Year 7 and Year 8 Area Improvement Plan 2017-18
Revised 4 Oct 2017

This plan specifically focuses upon maximising end of Year 8 outcomes in Maths, English and Science whereby all students are expected to achieve age related grade 4 in these subjects. Age related (grade 4) will be determined by end of year test outcomes using grade boundaries set by UL.

A range of strategies and associated tactics have been included within this plan that supports this core objective, yet these tactics will support wider aspects of the Y7 / Y8 cohort to ensure improved outcomes. An underlying aim is to grow and embed a developing culture of determination and resilience throughout Year 7 and into Year 8. This will support students in achieving end of year 8 outcomes, but most importantly will build a robust foundation of learning that allows students to succeed in future KS4 and KS5 studies.

It is expected that all strategies and tactics outlined in this Area Improvement Plan will directly contribute to the success criteria for Year 7 and 8 as outlined below:

Future Success Criteria

- 100% of students achieve age related expectations (grade 4) by the end of Year 8. (English Maths and Science)

- A minimum of 70% of students to achieve at least in line with their MEG:

- The gap between attainment at KS3 between PP and other students in the school
    - as an average for all subjects is no more than 7%
      and
    - is below 10% for any individual subject

- The gap between attainment at KS3 between boys and girls in the school for
    - as an average for all subjects is no more than 7%
      and
    - is below 10% for any individual subject

- The % of students working at EARE- is at least 20% in each subject

Assessment Context

Students in Year 7 and Year 8 9 are assessed three time per year. Class teachers use a range of assessment information supported by KPIs to award students an age-related expectation ranging from BARE– to EARE+. Student progress is measured by comparing the students starting point at Y7, scaled score to student's end of year outcome.

The table below indicates how progress is calculated, however, UL have recently provided Age Related Grades and Expected Grades based upon KS2 data using July 2017 test outcomes. This model is being used to identify student and student groups.

	Predicted Attainment: End of Year								
	1	2	3	4	5	6	7	8	9
Year 7 KS2 Starting Point Average Scaled Score	BARE-	BARE	BARE+	ARE-	ARE	ARE+	EARE-	EARE	EARE+
BARE-	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress
BARE	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress
BARE+	Requires Improvement	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress
ARE-	Requires Improvement	Requires Improvement	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress
ARE	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress	Excellent Progress	Excellent Progress
ARE+	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress	Excellent Progress
EARE-	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Good Progress	Excellent Progress	Excellent Progress
EARE	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Good Progress	Excellent Progress
EARE+	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Good Progress

During the 2016 / 2017 academic year students were awarded an age related expectation based upon the number of KPIs met or deepened. During the summer term all students were tested with test outcomes supporting the final end of year ARE outcomes. A range of UL tests were set, however these could not be completed under formal examination condition due to the number of students and financial constraints. From 2017 all KS3 subjects will be completing tests at the end of term 1 and end of term 3 in addition to ongoing departmental formative assessments.

Testing and Assessment Framework 2017 – 2018

UL will provide a range of tests which will be completed in designated assessment windows. It must be noted that allowing students to complete these exams under examination conditions, supported by external invigilators would support student understanding and resilience towards these and future examinations. However, due to continuing financial constraints it is highly likely that these tests will be conducted in classrooms supported by their classroom teacher.

	Year 7	Year 8	Data returns to
January 2018	English P1 Read 60m P1 + Writ 45m Maths P1 60m	English P1 105m Maths P1 60m	Data to UL by 26 Jan
Summer Term 2018	English P1 60m & P2 45m Maths P1 60m & P2 60m Science P1 60m & P2 60m Geography P1 75m History P1 60m MFL	English P1 105m Maths P1 60m & P2 60m Science P1 60m & P2 60m Geography P1 90m History P1 60m	Data to UL by 13 July

Key Priorities: 2017-18

Priority	Excellence Framework Link
1. To ensure that by the end of Year 8 all students to achieve age related (grade 4) in English, Maths, and Science	Continuous improvement / Powerful Knowledge / The best from everyone

2. To accelerate the progress of all students in Year 7 and 8, with a focus on PP and HAPs to ensure they
   o achieve age related expectations (grade 4) by the end of Year 8
   o achieve at least in line with their MEG: Min 70% of all students
	Continuous improvement / Powerful Knowledge / The best from everyone

3. To ensure that by the end of Year 8 all students to be within 6 months of their chronological reading age	Continuous improvement / Powerful Knowledge / The best from everyone
4. To improve attendance in Year 7 and 8 to ensure that students' attendance is typically 97% or above and the average for the whole year group is at least 95%	The best from everyone
5. To engage with parents/careers to ensure they are well informed and where appropriate given guidance that supports them in being an effective part of the partnership that maximises students' success.	Leadership in every role

Strategy 1.0:	To ensure that the quality of teaching is ever improving.
Strategy 1.1:	To ensure English, Maths, and Science Y7 and Y8 Departmental assessment procedures are carried out in line with QA Map and guidance to rigorously monitor core expectations.
Strategy 1.2:	To improve the accuracy of assessment data, data analysis and reporting to Year 7 and Year 8
Strategy 1.3:	To continue to refine the Y7 / Y8 curriculum ensuring KPI coverage meets expected UL test content
Strategy 1.4:	To instil the importance and value of testing by implementing Rank Order Attainment for English, Maths and Science in Y7 and Y8
Strategy 1.5:	To embed learning through the effective use of online tools and knowledge organisers.
Strategy 1.6:	To use RSG strategically and effectively to tackle identified underachievement in English, Maths and Science
Strategy 2.1:	To systemically review the progress of PP and HAP students using UL test data, end of year ARE outcomes and ongoing summative / formative assessments; ensuring that key students are targeted for rapid improvement via RSG, HAP and PP strategies.
Strategy 3.1:	To provide catch up for students working significantly below expected standard (reading)
Strategy 3.2:	To ensure that there is a culture of Literacy in every classroom and every subject
Strategy 3.3:	To cultivate a whole-school love of reading, words and grammar
Strategy 4.1:	To incentivise and recognise good attendance in Year 7 and Year 8
Strategy 5.1:	To ensure that parents / carers have sufficient and up to date information to work in partnership to fully support their child

Priority 1: By the end of Year 8; all students will achieve age related (Grade 4) in English, Maths, and Science					
Strategy 1.0 **To improve the consistency of teaching so that all teachers meet the school's minimum expectations and to further improve teaching so that more is excellent**					
TACTICS See whole school SIP strategy 2.1 and 2.2 for all tactics.	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
To provide specific CPD opportunities for all teachers to enhance their use of formative/summative assessments to identify and plan to close the gaps. (2.1.7)	VWR LoT	CPD attendance CPD feedback PLC meeting notes Learning walks Faculty reviews Outcomes	CPD sessions about using data to plan for the needs of students and learning from existing outstanding practice in PE are offered to all staff during the INSET day. September	CPD sessions about using data to plan for the needs of students and learning from existing outstanding practice in PE are offered to all staff during the INSET day (part 2) February 2018	Through PLC conversations, all teachers have engaged in the opportunity to share existing good and excellent practice around the use of assessment to identify and close gaps. June 2018
To provide clear opportunities for all teachers to request and attend additional CPD which meets their and the school's needs and develops practice which meets minimum expectations. 2.1.8	VWR	Handbook Staff T+L bulletin CPD programme PLC minutes CPD register CPD reviews	All teachers know how they can request an additional internal CPD session and 'informal' coaching support. September 2017	All internal CPD and coaching support requested is provided. Ongoing	At least 80% of teachers complete the CPD review at the end of the year and provide positive feedback about the quality of internal CPD and suggested next steps for development. July 2018
To run effective PLCs which provide structured opportunities for teachers to engage in pedagogy and enhance teaching and learning practice. 2.2.2:	VWR LoT	PLC registers PLC minutes/resources Learning walks Pair/trio observations Work scrutiny QA	Publish and share the format and expectations. Allocation of teachers to PLC groups. September 2017	Establish group sharing system using 365. Publish PLC registers, minutes and resources following each of the PLC meeting sessions. Within 48 hours of the PLC.	In PLC reviews, 80%+ of teachers recognise the positive impact the PLC has had on their own teaching practice. July 2018
To provide 2 TeachMeet opportunities for sharing PLC learning and development of practice. 2.2.3.	VWR LoT	PLC minutes/resources TM resources TM registers	Establish the expectation that PLC members will share research, practice and impact at the TeachMeets. October 2017	Each PLC is represented through at least two presentations at each TeachMeet. (November and June)	50% of teachers have attended at least one TeachMeet and 35% of teachers have attended both. June 2018
To further develop coaching and effective pedagogy within PLC groups. 2.2.4:	VWR LoT	PLC minutes PLC registers including monitoring of observations Handbook notes TM resources	All teachers know the expectation that PLC members will observe and coach in their trios at least twice in the academic year and have the opportunity to	Monitoring and discussion of the observations at each PLC meeting (including a register of completion) At each PLC meeting.	PLC/CPD reviews show that at least 75% of teachers found the trios/coaching observations to be useful and developmental.

			request support and CPD if needed. October 2017		
To provide clear opportunities for all teachers to request and attend additional CPD which meets their and the school's needs and develops excellent practice. 2.2.7	VWR	Handbook Staff T+L bulletin CPD programme PLC minutes CPD register CPD reviews	All teachers know how they can request an additional internal CPD session and 'informal' coaching support. September 2017	All internal CPD and coaching support requested is provided. Ongoing	At least 80% of teachers complete the CPD review at the end of the year and provide positive feedback about the quality of internal CPD and suggested next steps for development. July 2018
Strategy 1.1 **To ensure English, Maths, and Science Y7 and Y8 Departmental assessment procedures are carried out in line with QA Map and guidance to rigorously monitor core expectations,**					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
Ensure consistency of delivery, assessment, and expectations across Year 7 and Year 8 To use work sampling every half term to check consistency of expectations Departmental / whole school policies on marking and homework is adhered to. Book `looks in line with QA map. Faculty meeting time to share best practice and expectation	KS3 Team Leaders	Work sampling evidence Adherence to deadlines	Teachers 'red' folders contain student level data to support all students needs By 18th Sept Student trackers and Growth mindset stickers are prominent in student's books. By 25th Sept Work sampling demonstrates strong practice through core subjects	PP student books show strong practice and detailed summative / formative feedback Appropriate homework is assessed and leads to improved KPI outcomes Trackers show evidence of progress over time.	Student books showed a range of key assessments, with improvements based upon feedback. Effective assessment strategies and best practices are summarised and built in SOWs
To effectively teach key numeracy skills in year 7	EJL	SISRA Observe work sampling student voice	75% of year 7 Learning Walk outcomes indicate that Year 7 numeracy is established Nov 2018 Year 7 Base line assessment is completed and assessed, to support class setting Oct 2017	100% of year 7 Learning Walk outcomes indicate that Year 7 numeracy is established as demonstrated by work sampling / student voice Feb 2018	Focus on numeracy in Year 7 is evident in UL EOY exam outcomes. Improvement is seen from Jan 17 test to July 17 test outcomes July 2018

Strategy 1.2: To improve the accuracy of assessment data, data analysis and reporting to Year 7 and Year 8					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
To provide a clear criteria and definitions at each report cycle. This is explicitly shared and agreed within each department before each report cycle. To improve the accuracy of data collection and reporting to parents To ensure report deadlines are consistently met Develop the use of SIMS, performance data sheets and 4 Matrix to support the identification of potential student underachievement. To review and further development Question Level Analysis to ensure that students subject strengths and weakness are known and addressed.	KS3 Team Leaders SHG	Q/A of report data Minutes / Actions from Dept. meetings.	100% data completion for RP0 and RP1 Revised report definitions agree explicitly linking to Regis 10 Oct 2017 Y7 / Y8 assessment rationale for each data drop is produced by core subjects Dec 2017 4Matrix includes Y7 / Y8 students MEGs Oct 2017 Middle leaders attend data analysis training Oct 2017	100% data completion for RP2 4Matrix is developed to show Y7 / Y8 outcomes at ARE 4Matrix is developed to show projected and expected outcomes for Y8 based upon UL outcomes Oct 2017	100% data completion for RP3 4Matrix is developed to show Y7 / Y8 outcomes and a flight path trajectory using KS2 scaled scores. June 2018
Strategy 1.3: To continue to refine the Y7 / Y8 curriculum ensuring KPI coverage meets expected UL test content					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
To continue to refine the KS3 curriculum by focusing on key KPIs and ensuring that they are tracked more robustly and all key KPIs are taught. Refine KPIs to focus on key KPIs (supported by UL advisors) To utilise UL test results to identify curriculum strengths and or topic areas to review curriculum resources. To moderate across Year 7 / Year 8 to ensure consistency of assessment of key KPIs. Implementation of UL exams to evidence met / deepening of KPIs, improve consistency of assessment and improve pupils' performance in a test situation through familiarity with exam conditions and independent working	KS3 Team Leaders	SIMS KPI tracking Departmental Tracking UL advisors feedback	Identification and agreement of core KPIs Completion of overview of KPI assessment against UL exams. Ensure that KPI assessment is integrated in to SOW Nov 17	KPI assessment is standardised and moderated and checked against other test results Detailed analysis of Test 1 exam performance and identification of underperforming students. Jan 2017	Students identified as underperforming based upon Test 1 show improved test outcomes in Test 2. July 2017

TACTICS	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3

Strategy 1.4: To instil the importance and value of testing by implementing Rank Order Attainment for English, Maths and Science in Y7 and Y8

TACTICS	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To implement two Rank Order Assessments for Y7 / Y8 (English, Maths and Science) Results are revealed and published to parents via school reports. Students are moved groups dependent upon test outcomes **Rank Order Year 7 / Year 8** • English w/c 29th Jan • Maths w/c 29th Jan • Science w/c 7th Jan (Year 7) • Science w/c 15th Jan (Year 8)	SHG KS3 Team leaders	Subject display boards are visible	Dates and assessments are confirmed with KS3 Team leaders Sept 17 Students are informed in lessons and assemblies about the importance of ROA, how to prepare and what happens after the assessment. Nov 2017	ROA 1 is revealed for Y7 + Y8 Class changes occur Feb 2017 Student tracking report indicate students 'rank' relative to their year group. To consider the use deciles to indicate top 10%, next 10% and then lowest 10%.	By July 2017 ROA 2 is revealed. Y7 + Y8 Class changes occur for Sept 2018 Student tracking report indicate students 'rank' relative to their year group. and progress made from ROA1 to ROA 2. 100% of students achieve Grade 4 in English, Maths and Science

Strategy 1.5: To embed learning through the effective use of online tools and knowledge organisers.

TACTICS	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To further develop the use of online tools for supporting homework, student independence and revision skills, focusing on • Doodle • Class charts • Office 365 Class Note. • Knowledge organisers.	SHG NHL / BSR Team Leaders	Analysis of use Completion and outcome data from Hegarty / Doodle	100% of students can access Doodle, Hegarty Maths and /or Class Charts By Oct 17. Doodle review of English and Science Nov 17	Analysis of learning tools indicate that 90% of students are using an e-learning tool. Data shows student subject strengths and areas for development – (Hegarty Maths) Dec 17 Pilot group of students are using collaborative learning skills via Office 365 Class note book. Jan 17	English and Maths have utilised Office 365 Class note book to provide learning resources, enhance assessment practices and to provide a platform for the creation of Knowledge organisers June 17

Strategy 1.6: To use RSG strategically and effectively to tackle identified underachievement in English, Maths and Science

TACTICS:	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To identify key leaders to be part of Year 7& 8 RSG and schedule meeting slots for academic year	SHG	Calendar Emails	Key leaders for Year 7 & 8 RSG are identified	Meetings are scheduled at agreed frequency	Leadership have been invited to meetings

To agree and communication key roles, expected outcomes, structure and process for identifying, recording and measuring impact with clear defined strategies	SHG	Structure document	Structure written	Structure approved by exec and RSG leads	Structure implemented and shared with leaders at first RSG
Agree how data will be presented and used at RSG meetings RSG are relentless in tracking the progress of students and actively seek solutions to narrow gaps for identified groups	SHG	Meeting Notes Sample data sheets	Identify key data sources and create SIMS templates to record, track and measure impact. Collect feedback from staff who teach Spotlight students (homework, behaviour, focus, effort). Students who are not on track to achieve ARE Grade 4 are identified and become "Spotlight" students	Produce boards in team rooms to track Spotlight students. Targeted students show improvement as evidence by work sampling, assessments and / or tests.	RSG increased the % of students achieving ARE (Grade 4) to be English 100% Maths 100% Science 100% 70% of MEGs are achieved Review of most effective strategies that raised student outcomes from Jan 17 to July 17.

Priority 2: To accelerate the progress of all students in Year 7 and 8, with a particular focus on PP and HAPs to ensure they achieve age related expectations (grade 4) by the end of Year 8 and achieve at least in line with their MEG: Min 70% of all students

Strategy 2.1: To systemically review the progress of PP and HAP students using UL test data, end of year ARE outcomes and ongoing summative / formative assessments; ensuring that key students are targeted for rapid improvement via RSG, HAP and PP strategies.					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
Through the effective implementation of raising achievement strategies, identified Y7 / Y8 students are supported in literacy and numeracy Intervention groups to support raising achievement will include: • Self Esteem • Literacy • Social skills • 1:1 Learning Mentor • Breakfast club • EAL intervention • SSC Intervention • Reading Intervention • R2E	KTT VWR/GPR/KTT	SIMS data show improvement RSG student identification	Base line testing provides additional information to support the identification of students who require intervention. Clear identification of students in need of reading intervention, using STAR reader scores upon entry (94 or below) by Sept 2017 Maths base line assessment by Oct 20107 CATs testing by Oct 2017	Tracking data will show improvement in Lexia levels for all reading intervention, new cohort of students will be chosen By Feb 2018 Star Reader Tests conducted with all year 7, students identified for Lexia or alternative reading intervention By April 2018	Identified students have improved outcomes in Lexia and star reader results By July 2018

			Spelling tests by Oct 2017		
			Intervention students to be added into RSG template By Oct 2017		
			Star Reader Tests conducted with all year 7, students identified for Lexia or alternative reading intervention		
			By Jan 2018		
The creation of Maths specific PP classes in Year 7 and Year 8	SWN	Learning Walk Assessment Data	PP classes created in years 7 and 8 Sept 2017	UL tests will show PP students are within 15% of non-PP students. (Maths) End of term 1	UL tests will show selected PP students are within 5% of non-PP students: (Maths). End of term 3
Staff are deployed effectively to impact on the progress of PP students across Y7 and Y8 classes.	KS3 Team Leader	RSG minutes	RSG identifies PP and HAP students and begins improvement strategies Sept 2017	UL tests will show selected PP students are within 10% of non-PP students (Maths) End of term 2	At KS3 outcomes for PP students are at least within 10% for ARE) when compared to non-PP: (English)
English, Yr. 7/ Y8 a separate rank order of PP students will ensure that they are distributed in the same proportion to all sets as non PP.	SGT	Student Voice/ Interviews.			
To diminish the differences of PP students in English at KS3 via English learning support (HLTA)	SGT		PP students are supported to improve specific areas of weakness in English		End of term 3
Science Learning Support (HLTA)	ARB		Marking support for main scale Science teachers in exam window to ensure PP students receive rich and detailed feedback.	Improved confidence in PP students as shown by an improvement in R4 feedback and involvement in lesson.	Improved outcomes for PP students in target classes compared to starting points
			Support PP students with completion of Science fair in KS3,		
PP students are a key focus for every RSG meeting	RSG leads	RSG minutes	Data is presented at the RSG that specifically highlights the progress PP and HAP students are making and which students are not making sufficient progress	The progress of PP students is reviewed each month as part of RSGs and the impact of interventions are analysed.	Targeted PP students demonstrate improved outcomes from Term 1 testing to Term 2.
HAP students are a key focus for every RSG meeting					% of HAP achieving EARE project grades 9-7 is above the UL average

Priority 3: To ensure that by the end of Year 8 all students to be within 6 months of their chronological reading age					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
Strategy 3.1: To provide catch up for students working significantly below expected standard (reading) Year 7 reluctant readers scheme (MHG CBR) Year 7 on watch group CBR, including Lexia lessons Year 8 additional reading intervention Half termly meeting of key professionals to discuss effectiveness of interventions and renew plans and actions as required to meet the needs of the cohort (VWR Celebrate progress in year 7 and 8 assemblies (VWR/KTT/CBR)	VWR	See Literacy improvement plan			
Strategy 3.2: To ensure that there is a culture of Literacy in every classroom and every subject	VWR	See Literacy improvement plan			
Strategy 3.3 To Cultivate a whole-school love of reading, words and grammar	VWR	See Literacy improvement plan			
Priority 4: To improve attendance in Year 7 and 8 to ensure that students' attendance is typically 97% or above and the average for the whole year group is at least 95%					
Strategy 4.1 To incentivise and recognise good attendance in Year 7 and Year 8					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
Use assemblies and RSG tracking to celebrate good attendance.	KTT VWR SHG	Assembly slides	Assemblies reflect on attendance fortnightly,		
Review Y7 / Y8 rewards programme that is explicitly linked to good attendance	KTT VWR	Student Voice Meeting Notes	Students consulted by Oct 2017 and ideas gathered.	Proposal discussed and agreed.	Rewards implemented by end of Dec 2017.
Write to student and parents recognising individual student's resilience and determination when attendance is above 97%	KTT WVR	Sample letters	Attendance reviewed monthly, students categorised and appropriate letters sent to students' parents.	Seek opportunities monthly to write to parents where attendance has improved	
Develop a mind-set that attendance directly impacts on assessment / test outcomes	HOH SHG	Assembly presentations Newsletter to parents Handouts from parent events Display material	Y7 / Y8 students to be made aware of the impact of attendance using recent data	Year 7 / Year 8 parents to be given explicit guidance about the importance of school attendance (Year 7 Meet the tutor evening, parent consultation evenings, option Career fair, option choices evening,	Year 7 and Year 8 attendance is 95% or higher July 2017
Create a Year 7/ 8 response plan to attendance. • 97% above reward, • 90-95% meeting with tutor to look at removing barriers. • < 90% tutor and HOH meet with parents etc.	SHG KTT KTT	Notes from meetings with tutor. RATs log	Response plan written and agreed with tutors, HOH and EWO by 20/10/17	Response plan actions are implemented and there is evidence that actions are in place which are reviewed at end of Autumn Term 2. Response plan is modified if needed.	Systematically review that the response plan is being implemented by reviewing at the end of every half term. Spring 1, Spring 2 and Summer 1

Priority 5: To engage with parents/carers to ensure they are well informed and where appropriate given guidance that supports them in being an effective part of the partnership that maximises students' success.					
Strategy 5.1 To ensure that parents / carers have sufficient and up to date information to work in partnership to fully support their child					
TACTICS	**Lead**	**Quality Assurance**	**Milestone 1**	**Milestone 2**	**Milestone 3**
To offer a range of opportunities that improves parental engagement; focussing on: • Parent Portal Insight • Meet the tutor evening (13 Oct 2017) • Y8 Parents Consultation Evening (11 Dec 2017) • Y7 Parents Consultation Evening (28 March 2018) • Y8 Guided Choices Evening (5 Feb 2018) • Careers Evening (2 Oct 2017) **Meet the tutor evening:** Introduce to parent's key contacts and who's who in Year team so parents know who to get in touch with. Reinforce tutor as key first point of contact. Share key dates for the academic year for face to face time with parents so that they can protect dates. **Consultation Evening:** Use Consultation Evening to promote the importance high attendance and revision routines.	SHG KTT HOH	Attendance to events Engaging analysis from parental bookings	Careers Evening: 2 October 2017 All Yr. 7 and Yr. 8 parents have been sent usernames. password to access Insight 9th October 17 Help guide / demo available at Meet the tutor evening highlighting the importance of the Parent Portal 13th Oct 17	Engagement analysis indicates that 75% regularly use Parent Portal Insight Attendance to Y7 and Y8 Parent's Consultation Evening is above 90% attendance. Year 8 11 January 2018 Year 7 28 March 2018	Engagement analysis indicates that 90% regularly use Parent Portal Insight

Year 7 and Year 8 Cohort Context

03-Oct-17	Y7	Y8
APS: ROL APS: Diff from NA APS: In School Y7/Y8 Average Scaled Score	99.92	98.21
APS PP	98.13	96.97
APS Non-PP	100.50	98.67
APS Boy	99.82	97.60
APS Girls	100.00	98.95
Cohort	268	291
Boys	136	162
Girls	132	129
PP	71	80
Non-PP	197	211
Total with KS2 Data	257	284
LAPS (Based on KS2)	60	94
MAPS (Based on KS2)	138	139
HAPS (Based on KS2)	59	51
No KS2 Data	11	7
SEN EHCP	5	4
SEN K	42	28
Total SEN	47	32
EAL	41	51
CLA	2	2
* statemented	1	
Percentage of:	Y7	Y8
Boys	51%	56%
Girls	49%	44%
PP*	26%	27%
Non-PP*	74%	73%
LAPS	23%	33%
MAPS	54%	49%
HAPS	23%	18%
SEN EHCP	2%	1%
SEN K	16%	10%
Total SEN	18%	11%
EAL	15%	18%
CLA	1%	1%
EARE+	2	4
EARE	17	11
EARE-	40	36
ARE+	44	33
ARE	62	68
ARE-	32	38
BARE+	30	35
BARE	19	48
BARE-	11	11
No KS2	11	7