| Objective 1 – Quality of Education: To improve the Quality of Education for all students. | SLT Lead | SED Links | Accountability (SLT and governor committee) |
|---|---|---|---|
| | IGW | | Curriculum & Students |
| Implementation strategies – Change Text Colour to Red, Amber or Green | | | Status: Completed / Further Improvement Required / Embed |
| A | Develop the quality of students' experience of high-quality Preparation for Adulthood Learning (PfA) and Spiritual, Moral, Social and Cultural education (SMSC). | | |
| B | Further develop and implement a whole school Literacy strategy to empower all subjects to raise student levels in reading and writing. | | |
| C | Introduce and embed teaching and learning strategies that will have impact on students (especially higher prior attaining) learning and achievement. | | |
| D | Introduce home learning strategies that will have an impact on students learning and achievement and increase student progress across all areas of the curriculum. | | |
| E | Further develop and implement a whole school reading strategy to empower all students to improve their reading including reading for enjoyment. | | |
| F | Further embed quality assurance system, including teacher planning, to facilitate good and outstanding teaching in everyday teaching. | | |
| G | Further develop a curriculum model accessible to all students and effective in ensuring access to progression routes that are effectively sequenced to ensure sufficient knowledge and skills are gained | | |

**Success Criteria: Sources of evidence, activities, and outcomes: <u>Change Text Colour to Red, Amber or Green</u>**

A1 Develop a system of PfA monitoring and evaluation to inform subject leaders so that they can raise the quality within their team.

A2 Monitor impact of PfA.

A3 Audit the delivery and content of PfA across the curriculum.

A4 Clear links to Personal Development Careers Education Y7-13 (with reference to Y3-6 also).

A5 Standards for SMSC shared with staff through middle leaders within QofE.

A6 Planning for curriculum clearly identifies SMSC and can be seen through QA.

B1 Student literacy development and improvement activity seen in lessons and evidenced in student books.

B2 Whole staff literacy training around improving outcomes and access to curriculum.

B3 Targeted student activities, for disadvantaged students etc., demonstrate reading and writing progress.

C1 - Target passive learning.

C2 – Improve use of personalised learning for all students.

C3 - Increase levels of stretch and challenge for high prior attaining students.

C4 – Increase levels of differentiation for all students.

D1 Teachers and teaching assistants use effective home learning activities in their everyday practice that promote differentiation and stretch and challenge – seen through learning walks and QA evaluation.

D2 Inset day and twilight training sessions and evaluations using good practice as identified through whole school QA.

D3 Develop regular student feedback activity which highlights where quality of teaching practice is good/outstanding, improving or requires improvement e.g. This week it is me.

D4 Develop strategies for home learning across the whole school

E1 Student reading skills improved through introduction of reading for pleasure strategy.

E2 Whole staff reading training.

E3 Targeted student activities, for disadvantaged students etc., demonstrate reading skills.

F1 Further development of short-term focus system to target areas needing development to further promote high level everyday practice.

F2 Consistently proficient level of high quality of teaching shown through the quality assurance schedule thoroughly standardised by school leadership.

F3 Coaching sessions by SLT, ML's and UP3 mentors paired with staff, on Quality of Teaching Improvement Plans evaluated (including lesson visit outcomes) on how this activity has improved quality of teaching of colleagues receive an RI lesson observation, with little evidence of good teaching and learning practice.

G1 Y9 curriculum to be modelled into a pathway curriculum for Higher / Intermediate / Foundation & Support based upon starting level and school levels of progress target – which clearly establishes average KS3 data thresholds to inform information, advice and guidance for students and parents toward the most appropriate pathway, from the outset of the revamped Y9 options process - All students effectively and suitably coursed.

G2 Routes at the start of KS2/Y7 are adapted on similar lines to address students entering the school with levels of reading, writing and numeracy, who are either below or only just at school based expected levels at the end of KS1/KS2, allowing for the new curriculum changes at KS2, KS3, KS4 and KS5.

G3 Curriculum planning follows a cyclical model that builds upon and revisits at different stages/phases of a student's education the knowledge and skills needed to be successful at their required target level.

Review: BRIEF IMPACT STATEMENTS - Update & re-write

| Objective 2 – Behaviour & Attitudes | | SLT Lead | SED Links | Accountability (SLT and governor committee) |
|---|---|---|---|---|
| | | AHO / DDR | | Behaviour & Attitudes |
| Implementation strategies – Change Text Colour to Red, Amber or Green | | | | Status: Completed / Further Improvement Required / Embed |
| A | Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. | | | |
| B | 95% attendance across the whole school. | | | |
| C | Reduce fixed term and permanent suspensions through development of the STEPs culture. | | | |
| D | Relationships among staff and pupils / students reflect a positive and respectful culture. | | | |
| E | Ensure an environment in which pupils / students feel safe. | | | |

| F | School transitions are managed to ensure a successful start for new students. | |
|---|---|---|

Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber or Green

A1 – embed the pastoral system by developing the role of the form tutor.

A2 – ensure consistent classroom routines through quality assurance.

A3 – revise the school's Stages System and Behaviour Policy

A4 – stages shared with parents / carers / pupils.

A5 – QA of SIMs recording allows for staff identification where follow-up is insufficient or does not lead to improvement.

A6 – revise the policy for behaviour expectations to age appropriate.

A7 – primary age-appropriate behaviour management strategies.

A8 – develop use of rewards.

A9 – all strategies listed above shared at training day 01.09.22.

B1 – following up absence with parents / carers.

B2 – ensuring pupil absent requests forms are completed for all pre-arranged absences.

B3 – punctuality met with consistent expectations; lesson time lost due to lateness is followed up.

B4 – enhance pupil / student motivation and positive attitude to school through rewards and reward days. (Not attendance related).

B5 – PTTTs completed in advance for new starters, if needed.

B6 – develop use of AP to maintain student attendance and engagement and reduce FTS for students transferring from mainstream settings.

C1 – whole staff training / refresher on STEP ON ethos.

C2 – improve student awareness through assemblies and form tutor interventions of the stage's expectation and the levels and consequences within this.

C3 – restorative justice carried out by teachers following classroom incidents.

C4 – catch-ups to follow an agreed protocol to ensure that they restorative.

D1 – training for staff on the role of the form tutor.

D2 – handbook entry on the role of the form tutor.

D3 – visual display for who pupils/students access for specific support.

D4 – establish a buddy system for peer-to-peer support.

D5 – ensure PSHE planning by teams reflects the needs of year groups based on emerging data.

E1 - taking a whole school strategic approach to preventing bullying discrimination and peer on peer abuse both online and offline.

E2 – bullying and discrimination are recorded on SIMs.

E3 – incidents are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

E4 - communication by pastoral leader, with parents / carers, when incidents are identified and the results of follow up.

F1 – transitions manager will organise all aspects of the pupil transitions (LS), in–year transitions managed by FPW (US).

F2 – transitions manager to RAG rate pupils prior to entry, identifying transition risk areas (LS).

F3 – plans and alternative provision in place prior to admission, where required (LS).

F4 - weekly review of the alternative provision arrangements ensuring positive impact to overall behaviour and attitude.

F5 - QA transitions management protocol to ensure it is consistently followed.

F6 – attendance and exclusions monitoring through the pastoral team.

Review: BRIEF IMPACT STATEMENTS - Update & re-write

|  |  |  |  |
|---|---|---|---|
| Objective 3 – Personal Development | SLT Lead | SED Links | Accountability (SLT and governor committee) |
|  | AHO / DDR |  | Curriculum & Students |
| Implementation strategies – Change Text Colour to Red, Amber or Green |  |  | Status: Completed / Further Improvement Required / Embed |

| A | Students enjoy attending school. | |
|---|---|---|
| B | Effective pastoral development; embedding the new pastoral system. | |
| C | Develop student leadership roles across the school. | |
| D | Opportunity & Diversity. | |

A1 – develop and enhance the existing rewards system through ensuring an appropriate trip for all students, summer 2023.

A2 – reintroduce the house system.

A3 – enhance the quality of communication around themed weeks.

A4 – regular press releases to enhance community standing (3 per year).

A5 – engage with parents and carers to share individual achievements through use of a newsletter and social media.

A6 – promote respect / tolerance / equality of opportunity so that all students can thrive together.

A7 – develop students' character / personal traits / motivation to assist them to reflect wisely, learn eagerly, behave and cooperate consistently well.

A8 – UPS holders refresh and reissue lunchtime activities x3 a year.

A9 – Displays throughout the school to represent school councils / groups, British values, school events.

B1 – Develop the role of the form tutor.

B2 – Pastoral deliver training to staff on the reporting protocols.

B3 – Staff consistently recording and following up behaviour, positive and negative on SIMs.

B4 – Assembly on role of the pastoral lead, delivered age / stage appropriate format.

B5 - Enable pupils / students to develop effective strategies to keep themselves safe.

C1 – subject ambassadors.

C2 – student council.

C3 – house system.

C4 – sports leaders.

C5 – helping lower-school clubs.

C6 – P16 reading team.

D1 – Strategies and lunch clubs to offer a variety of provisions promoting the development of new skills.

D2 – Assemblies help promoting understanding of diversity and British values.

D3 – Club provisions offered on a rota to allow equal opportunity for wider experience

D4 – Continue to develop D of E program, embedding in Upper School offer. In Lower School develop the provision to offer Beavers / Cubs

Review: BRIEF IMPACT STATEMENTS - Update & re-write

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| | |

| Objective 4 – Leadership & Management: To raise the aspirations and level of responsibility for performance across the whole school community | | SLT Lead | SED Links | Accountability (SLT and governor committee) |
| --- | --- | --- | --- | --- |
| | | JMD | L&M | FGB |
| Implementation strategies – Change Text Colour to Red, Amber or Green | | | | Status: Completed / Further Improvement Required / Embed |
| A | Governors consistently understand their role and hold leaders to account. | | | |
| B | Staff receive focused and highly effective professional development. | | | |

| C | The school is at least good in all key areas of the inspection framework. | |
|---|---|---|
| D | Develop parental engagement to ensure greater ability to support pupils / students with their learning. | |
| E | The school remains financially solvent, while ensuring the education experience of students is rich and appropriate. | |

A1 – review governor visits form to ensure impact of the visit can be recorded consistently through prompts.

A2 – create a training plan using the skills audit findings.

A3 – revise governor meeting structure to ensure regular communication and updates.

A4 – revise Head's update to ensure consistency of information.

A5 – Governor training / visits day where needed.

A6 – introduce a system of induction for new governors.

A7 – revise the Governors' Code of Conduct.

A8 – advertise for new governors to enhance the skills-set of the body as a whole.

B1 – twilight sessions scheduled at regular intervals.

B2 – twilight sessions linked closely to the school development plan objectives.

B3 – training day programme maximises the time at the beginning of the year.

B4 – team planning days Summer 2022 allow staff time to plan the next academic year.

B5 – induction programmes for all new staff, individualised by career stage.

B6 – UPS roles ensure more experienced staff are able to mentor less experienced. Training provided.

C1 – Y3 and Y4 open successfully, with all curriculum and building modifications in place.

C2 – annual review processes are reviewed to reduce staff workload and enhance parent / carer engagement.

C3 – embed the new Assistant Headteacher; Lower School / Upper School through clear delineation of responsibilities and line management meetings.

C4 – AHTs ensure all aspects of the school's work outside the curriculum is personalised for their phase.

D1 – introduce termly newsletters.

D2 – aim for 5 posts per week on social media.

D3 – ensure themed weeks are communicated at least 1 week prior to them taking place.

D4 – increase SIMs communications to ensure parents / carers are informed about school events (1 communication per week).

D5 – admin support to send information round on SIMs.

D6 – communication schedule organised termly.

D7 – adapt Section L forms to mirror the data shots sent home to parents / carers to ensure stakeholders understand the data we are providing.

E1 – complete a full review of alternative provision, carefully costed and budgeted.

E2 – issue budget holders with regular capitation % spends.

E3 – budget spending to cease 01.01.23.

E4 – work with governors to review all budget commitments linked to the development plan.

E5 – use any natural wastage of staffing as an opportunity to review structure.

Review: BRIEF IMPACT STATEMENTS - Update & re-write

| Governors' Development Plan | SLT Lead | SED Links | Accountability (SLT and governor committee) |
|---|---|---|---|
| | JMD / IC | L&M | FGB |
| Implementation strategies – Change Text Colour to Red, Amber or Green | | | Status: Completed / Further Improvement Required / Embed |
| A | All governors visit school, write-up and feedback to FGB on findings at least twice per academic year. | | |
| B | Governors access appropriate, relevant training at least twice per academic year. | | |
| C | Governors have the knowledge they need to hold leaders to account. | | |
| D | The governing body ensures resilience in membership. | | |

Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber or Green

A1 – Review link governors.

A2 – Standing item on FGB agenda to ensure impact of visits is discussed.

A3 – Admin support for governors who need it.

A4 – Middle leaders to present their position statements in January 2023.

A5 – Governor school open day scheduled for November 2023.

B1 – Appoint a training governor in the first FGB of 2022-2023.

B2 – Admin support for governors who need it.

B3 – Clerk to share training opportunities with governors using Governor Hub.

B4 – Training to be a standing item on all FGB agendas.

C1 – Complete Governor healthcheck.

C2 – Evidence identified by governors, and gaps filled throughout the academic year.

C3 – Scorecards used to present relevant information to all governors 6 times a year.

C4 – Position statements session to have questions and answers from governors minuted by admin.

D1 – Skills audit used to plan training to ensure resilience in knowledge.

D2 – Governor recruitment ensures resilience.

D3 – Advertise for Governors.

Review: BRIEF IMPACT STATEMENTS - Update & re-write