations at Chase High in all aspects of school life – behaviour, uniform, attitudes to learning, quality of teaching and leadership. The aim is to drive the school to be Ofsted 'good' within 18 months.	• Time	• Before Sept – SLT to identify what 'Raising the Bar' means in terms of behaviour, uniform, attitudes to learning, quality of teaching and leadership i.e. establish the non-negotiables. • Sept – Launch of a new era for Chase High - New expectations communicated to all staff and pupils • Sept onwards – staff at all levels to ensure the new high expectations are adhered to through the rewards and behaviour policy • As a result, standards at the academy rapidly improve so that the majority of KPIs in the AIP are met or exceeded.	• Non-negotiables
5.3 Leadership capacity: To review the leadership structure at Chase High to ensure it provides the capacity for rapid improvement – the right positions (at senior and middle leadership level) with clarity of roles and responsibilities	• Time	• Nov/Dec – review of staffing structure completed • Jan – restructure process commences (if required) • May – Restructure process complete (if required) • Sept 21 – new structure becomes operational • As result, highly effective leadership structure is in place with the capacity and capability to drive school improvement	• Leadership structure review • Restructure paper (if required)
5.4 Leadership CPD: The MAT will provide CPD opportunities for leaders at senior and middle leadership levels in terms of providing effective challenge and support to secure greater rigour through: • Coaching and shadowing • ML twilight programme • Sharing best practice	• Time for CPD	• Oct/Nov - A needs analysis will be conducted to ascertain the CPD needs (as part of appraisal). • Dec - A leadership CPD plan will be costed and produced. • Jan – July - The CPD programme will be implemented and its impact monitored on a termly basis with report going to LGB • Leaders at all levels are able to monitor their teams more effectively and hold them accountable for pupil outcomes and implementing the curriculum. • Any underperformance will be addressed and improved performance secured.	• Needs analysis • Leadership CPD programme • Impact report to LGB

Actions	Resource Implications	Success criteria	Evidence Base
5.5 Governance: The CEO and LGB will hold the Headteacher accountable for achieving the KPIs in the AIP. There will be a clear accountability framework so that the 'steps to achieve KPIs' for each priority are regularly monitored over time.	• Time	• Sept – clear reporting structures for the AIP will be presented to the LGB and SLT – so there is clarity of responsibility and process • Sept/Oct – skills analysis of LGB conducted – to identify any training needs. Where these arise, CPD will be provided so that governors have the knowledge and skills to hold SLT accountable • The LGB have a clear picture of how the Academy is performing so that they can challenge the SLT to ensure rapid progress • Increased accountability results in more rapid progress – the majority of KPIs from the AIP are met or exceeded	• LGB minutes • SLT AIP report to LGB

<table>
<tr><td colspan="2">Priority 6 – LORIC: To ensure that our curriculum fully prepares students to be employable, highly successful in their adult lives and able to engage in society as active citizens. By developing each student's learner attributes and character through the development of LORIC - Leadership, Organisation, Resilience, Initiative and Communication.</td></tr>
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Strategic Lead: Sean Perrotton	Monitoring and evaluation report date to LGB: 9th December 2020 and 5th May 2021
KPI:	Steps to achieve KPIs:

Character education needs to permeate through all aspects of the school: 1. The successful whole school implementation of LORIC. This will be audited via the LORIC strategy team. Focusing on the needs and developments within their own area. This will be driven across key stages and measured via our student voice, tutor surveys and parental feedback. We can use our Year Group ATL term by term to measure impact within the classroom. 2. The rewards and challenge of the new house system, allowing pupils to engage in the half termly LORIC challenges, receive house points and badges for the LORIC strands. Using badges and LORIC subject awards to capture developments in this area. 3. The development of staff to embed character education in lessons via the CPD focus and the tweaking of SOW to ensure all departments are developing character. This will then feed into departmental meetings and ensure SOW of developed to embed LORIC throughout our curriculum. 4. A clear understanding by all stakeholders on the importance and meaning of our LORIC focus with pupils. We will use surveys with our key stakeholders to measure its development over time.	December: • Strand leader half termly planning meetings, SPI feeder document completion, wording for strands and areas launched across the school. • Branding design and layout completed across the three school sites. • House system implemented and first set of LORIC awards. • CPD triads allocated, organised and round of observations complete. 80% of triad linked observations to show LORIC features within the lesson • Parental communication and outline of new LORIC programme April: • Strand leader's areas of focus in action throughout school and feedback • School Council feedback – 100% of school council members are able to articulate and talk through what a LORIC learner looks like at Chase. • Pupil feedback across key stages - 80% of pupils can name the specific LORIC strands • Social media drive and external advertisement of LORIC • CPD triad observation 2 completed – all departments are able to identify LORIC strands within their curriculum in all key stages. • House system LORIC champions and LORIC awards • LORIC Branding completion July: • SOW review, LORIC focus • Parental survey – 80% of parents can identify the focus of LORIC and character education. • Student voice feedback – 100% of pupils can now explain the LORIC strands • Social media review • LORIC branding development meeting

Actions	Resource Implications	Success criteria	Evidence Base
6.1 LORIC Strategy Team: 5 Strand leaders to drive on each of the areas. Senior staff members selected to match the areas based on their own areas of expertise: • Leadership – Amy LLewellyn (KS3 director) already takes lead on Junior Leadership team, student council and LGBT community. • Organisation – Jamie Tape (KS4 director) leads pastoral meetings and supports the implementation of the pastoral programme • Resilience – Holly Kimmell (Lead Practitioner Science) leads on STEM and has implemented various strategies within the science department to encourage resilient learners. • Initiative – Adam Farmer (Lead Practitioner Maths) leads on pupil premium and parental engagement in school. • Communication – Sarah Chowdhury (Lead Practitioner English) leads on language, verbal communication and literacy within the school.	Audit template for each LORIC strand Specific budget for strand leaders for resources, printing costs or other needed equipment	• Term 1: Establishing clear team network, successful audit of areas, development of pupil friendly statement for LORIC area, development of SIP document for each strand leader, creation of assembly/pastoral programme for the academic year. Assembly and form week drive for each strand. (Intent) • Term 2: Drive on each area via CPD, house, extra-curricular and thorough pastoral programmes. To ensure that Character education is between driven via all Key Stages. (Implementation) • Term 3: detailed Review and evaluation of LORIC programme. Evaluation of all areas to feed into SIP document for each strand leader (Impact)	• 5 strand SIP documents • LORIC House awards • LORIC subject awards • Parental surveys • CPD triad documents

Actions	Resource Implications	Success criteria	Evidence Base
6.2 House System: redesign of the house system to focus on a form time challenge system based on LORIC and House badges awarded for each of the 5 strands.	Budget for house badges and certificates SMHW – redesign support for LORIC badge	• Term 1 – successful House system launch and outline with pupils and staff on new rewards system. • Term 2 – Engagement of staff with house awards, the awarding on LORIC badges and awards, advertising house events and promotion of the new system. • Term 3 – Review of strand awards, LORIC celebration trips. Feedback and review of new house system.	• LORIC badges awarded • LORIC awards in celebration assemblies • LORIC badges awarded in lessons • LORIC events
6.3 Staff CPD triads: Staff allocated into triads based on allocated LORIC area. Staff members to work outside of department area on LORIC strand and facilitated via the strategy team.	Cover implication and support needed for triad observations Printing costs for triads	• Term 1 – allocation and development of strand triads within teaching staff. Staff CPD sessions lead by strand leaders, teachers to then focus on implementing and developing character education within their own teacher areas. • Term 2 – successful dissemination of LORIC strands across subjects. Feedback within department meetings looking at each of the strands. Departments to look at current SOW and where LORIC can be enhanced to support development of pupils. • Term 3 – forward planning, SOW of development to embed LORIC strands within departments. Completion and feedback on staff triad work	• LORIC triad documentation • Observational feedback write up • Performance management evidence • SOW – LORIC focus • Strand leader feedback
6.4 LORIC vision, communication and social media development: A development of branding and linkage of the school ethos and character development, linking all three buildings. The development of termly parental communications and social media focus around the LORIC character development.	Cost of new branding in three buildings Classroom displays	• Term 1 – creation of LORIC branding, wording of LORIC school poster, classroom posters and wording for each LORIC strand. Finalise the branding and outline for each of the three buildings. Ensure the school MOTO then feeds into the LORIC branding. Outline of Social media focus and the parental engagement for LORIC • Term 2 – Ensuring that LORIC is at the heart of all the school is doing. To use photos and LORIC events to promote the development of character with parents and the community. To ensure regular communication of the LORIC work with parents and the external community. • Term 3 – review of LORIC programme, assessment of awareness of LORIC with key stakeholders	• Physical branding of building • Classroom LORIC displays • Social media tracking and advertisement • Survey monkey – pupil and parental feedback

Priority 7: Literacy: In order to provide a strong foundation for academic progress, Chase High will embed high standards of literacy across the curriculum with a specific focus on improving disciplinary literacy.

Strategic Lead: Subject Leader for English and Literacy - Liz Bailey	Monitoring and evaluation report date to ITB: : 9th December 2020 and 5th May 2021
KPI:	**Steps to achieve KPIs:**
1. Prioritise "Disciplinary literacy" across the curriculum – SL's create subject specific literacy plan for each department aligned with school's priority. These will be fully embedded by the end of the academic year to show improvement in subject specific writing, reading, talking and debating	• Dec 2020 - SL's have completed their own literacy plan and quality assured by their senior line manager. • April 2021 – curriculum audits completed by SLT show that plans are evident in each subjects curriculum planning and evidenced through learning walks • July 2021 – curriculum audits and learning walks show that the actions in the curriculum plans are embedded in classroom practice
2. Provide high quality literacy interventions for struggling students to support students in the disciplines of reading, writing and talking to a functional level appropriate to their age group.	• December 2020 – key students have been identified and literacy support programmes in place • April 2021 – Students reaching AR reading targets in term 2 to be above national average. • July 2021 – Students reaching AR reading targets in term 3 to be above national average and all students to achieve national average SS results in star testing.
3. Instil a love of reading as shown by student surveys and AR reading targets being met.	• Dec 2020 – students reaching AR targets for term 1 to be above national average • April 2021 – students reaching AR targets for term 2 to be above national average • July 2021 - students reaching AR targets for term 3 to be above national average. Pl,us, student surveys show an improved love of reading from the autumn term baseline survey.

ACTIONS	RESOURCE IMPLICATIONS	SUCCESS CRITERIA	EVIDENCE BASE
7.1 Literacy CPD: Subject leaders to be given training on developing a literacy plan for their subject according to the following principles: - focus on "tiers of vocabulary" and how they will provide opportunities for students to access and learn tier 3 words. - Develop students' ability to read complex academic texts by detailing how "reciprocal reading" will be embedded into their curriculum when students are reading subject related texts: Prediction; Questioning; Clarifying; Summarising - Combine writing instruction with reading in every subject by identifying how subject specific writing instruction will take place in the classroom, in a way that develops in complexity across the students' academic career. It will outline SPAG strategies in addition to building skills in planning, composition and editing. Assessments in each subject must include literacy feedback. - Provide opportunities for structured talk to develop "disciplinary talk" across the curriculum. This relates to the talk, debate and discussion relevant to the subject both within the classroom and with a larger audience. The plan must also indicate how metacognitive talk should be embedded, with the focus on students being able to discuss their process of learning in that subject	• Literacy plan included in SIPs (Priority 7)	• Nov 2020: CPD completed for SL • Dec 2020: Priority 7 of SIPs completed and quality assured by SLT line managers to ensure that • July 2021: Plans have been implemented and Learning Walks show that they are having an impact on learning – KPIs are achieved.	• LMM/SM reviews/LW/PM

ACTIONS	RESOURCE IMPLICATIONS	SUCCESS CRITERIA	EVIDENCE BASE
7.2 Disciplinary Literacy Plans (Priority 7 of SIP): Subject leaders to complete their literacy plan (Priority 7 of the SIP) to include the main bullet points in 7.1 above. These will be discussed with SM in curriculum review. Quality assurance of the finalised plan and monitoring will be done through LMM.	• SM to audit literacy plans	• Completed literacy plan (Priority 7 of SIP) to be audited by SM as being effective in addressing the requirements above and embedded into SOW. • Literacy for reading, writing and talking will be fully embedded in each subject's curriculum offer. • Dec 2020 - SL's have completed their own literacy plan (Priority 7 of SIP) and have been quality assured by their senior line manager. • April 2021 – Lesson monitoring through observations and learning walks show that the components of the literacy plan and **evident** in practice in lessons. • July 2021 – Lesson monitoring through observations and learning walks show that the components of the literacy plan and e**mbedded** in practice in lessons. i.e. there is evidence of: - Tiers of vocabulary being used - Students reading complex academic texts - Combining writing instruction with reading with increased complexity - Structured talk to develop 'disciplinary talk' with students being able to discuss the process of learning	• LMM/SM reviews/LW
7.3 Structured Talk: Plan/calendar key events for structured talk from each department. These should be identifiable in the literacy plan (Priority 7 of SIP)	• Calendar to be updated, events to be promoted via social media	• Each department hosts at least one opportunity for students to participate in large scale structured talk across the school in the academic year. • Smaller scale structured talk opportunities (within classrooms) are reviewed in LMM pre and post event. • Evidence of small-scale structured talk to be assessed via LW	• Via calendar review/student feedback/LW
7.4 Literacy Marking: Marking audits needed to assess the quality of literacy feedback in every subject.	• Time for audits	• Green sticker assessments in each subject should include literacy comments and feedback, with student response/improvement. • Marking audits to assess teacher compliance. • Feedback to SLs to include reference to literacy quality.	• Marking audit/feedback/review of progress
7.5 Literacy Intervention: Interventions to be tracked and monitored for success using AR and Bedrock software.	• Bedrock license costs	• Students reaching AR reading targets in term 1, 2 and 3 to be above national average. • All students to achieve national average SS results in star testing.	• Bedrock report; AR target review
7.6 Writing: Writing instruction strategies to be deployed within all departments.	• Display costs/resource	• Writing instruction materials and guidelines to be produced. • Writing quality to be assessed at teacher, SL, LMM and SLT level via LW and observations and marking audits.	• LMM/SM reviews/LW
7.7 Vocabulary instruction: Each department's vocabulary instruction strategies to be created from the literacy plan and embedded into teaching and learning in the classroom.	• Display costs/resource	• Evidence via vocab instruction strategy in literacy plan. • Student friendly vocabulary display/resources to be produced. • Evidence of success via LW/marking audit/student feedback.	• LMM/SM review/LW
7.8 LORIC: LORIC linked literacy events to be planned, calendared and promoted via social media.	• Author visit fees; Jack Petchey event	• Calendar to be updated featuring co-ordinated programme of events whole school that link LORIC and literacy. Jack Petchey; reading vlogs; assemblies; debate events; author events; World Book Day events; writing competition etc.	• LORIC display/audit

ACTIONS	RESOURCE IMPLICATIONS	SUCCESS CRITERIA	EVIDENCE BASE
7.9 DEAR Time: DEAR; whole school access to the new library; access to AR and Bedrock from home. Form time reading for pleasure to be audited – with tutors to be given specific instruction for Guided Reading strategies. New books may be needed for Summer term.	• New books for summer term needed • Reward badges to be purchased • Install sensor in library to ensure borrowing is recorded and monitored	• Library access for all students within health and safety protocols. • Library monitor needed to stack, shelf and tidy books. Use of library increases and rates of borrowing increase. • DEAR/Guided reading success evidenced via increased borrowing rates; higher scores in Reading Age; increased numbers of students reaching AR targets.	• Reading Age progress; reading targets reached;

	DATES (WEEK BEGINNING)	11th Nov 2020	23rd Nov 2020	9th Dec 2020	6th Jan 2021	20th Jan 2021	24th March 2021	17th March 2021	21st April 2021	5th May 2021	19th May 2021	16th June 2021	21st June 2021	7th July 2021
6. AIP MONITORING AND EVALUATION REPORTING CYCLE FOR LGB AND ESLT 2020/21														
PRIORITIES														
PRIORITY 1- CURRICULUM	ANDY HAWES	Launch of the AIP to Governors					ESLT	Governors			ESLT	Governors		
PRIORITY 2 – HIGH QUALITY TEACHING	JILL READINGS				ESLT	Governors							ESLT	Governors
PRIORITY 3 – ATTITUDE TO LEARNING	JAMIE FOSTER				ESLT	Governors							ESLT	Governors
PRIORITY 4 - ATTENDANCE	RYAN DUFF				ESLT	Governors							ESLT	Governors
PRIORITY 5 – LEADERSHIP & MANAGEMENT	JAMIE FOSTER						ESLT	Governors			ESLT	Governors		
PRIORITY 6 – LORIC	SEAN PERROTTON		ESLT	Governors						SLT	Governors			
PRIORITY 7 – LITERACY	LIZ BAILEY		ESLT	Governors						SLT	Governors			