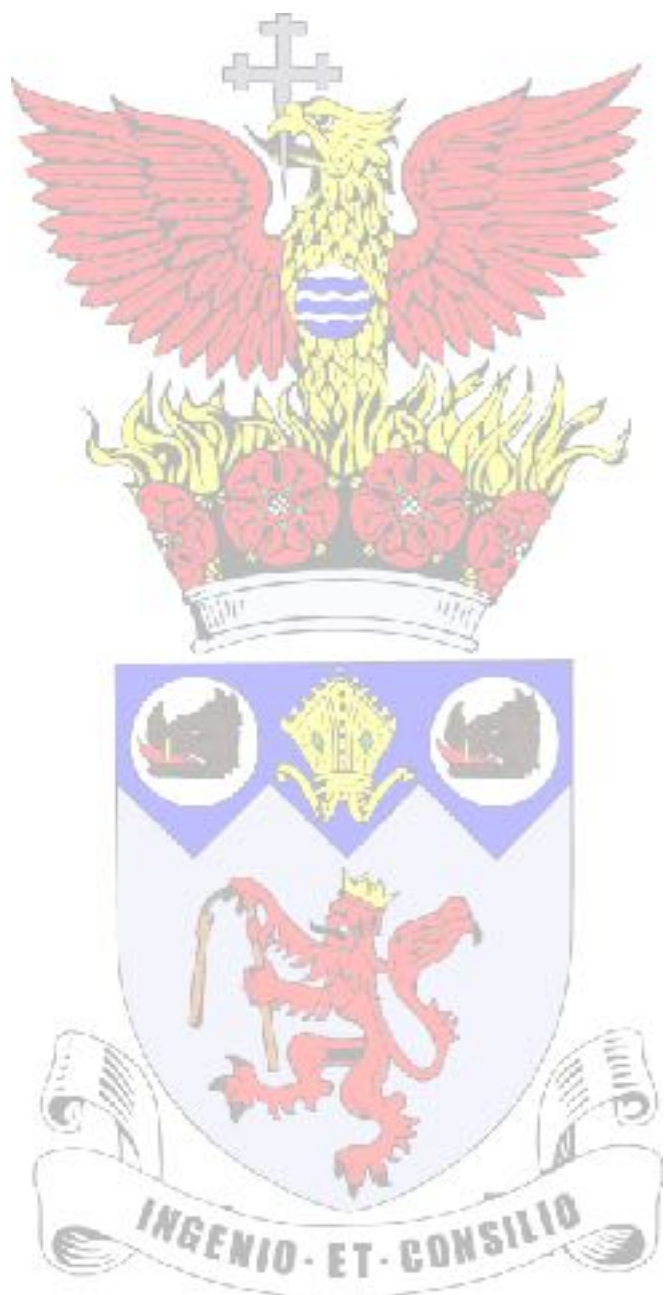


A large, faded version of the Irlam & Cadishead College crest serves as a background for the title. It features a red eagle with wings spread, perched atop a shield. The shield is divided into four quadrants: top-left (blue with a white cross), top-right (white with a red lion), bottom-left (white with a red lion), and bottom-right (white with a red lion). The shield is supported by two figures, and a banner below it contains the motto 'INGENIO ET CONSILIO'.

IRLAM & CADISHEAD COLLEGE SCHOOL IMPROVEMENT PLAN SUMMARY 2016 - 2017





COLLEGE IMPROVEMENT PLAN 2016 – 2017

Vision and Values

'Aspire, Work Hard & Achieve!'

The Irlam & Cadishead College Improvement Plan is designed to ensure that by Summer 2017 we are regarded as a College on its way to becoming the 'first choice school in our local community.' Throughout the year we are intent on building upon the links we have forged with parents/carers, local stakeholders, education and community partners.

We aim to instil in our learners ambitious goals, achieved through a strong work ethic, reflecting values held within our local community. The Irlam & Cadishead student is keen, outward thinking and preparing, with confidence, to be a productive citizen in an increasingly competitive and technological world.

The Senior Leadership Team is committed to furthering the foundations for College improvement, securing a proven trajectory for College continuous improvement. Our embedded strategic leadership and standard operational procedures will further support effective teaching and learning underpinned by excellent relationships and a strong commitment to being a thriving, professional learning community.

Irlam & Cadishead College is fully committed to promoting equity of provision and opportunity for 'all' where students prosper in an atmosphere of mutual respect.

Above all, Irlam & Cadishead College, has as its priority, the need to be a safe, secure and happy environment where students enjoy the learning experience. A culture, based on consistency and compliance, irrespective of ability but through scholarly habits, sustained effort, good attendance and high expectations for staff and students underpins our vision.

M A Nightingale
Principal





COLLEGE IMPROVEMENT PLAN 2016-2017

The Effectiveness of Leadership & Management (LM)

- Develop the capacity and impact of Senior and Middle Leadership
- Implement a Curriculum Model which is appropriate for all learners, offers value for money and provides opportunity and improved outcomes
- Reduce the number of vacant places on roll (PAN)

Personal Development, Behaviour & Welfare (PDBW)

- Further embed the ICC culture – ‘Aspire, Work Hard and Achieve’ – every student, every day!
- Reduce ICC Pupil Premium Persistent Absence by 50% compared to national average (12%)
- Reduce Fixed Term Exclusions by 50%

‘Aspire, Work Hard and Achieve’

Quality of Teaching, Learning and Assessment (TLA)

- All teachers to ‘Teach Like A Champion’ ensuring that learners receive a first class education and inadequate teaching is eradicated
- Deliver high quality assessments and moderation to ensure integrity of student data
- Embed ‘Next Steps’ and quality feedback to ensure that ICC learners are scholarly, ambitious and successful

Outcomes for Children & Learners (OCL)

- Improve Key Stage 4 outcomes securing ICC P8 is at least -0.5 (Floor Target)
- Narrow the achievement gap for Pupil Premium students at ICC by 50% (P8)
- Improve outcomes for the more able students :‘Class of 2017’ to secure a positive Progress 8 score





Improvement Focus: The effectiveness of leadership and management
Target LM1: Develop the capacity and impact of Senior and Middle Leadership
Lead Person: Principal and VP Jo Egerton
Outcomes
<ul style="list-style-type: none">• Support from NLE and local Teaching School for both senior and middle leaders• Capitalise on SAT support e.g. Introduction/effective use of PIXL membership (VP, AGR)• Opportunity throughout the year to capitalise on leadership programmes/development provided by SAT, LA/SPA and external courses• College membership for all staff – The Key• Senior Leaders and Middle Leaders SSAT Leadership ‘Blogs’• Bespoke Middle Leadership training for Curriculum and Progress & Development Leaders• Senior Leaders linked both to Curriculum areas (Curriculum Leaders) and year groups (Progress & Development Leaders)• ICC Academic Calendar - planned Middle/Senior Leader meetings and Curriculum Team Meetings• Scheduled joint planning time led by Curriculum Leaders (timetabled)• Improved CPD ‘tools’ and opportunity to join professional communities• Improved, developed and effective use of Performance Management process
Actions
<ul style="list-style-type: none">• Organise and liaise with Teaching School – Middle Leadership Training• Organise and liaise with Teaching School – attendance by subject leaders/teachers to ‘subject forums’• SLT Link Meetings with Curriculum Leaders and Progress & Development Leaders• Principal chairs the Curriculum Leadership Meetings and VP, Achievement and Standards chairs the Progress & Development Leaders – bi weekly meetings• All Middle Leaders contribute to the Principal’s Academic Calendar 2016 – 2017 and 2017 – 2018





Review Criteria

- Do Middle Leaders feel that they contribute to whole College improvement?
- Are their priorities factored into the ICC Academic Calendar?
- Do the minutes of middle and senior leadership meetings evidence – urgency, pace, actions and impact?
- Has the investment re: Curriculum Team meetings and joint planning improved the quality of teaching, learning and outcomes?
- Are Middle and Senior Leaders up to date with educational development and research?

Evidence

- ICC Academic Calendar
- Minutes of Middle and Senior Leadership meetings
- College Improvement Plan and Review
- 2017 – 2018 SEF
- Outcomes of leadership and middle leadership courses e.g.– Promoting Excellence in Leadership - Leadership Development Programme and Middle Leader Development Programme

Improvement Focus: The effectiveness of leadership and management



Target LM2: Implement a Curriculum Model which is appropriate for all learners, offers value for money and provides opportunity and improved outcomes

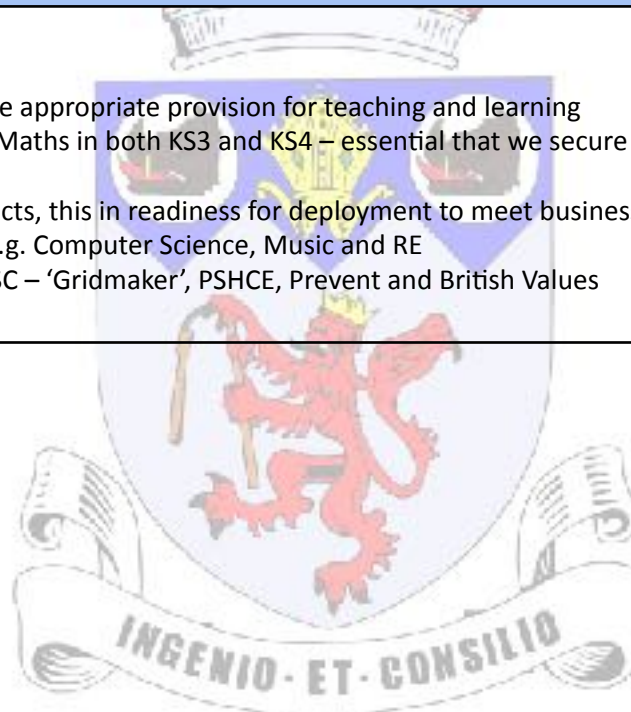
Lead Person: VP Jo Egerton

Outcomes

- Curriculum that supports student's ambition and College vision and values – 'Aspire, Work hard and Achieve!'
- KS3 Curriculum that whilst being broad and balanced addresses learning gaps from transition, ensuring mastery of key content/skills and thoroughly prepares students for GCSEs and further study
- KS4 Curriculum that is broad and balanced, supports EBacc, P8 and other accountability measures
- Appropriate independent advice and guidance re: options and future pathways
- Option process in place and offers informed advice to both students and their parent/carers
- KS4 Curriculum supports 'Education for Employability' and post 16 study
- Curriculum that factors in the need to retain staff to support the strategic plan for re-opening of the SCC/ICC VI Form provision

Actions

- Review 2016 – 2017 Curriculum Model
- Complete SAT Curriculum KPI document
- Increase allocation for Science in KS3 to ensure appropriate provision for teaching and learning
- Invest in (staffing) and increase allocation for Maths in both KS3 and KS4 – essential that we secure subject mastery at KS3 and quality of teaching in KS4
- Trawl teaching staff main and subsidiary subjects, this in readiness for deployment to meet business needs
- Review curriculum provision re Key subjects e.g. Computer Science, Music and RE
- Review and map curriculum provision for SMSC – 'Gridmaker', PSHCE, Prevent and British Values
- Present 2017 – 2018 Curriculum Model





Review Criteria

- Does ICC offer a broad and balanced curriculum that enables students to make or exceed expected progress?
- Does the Y7 curriculum quickly address learning gaps, particularly in literacy and numeracy?
- Do students at KS3 have the pre-requisite knowledge, skills and understanding in readiness for option choices and success at KS4?
- Does the ICC Curriculum encourage British Values and good citizenship?
- Does the ICC Curriculum offer value for money?
- Are there planned opportunities for all learners to access CEIAG and experience both enrichment and initiatives hosted by external education, business and community partners

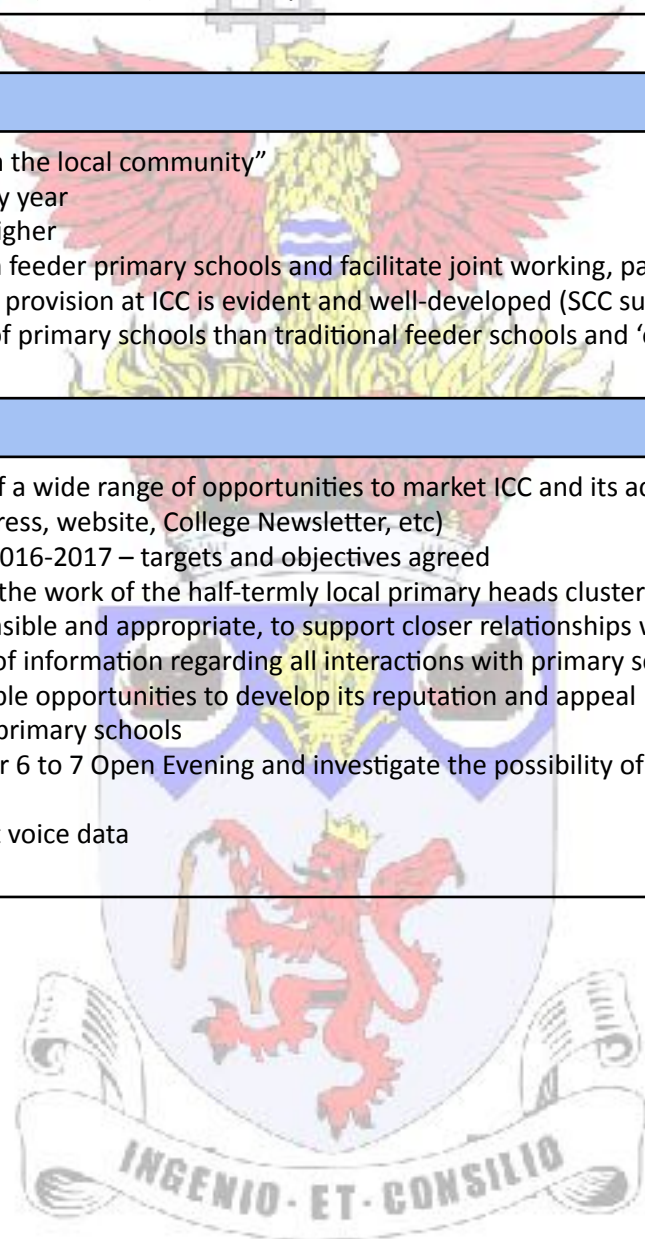
Evidence

- Review of 2016 – 2017 Curriculum Model
- Curriculum Model 2017 – 2018
- SAT Curriculum KPI
- ICC CEIAG Strategic Plan
- SMSC 'Gridmaker' Mapping
- ICC Data dashboard shows that students are making at least expected progress

Improvement Focus: The effectiveness of leadership and management



Target LM3: Reduce the number of vacant places on roll (PAN 180) in Year 7 by 50%
Lead Person: AP, Toni Holdsworth
Outcomes
<ul style="list-style-type: none">• ICC recognised as “the school of first choice in the local community”• Increased numbers of students on roll, year by year• NOR for Year 7 in September 2017 is 150 or higher• Positive and sustained relationships exist with feeder primary schools and facilitate joint working, partnerships• Progress towards re-establishment of post-16 provision at ICC is evident and well-developed (SCC support and branding)• Transition strategy focuses on a wider range of primary schools than traditional feeder schools and ‘out of area’
Actions
<ul style="list-style-type: none">• MARCOMs Strategic Plan to take advantage of a wide range of opportunities to market ICC and its achievements/opportunities (eg Tesco notice board, Irlam community notice board, local press, website, College Newsletter, etc)• Evaluation and review of ICC Transition Plan 2016-2017 – targets and objectives agreed• Attendance and active participation by ICC in the work of the half-termly local primary heads cluster meetings• Use of facilities and capacity at ICC, where feasible and appropriate, to support closer relationships with feeder primary schools• Co-ordination, evaluation and dissemination of information regarding all interactions with primary schools by AP with responsibility for transition to ensure ICC takes full advantage of all possible opportunities to develop its reputation and appeal• Proposed joint Inset opportunities with local primary schools• Review the planning and operation of the Year 6 to 7 Open Evening and investigate the possibility of ‘open mornings’ when potential parents and students can visit ICC on a school day• Parent/carers survey to generate useful parent voice data





Review Criteria

- How effective has the Parent Reference Group been in supporting and promoting ICC as the 'school of first choice in the local community'?
- Does ICC work effectively with feeder schools on areas of joint interest?
- Is there a shared strategic plan i.e. Salford City College/SAT/ICC, as agreed, to re-establish post 16 provision?

Evidence

- Increased number of students on roll
- Successful planning for the re-opening of ICC VI Form
- Evaluations of joint INSET and other activities with local primary schools
- Minutes of Primary Cluster meetings and ICC Parent Reference Group

Improvement Focus: Personal development, behaviour and welfare



Target PDBW1: Further embed the ICC culture – ‘Aspire, Work Hard and Achieve’ – every student, every day!

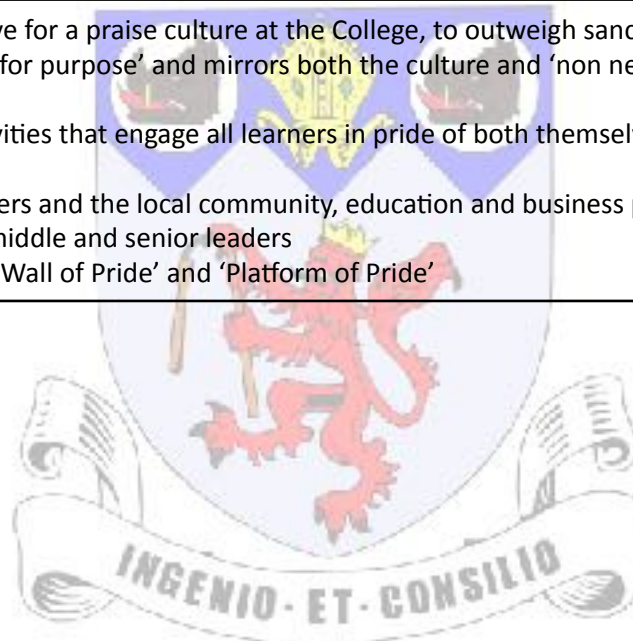
Lead Person: ALL SLT

Outcomes

- Consistent message re: ‘Aspire, Work Hard and Achieve’ displayed around the College and presented corporately in all documentation/communication with key stakeholders
- Values, standards and expectations in Student Planner
- Values and achievements from within the local community visibly displayed within the College
- Effective use of MARCOMs within the College site and externally – ‘all’ know what the ICC culture is and what we strive to achieve i.e. ICC ‘school of first choice in its local community.’
- Principal representation at the Irlam & Cadishead Community group – promoting the new culture at ICC
 - Community groups invited to events at ICC, to see at ‘first hand’ students exemplifying our ‘motto’/culture– i.e. Community Breakfast meetings hosted at the College
- Achievements and ICC culture promoted in every edition of the Irlam & Cadishead Times, on the Digiboard and at Tesco Local Store
- Student Exercise books/Work books evidence pride, hard work/effort and progress

Actions

- Reward Strategy, that which underpin our drive for a praise culture at the College, to outweigh sanctions
- Revise Student Planner to ensure that it is ‘fit for purpose’ and mirrors both the culture and ‘non negotiables’ at ICC
- Regular and frequent update of ICC website
- Involve Student Voice/Student Council in activities that engage all learners in pride of both themselves and the College, this linked explicitly to British values and good citizenship
- Activities and events that invite key stakeholders and the local community, education and business partners to participate in
- Regular and frequent work scrutiny, both by middle and senior leaders
- Activities, events and display opportunities – ‘Wall of Pride’ and ‘Platform of Pride’





Review Criteria

- Does every student at ICC know what the College motto and priorities are?
- Is there an effective Rewards Strategy at ICC?
- What is the ratio of rewards to sanctions at the College?
- What monitoring mechanisms are in place to ensure that all micro populations have access to having their work, effort and 'good citizenship, both recognised and rewarded at ICC?
- What impact has Student Voice/Student Council to improve learners experience at the College and on College improvement?
- Can you evidence improved community confidence in the College, its values, vision and performance?

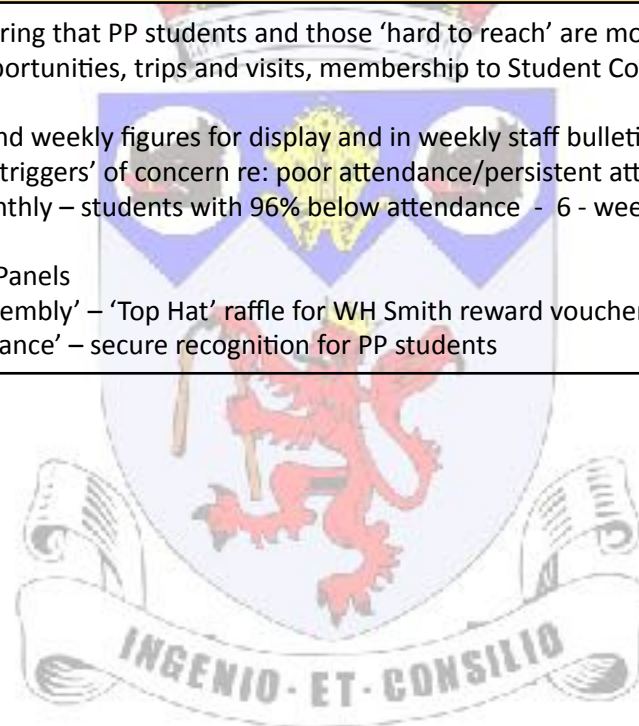
Evidence

- Student Planner monitoring and actions by middle and senior leaders
- ICC Website
- Rewards Strategy feedback and data
- Student voice documentation and Student Council minutes
- Calendar of ICC events, including identification of those where there is community engagement/participation
- Work scrutiny notes, actions and impact
- The 'Wall of Pride' and 'Platform of Pride'





Improvement Focus: Personal development, behaviour and welfare
Target PDBW2: Reduce ICC Pupil Premium Persistent Absence by 50% compared to national average (12%)
Lead Person: AP engagement, Andrew Brown
Outcomes
<ul style="list-style-type: none">• Attendance data, including 'All', 'PP', 'Others', etc. are reported daily and weekly to the Principal, SLT and whole staff via bulletin• Good attendance amongst Pupil Premium Students is celebrated and rewarded• Attendance figures for Pupil Premium students are in line with those for other students• Absences are dealt with according to a standard procedure which includes:<ul style="list-style-type: none">• first day response to absence• home visits triggered for students at high risk• EWO involvement following Monday attendance meetings (ABR, SAS & EWO)
Actions
<ul style="list-style-type: none">• Strategically lead a Praise Culture at ICC, ensuring that PP students and those 'hard to reach' are motivated and their achievements celebrated• Map Pupil Premium involvement in wider opportunities, trips and visits, membership to Student Council and 'Employment for Employability' initiatives• AP Engagement, to generate report of daily and weekly figures for display and in weekly staff bulletin• Tiered letters to parent/carers generated by 'triggers' of concern re: poor attendance/persistent attendance• AP 'led' Attendance Panels to meet twice monthly – students with 96% below attendance - 6 - week monitoring period to follow and efforts to expedite LA fixed Penalty Notice• Scheduled Governors Attendance/Behaviour Panels• Half-termly/ 'Principal's 100% Attendance Assembly' – 'Top Hat' raffle for WH Smith reward vouchers for those with 100%• Establish a reward for 'Most Improved Attendance' – secure recognition for PP students





Review Criteria

- Does the school maintain regular contact with the parents of Pupil Premium Students at risk of high levels of absence?
- Is there a healthy 'Praise Culture' at the College?
- What is the evidence of impact of ICC attendance strategy, its interventions and actions? How is this recorded?
- Are PP students involved and participate in wider opportunities at ICC?
- Does ICC get good value from the work of the ICC Family Attendance Support Worker /LA Educational Welfare Officer?
- Has the attendance of Pupil Premium students improved?

Evidence

- Attendance data
- Records of letters to parents from ICC and LA
- Minutes of Attendance Panels, this to include Governor Panel Meetings
- Behaviour for Learning/Attendance Data re: Positive praise/effort and achievement and attendance

Improvement Focus: Personal development, behaviour and welfare



Target PDBW3: Reduce fixed-term exclusions by 50% from the previous year's data

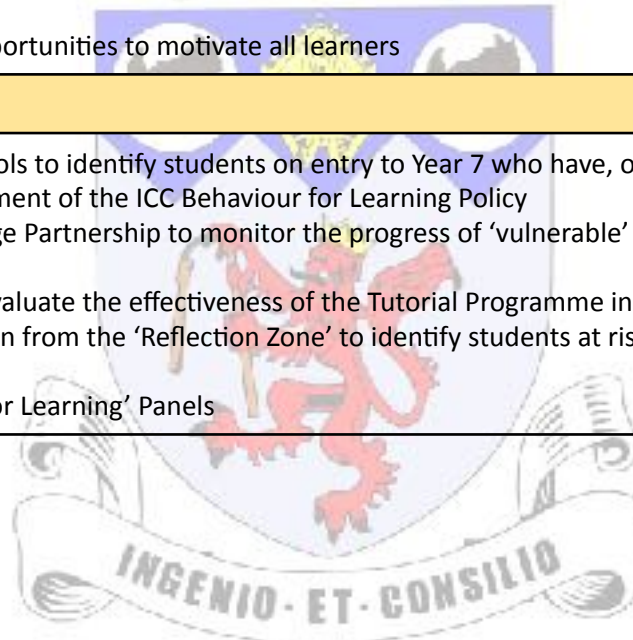
Lead Person: AP Engagement, Mr Andy Brown

Outcomes

- Strategically lead a Praise Culture at ICC - rewards system that supports and encourages positive behaviour for learning
- Improve the quality of teaching at the College to secure engagement/enjoyment of the learning experience for all
- Monitor and quality assure the SLT Link 'Year' lead initiatives to Ensure Achievement, in particular, 'Hard to Reach' students
- Learning Mentors and the Support for Learning Officer, deployed effectively to support those students who are either 'Hard to Reach' or at risk of FTE
- SLT led parent/carer involvement/engagement promoting Home/College partnership support to learners
- Appropriate provision within the ICC Tutorial Programme - addressing age appropriate issues that may lead to Fixed Term Exclusions (FTE) e.g. anti-social behaviour, smoking, negative use of social media
- Early identification /intervention to address behaviour issues of students 'at risk' of exclusion including the use of external agencies, alternative provision, restorative justice, student reflection, advocacy/mentoring and tight monitoring of effectiveness and impact
- Supportive procedures in place for students returning to college from FTE with personalised re-integration packages, appropriate to their needs
- Governor 'Behaviour for Learning' Panels established and used for formalised target setting for improvements in the behaviour of medium and high tariff students
- ICC capitalises on 'widening participation' opportunities to motivate all learners

Actions

- Use transition information from primary schools to identify students on entry to Year 7 who have, or may be, at risk of exclusion
- Further review and evaluate the rewards element of the ICC Behaviour for Learning Policy
- Establish, develop and embed ICC Safer College Partnership to monitor the progress of 'vulnerable' students and strategically plan appropriate interventions to support them
- Regularly quality assure the delivery of and evaluate the effectiveness of the Tutorial Programme in addressing key, age appropriate issues.
- Use of behaviour data analysis and information from the 'Reflection Zone' to identify students at risk of exclusion as they progress through the college
- Establish protocols for Governor 'Behaviour for Learning' Panels





Review Criteria

- Is there a downward trend in the number of fixed term exclusions year-on-year?
- Does the college monitor the impact and value for money of alternatives to fixed-term exclusions?
- Is there a reduction in the number of students receiving repeat fixed-term exclusions?
- Are there any patterns with regard to Pupil Premium students or other micro-populations and the number of exclusions they receive? If so, what is the college doing about it?
- What is the ratio between positive and negative events/points recorded at ICC?

Evidence

- Fixed term exclusion data (year-on-year comparisons) and micro-population analysis
- 'Impact' reporting from Alternative Provision, this to include evidence of students making expected progress and attendance
- Governor, 'Behaviour for Learning' Panels and the Safer College Partnership Minutes of Meetings
- SIMS Rewards and Sanctions data

Improvement Focus: Quality of teaching, learning and assessment



Target TLA1: All teachers to 'Teach Like A Champion' ensuring that learners receive a first class education and inadequate teaching is eradicated

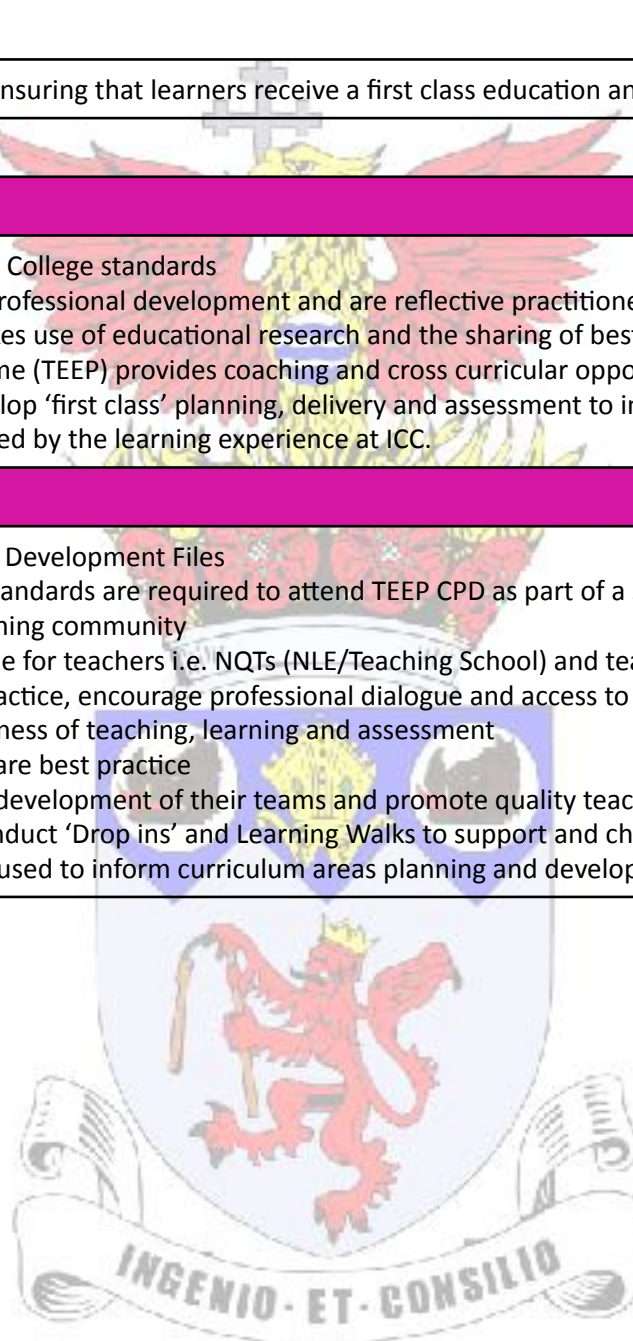
Lead Person: VP Jo Egerton

Outcomes

- No lesson at ICC to be judged to have not met College standards
- Teachers at ICC actively engage in their own professional development and are reflective practitioners (39 Steps, etc.)
- ICC as a professional learning community makes use of educational research and the sharing of best practice to improve pedagogy
- Teacher Enhancement Effectiveness Programme (TEEP) provides coaching and cross curricular opportunities as part of College improvement
- Curriculum areas work collaboratively to develop 'first class' planning, delivery and assessment to impact on the quality of lessons
- Students are engaged, enthused and challenged by the learning experience at ICC.

Actions

- All teachers to have personalised professional Development Files
- All teachers judged to have not met College standards are required to attend TEEP CPD as part of a structured development programme
- Establish and develop a supportive TEEP coaching community
- Implement a structured Mentoring Programme for teachers i.e. NQTs (NLE/Teaching School) and teachers experiencing difficulties
- Implement the ICC TEEP Blog to share best practice, encourage professional dialogue and access to educational research
- INSET days designed to improve the core business of teaching, learning and assessment
- Implement 'Golden Door' opportunities to share best practice
- Curriculum Leaders to 'lead' the professional development of their teams and promote quality teaching and learning
- Senior Leaders to regularly and frequently conduct 'Drop ins' and Learning Walks to support and challenge the quality of teaching and learning
- Student Voice to be captured half termly and used to inform curriculum areas planning and development





Review Criteria

- Has the proportion of lessons judged to have not met College standards reduced over time i.e. 3 Lesson observation Windows?
- Are there sufficient professional communities in the College to support and develop teachers?
- Does College INSET offer value for money and evidence impact on teaching, learning and outcomes
- Do Mentoring programmes at ICC lead to either improvement in teaching or formal processes to secure quality learning?
- Do TEEP records evidence active engagement by all curriculum areas in professional development opportunities?
- Are teachers at ICC reflective about their own pedagogical effectiveness?
- Is student and parent/carer 'voice' used to inform college improvement?
- Do curriculum area records evidence CPD activity within teams?
- Is there equity and parity across all curriculum areas for external CPD?

Evidence

- Lessons observations, 'Drop Ins' and Learning Walks (Student Voice) records evidence effective teaching and learning underpinned by excellent relationship
- Review of CPD 2015 – 2016 and CPD Strategic Plan for 2016 – 2017 (this to include, Teacher Evaluation/Impact Assessment and evidence of dissemination and value for money)
- TEEP Attendance, Feedback and Evaluation
- Curriculum Team Meeting Notes
- Parent Reference Group Meeting Minutes
- INSET Agenda, Feedback/Evaluations
- ICC evidence of impact of both coaching and mentoring programmes

Improvement Focus: Quality of teaching, learning and assessment



Target TLA2: Deliver high quality assessments and moderation to ensure integrity of student data

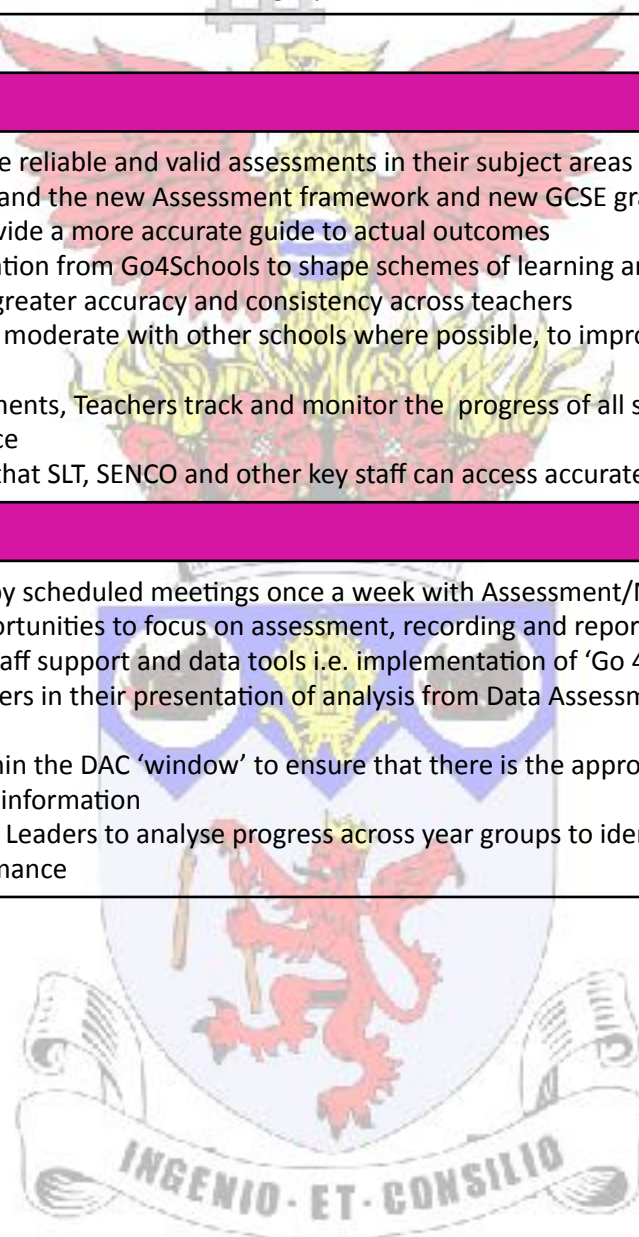
Lead Person: VP, Andy Grantham

Outcomes

- Teachers are confident in their ability to create reliable and valid assessments in their subject areas
- Teachers, students and parent/carers understand the new Assessment framework and new GCSE grades
- Improved quality of internal assessments provide a more accurate guide to actual outcomes
- Leaders and teachers use assessment information from Go4Schools to shape schemes of learning and lesson plans to meet the needs of learners
- Moderation within curriculum teams ensure greater accuracy and consistency across teachers
- Curriculum Leaders seek out opportunities to moderate with other schools where possible, to improve the quality assurance of assessments (NLE/ Teaching School)
- Due to the accuracy and frequency of assessments, Teachers track and monitor the progress of all students and micro populations in their classes, and they respond rapidly to underperformance
- Assessments across curriculum areas ensure that SLT, SENCO and other key staff can access accurate and up-to-date tracking data

Actions

- Teachers in curriculum teams are supported by scheduled meetings once a week with Assessment/Monitoring on their agenda
- Academic Calendar prioritises CPD/TEEP opportunities to focus on assessment, recording and reporting
- Strategic development leading to improved staff support and data tools i.e. implementation of 'Go 4 Schools'
- Vice Principal to steer/coach Curriculum Leaders in their presentation of analysis from Data Assessment Captures to prioritise actions within their curriculum areas to further student progress
- SLT 'Links' to support Curriculum Leaders within the DAC 'window' to ensure that there is the appropriate level of professional dialogue and consistency in assessment to secure accurate information
- Develop the skills of Progress & Development Leaders to analyse progress across year groups to identify trends and take appropriate action that shows impact i.e. eradication of underperformance





Review Criteria

- Is there evidence to show that curriculum teams are effectively using 'Go 4 Schools' to support and inform lesson planning to stretch, challenge and engage students?
- Is the gap between teacher predictions and actual outcomes declining overtime?
- Is there evidence that planned intervention for Pupil Premium students are effective and are having impact?
- Is there evidence that good assessment practice is in place across the College and is being shared to drive up standards and outcomes?

Evidence

- Curriculum Area Minutes
- Data Assessment Capture Analysis and ICC Dashboard
- Exam Result Reports – comments on predictions/outcomes
- Progress & Development Leader Targets and Evidence of Outcomes – post each Data Assessment Capture (See ICC Data Dashboard)
- CPD and TEEP Records

Improvement Focus: Quality of teaching, learning and assessment



Target TLA3: Embed 'Next Steps' and quality feedback to ensure that ICC learners are scholarly, ambitious and successful

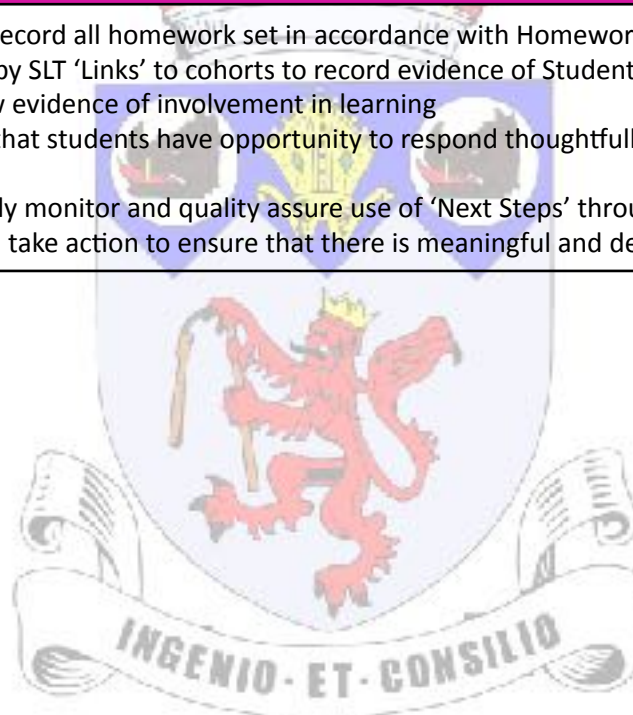
Lead Person: VP, Jo Egerton and Associate Senior Leader, Craig Thomas

Outcomes

- Student Planners evidence student involvement in College life and evidences scholarly habits i.e. homework, enrichment activities, Home/College dialogue, etc.
- Teachers regularly and frequently using the 'Next Step' sticker/notation in student workbooks
 - Feedback/'next steps' are used to monitor, measure and motivate i.e. be an effective diagnostic tool
- Evidence of student quality responses to 'Next Steps' in all workbooks reflecting effective teacher/student dialogue
- Evidence that students know and understand what is expected of them and what they have to do to improve their work
- Eradication of repeated errors and omissions in student work, evidence of improved 'mastery' and quality of student work.
- Students become more proactive, independent and discerning learners by responding to modelling, feedback and teaching dialogue (e.g. re-drafting, referencing, using either curriculum developed handbooks/revision guides and independent research)

Actions

- Students, supported by their Form Teachers, record all homework set in accordance with Homework Schedule
- Progress & Development Leaders, supported by SLT 'Links' to cohorts to record evidence of Student Planner checks, this to ensure that all micro populations, in particular Pupil premium show evidence of involvement in learning
- Teachers to build time into lessons to ensure that students have opportunity to respond thoughtfully to address areas for improvement in their work
- Curriculum Leaders to regularly and frequently monitor and quality assure use of 'Next Steps' through work scrutiny
- SLT 'Links'/Curriculum Leaders to monitor and take action to ensure that there is meaningful and developmental feedback





Review Criteria

- Do Student Planners show evidence of involvement and support from Form Teachers and parent/carers?
- Is there evidence in the Student Planner of homework recorded and involvement in enrichment activities?
- Do students' workbooks evidence effective response to feedback and teacher/student dialogue that leads to improved quality of work?
- Is teacher feedback diagnostic i.e. does it measure, monitor and motivate?

Evidence

- Progress & Development Leader Student Planner quality assurance, monitoring and recording of actions
- Curriculum Leader Work Scrutiny
- Senior Leader Link to curriculum area/cohort Minutes evidencing scrutiny, quality assurance activity, actions and impact

Improvement Focus: Outcomes for children and learners



Target OCL1: Improve Key Stage 4 outcomes securing ICC P8 is at least -0.5 (Floor Target)

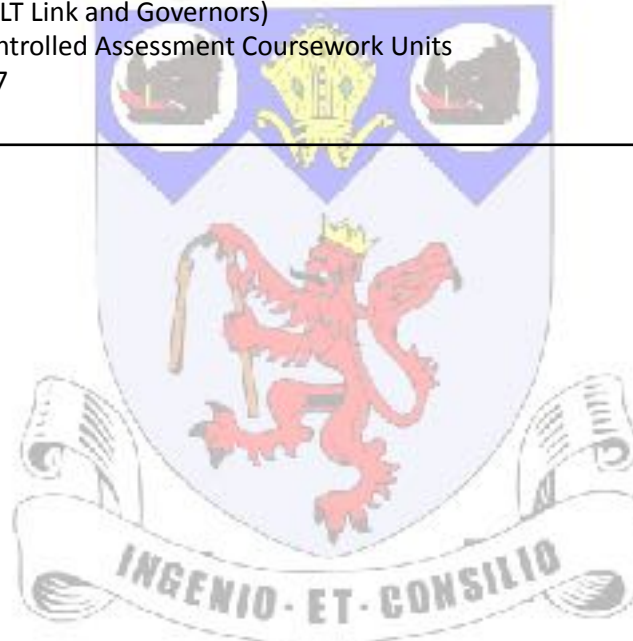
Lead Person: VP, Andrew Grantham

Outcomes

- ICC Ensuring Achievement initiatives raises student aspiration and teacher expectation across all cohorts
- CAT tests and baseline assessments are used to identify learning gaps and inform strategies to target key micropopulations on entry to ICC
- Overall College Progress 8 score is above national floor target of -0.5
- Improved Progress 8 score and Attainment 8 score for all curriculum areas identified as under-performing in 2015-16 RAISE/Inspector Dashboard

Actions

- CAT and baseline tests to identify micro populations for early intervention
- Ensure that Pupil Premium and 'Catch Up' Funding is used appropriately with required expected outcomes
- Consistent Message: 'Can We do it, Yes We Can' – 'Be Great Get Your 8!' – mantra understood, and visible for 'all' at ICC
- Harmonising and developing ARR Policy with new 'Go 4 Schools' Data and Assessment System – January/February 2017
- SLT Link to each cohort to lead on Ensuring Achievement initiative, focussed on raising aspirations
- DAC Scrutiny Meetings (Curriculum Leaders, SLT Link and Governors)
- Securing Outcome Action Plans (SOAP) for Controlled Assessment Coursework Units
- ICC Coursework Deadline – 17th February 2017





Review Criteria

- Are all Year 6/7 students baseline tested prior to entry to ICC (2 day Transition Programme)?
- Are there tight funding mechanisms in place to secure impact from 'Catch Up' spending?
- Can the College evidence high expectations of students and improved scholarly habits that impact on outcomes?
- Has the College supported parent/carers and students in their understanding of the new Assessment framework and GCSE grading system?
- Is there evidence to show a significant and sustained improvement in English and Maths (the basics)?
- Have Curriculum leaders been successful in their drive to secure best possible coursework completion/standard for all students and readiness for terminal examinations?

Evidence

- Consistent Messages – on plasma screens, Principal's PA system, Assemblies, etc.
- ICC half termly Data Dashboard
- Exam Results, Reports and FFT School Evaluation Dashboard
- Ensuring Achievement Initiative Programmes and Evaluation/Evidence of Impact
- Controlled Assessment and Coursework Marks

Improvement Focus: Outcomes for children and learners



Target OCL2: Narrow the achievement gap for Pupil Premium students at ICC by 50% (P8)
Lead Person: AP, Ann-Marie Roberts
Outcomes
<ul style="list-style-type: none">• Ensuring Achievement initiatives – raise aspirations of Pupil Premium Students• Pupil Premium students achievement improves and the gap narrows by 50% from the previous year• Pupil Premium Funding is targeted appropriately and can show evidence of impact on outcomes achieved
Actions
<ul style="list-style-type: none">• Ensure that Pupil Premium and 'Catch Up' Funding is used appropriately with required expected outcomes• Collect evidence that show that Pupil Premium students have access to opportunity i.e. raising aspiration initiatives, trips and visits, use of Teaching & learning Resource Centre /the Scholar's Hub and attendance to Enrichment Activities• Secure access to Revision Guides at discounted and supporting rates• Keep close record of Pupil Premium students ('Class of 2017'/Year 11 students attending Lesson 6
Review Criteria
<ul style="list-style-type: none">• Is there an appropriate mechanism for tracking opportunity for Pupil Premium students at ICC?• Does every Pupil Premium student have access to their entitlement in terms of provision, resources and opportunity at ICC?• Does the College provide extra guidance on revision, Master Classes, Exam Techniques etc?• Is there advocacy for Pupil Premium students• Is there evidence re: NEETS/destinations etc and ICC alumni involvement
Evidence
<ul style="list-style-type: none">• Evaluative evidence from Ensuring Achievement initiatives – this, for all cohorts.• Exam reports/results, FFT and RAISEonline• PP Student tracker documentation

Improvement Focus: Outcomes for children and learners
Target OCL3: Improve outcomes for the more able students: 'Class of 2017' to secure a positive Progress 8 score
Lead Person: VP, Andrew Grantham

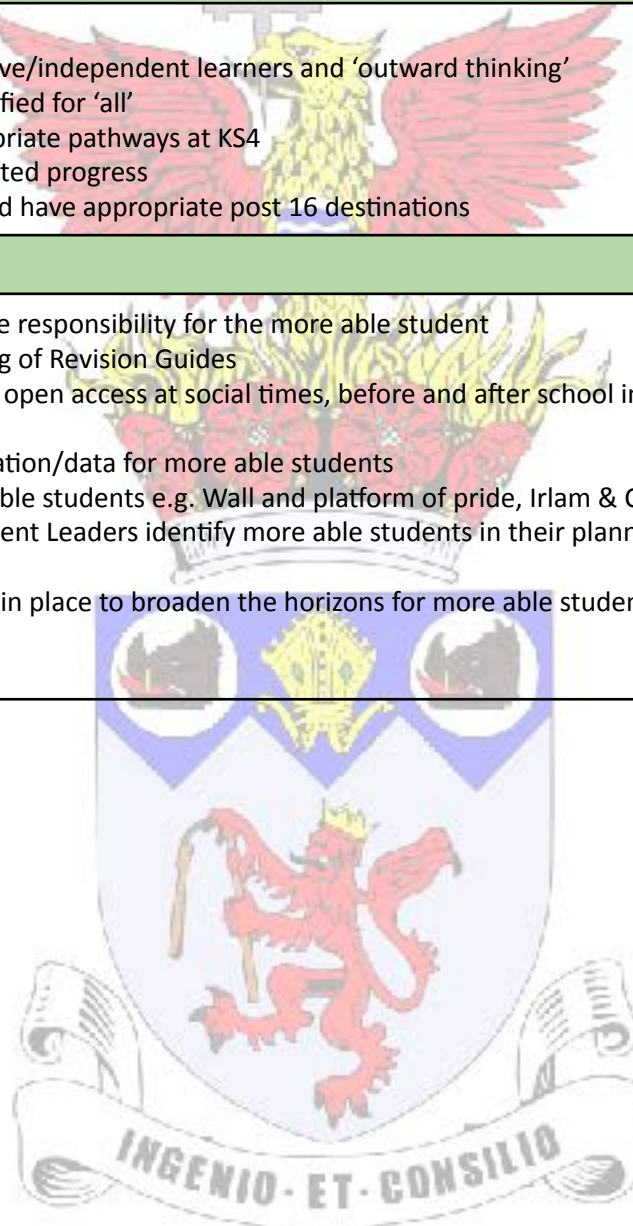


Outcomes

- ICC more able students are ambitious, proactive/independent learners and 'outward thinking'
- ICC more able students are defined and identified for 'all'
- ICC more able students are secured on appropriate pathways at KS4
- ICC more able students make or exceed expected progress
- ICC more able students have quality CEIAG and have appropriate post 16 destinations

Actions

- Member of the senior leadership team to have responsibility for the more able student
- Promotion of 'Black Friday' student purchasing of Revision Guides
- Develop Scholars hub in The Penthouse – and open access at social times, before and after school in the new Teaching and Learning Resource Centre
- All staff at ICC are to be provided with information/data for more able students
- ICC celebrates the ability and talent of more able students e.g. Wall and platform of pride, Irlam & Cadishead Times etc.,
- Curriculum Leaders and Progress & Development Leaders identify more able students in their planning to ensure there is sufficient stretch and challenge
- Strategic planning and mapped opportunities in place to broaden the horizons for more able students e.g. Russell Group University visits, Student Leadership and Advocacy programmes





Review Criteria

- Do all teachers know who are the more able students in their classes?
- Do teachers plan to stretch and challenge the more able students in their classes?
- Do more able PP students perform as well as their peers?
- Do more able students achieve the highest grades due to the teaching at ICC?

Evidence

- Examination results 'Class of 2017'/year 11 and Data Capture evidence that students make or exceed expected progress
- Destination data
- Increased use of Scholars Hub and Teaching and Learning Resource centre for independent study and research
- Lesson observations, Student Voice/Learning Walks

