

## DSLP: Closing the Gap on progress in EBACC



My role as leader of EBACC began in January of 2017. Staff turnover prior to this had led to a need to create cohesion and vision amongst the remaining staff within the EBACC dept.

A number of key tasks needed to be addressed swiftly (e.g. controlled assessment) to impact on year 11 GCSEs, and to enable year 10 to make progress. 1 issue was implementation of the new GCSE: Timing was tight to complete content heavy units in both History and Geography.

Another issue was there was a distinct lack of engagement and attendance issues in a number of EBACC lessons, in part engendered by a lack of enthusiasm and demotivation amongst the EBACC team.

### FURTHER RESEARCH:

Motivating and inspiring teachers  
[http://scholar.google.co.uk/scholar\\_url?url=https://content.taylorfrancis.com/books](http://scholar.google.co.uk/scholar_url?url=https://content.taylorfrancis.com/books)

Leadership for school improvement in challenging contexts  
<http://eprints.gla.ac.uk/75099/1/75099.pdf>

Practical tips to promote staff well-being  
<https://www.theguardian.com/teacher-network/teacher-blog/2013/jan/04/schools-declining-staff-morale-teachers>

### Key Activities

#### Short term:

- Completion of controlled assessment – interventions plan and revision programme
- Shared vision for dept. via dept. meetings and LM designed to promote team ethos.

#### Long term:

- New staff as of September 2017 monitored/mentored via LM/ dept. meetings/frequent informal meetings (different strategies – A = close to retirement, B = very raw recruit)
- Complete overhaul of SOW and resources for History and Geography in KS4 and some change in KS5 to allow for course completion and new design GCSE. Focus on active and flip learning to engage pupils. Change of direction in year 9 – changed spec for Geography and altered POS for History
- Saturday/after school interventions, new field work in year 10, new Ypres trip for year 11.

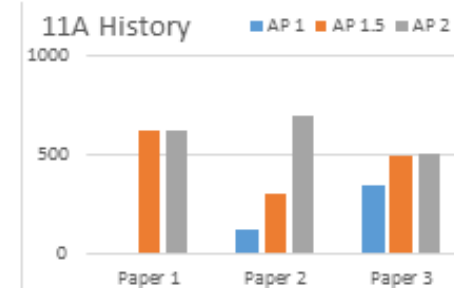
### Impact of the project

#### Jump in AP grades

Improvement in attendance of pupils in lessons and in interventions.

Staff within team more motivated. A successfully designed new field work, B now on ITT training for history.

Purposeful and Improved learning environment – displays in classrooms and on corridor commended.



#### Summary

Although there is still much to be done to drive progress in the department, through these measures there is a potential for rapid improvement in the results of our next GCSE cohort.