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| Objective 1 – Quality of Education: To improve the Quality of Education for all students. | | SLT Lead | SED Links | Accountability (SLT and governor committee) |
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| Implementation strategies – Change Text Colour to Red, Amber, or Green | | | | Status: Completed / Further Improvement Required / Embed |
| A | Further develop and implement a whole school Literacy strategy to empower all subjects to raise student levels in reading and writing. | | |  |
| B | Further develop and implement a whole school Numeracy Strategy to empower all subjects to raise student levels in functional mathematics | | |  |
| C | Further develop and implement a whole school spoken English strategy to empower all subjects to prepare students in reading, speaking & listening, and writing in preparation for adulthood. | | |  |
| D | Implement and embed new assessment system removing individual targets and introducing department targets | | |  |
| E | Introduce and embed teaching and learning strategies that will have impact on students (especially higher prior attaining) learning and achievement. | | |  |
| F | Further develop and streamline the Annual Review process to ensure all reviews are conducted within correct timeframes to ensure students’ changing needs continue to be met to support them achieving their EHCP outcomes. | | |  |
| **Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber, or Green** | | | | |
| A1 Student literacy development and improvement activity seen in lessons and evidenced in student books.  A2 Whole staff literacy training around improving outcomes and access to curriculum.  A3 Targeted student activities, for disadvantaged students etc., demonstrate reading and writing progress.  B1 Student numeracy development and improvement activity seen in lessons and evidenced in student books.  B2 Whole staff numeracy training around improving outcomes and access to curriculum.  B3 Targeted student activities, for disadvantaged students etc., demonstrate functional Maths progress.  C1 Student Spoken English development and improvement activity seen in lessons and evidenced in student books.  C2 Whole staff spoken English training around improving outcomes and access to curriculum.  C3 Targeted student activities, for disadvantaged students etc., demonstrate speaking & listening progress.  D1 Whole school staff training on new assessment system  D2 Introduce parents to new assessment in relation to progress over time.  D3 Use assessment system to complement annual review process.  D4 Introduce department targets using data analytics.  E1 - Target passive learning  E2 – Improve use of personalised learning for all students.  E3 - Increase levels of stretch and challenge for all students  E4 – Increase levels of differentiation for all students.  E5 – Improve use of questioning for all students in all lessons.  F1 – All annual reviews and PEPs are conducted within the 1-year timeframe.  F2 – Resources needed to meet need are sourced in a timely manner.  F3 – Parent/carer and student feedback regarding the annual review process is positive.  F4 – All recommendations and relevant documents are disseminated to staff either via email or through staff training. | | | | |
| Review: BRIEF IMPACT STATEMENTS - Update & re-write | | | | |
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| Objective 2 – Behaviour & Attitudes | | SLT Lead | SED Links | Accountability (SLT and governor committee) |
|  | | AHO |  |  |
| Implementation strategies – Change Text Colour to Red, Amber, or Green | | | | Status: Completed / Further Improvement Required / Embed |
| A | Develop, implement, and evaluate the rewards and consequences system enhance student motivation and improve student behaviour | | |  |
| B | To develop and implement proactive strategies to improve students’ attitudes to learning and behaviour in school | | |  |
| C | Implement strategies to improve attendance and develop a culture of achievement and high aspiration. | | |  |
| D | Ensuring students feel safe and protected from bullying | | |  |
| Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber, or Green | | | | |
| A1 - Update SIMS behaviour and achievement log statements to align with the policy.  A2 – Reward system with hot chocolate for highest achievement points per term – top student from each year group.  A3 – Achievement assemblies X6 per year  A4 – HIVE Student of the week – teacher nominated – following the HIVE philosophy.  A5 - House Spirit Award – House champions to select, certificate every reward assembly to highlight positive contribution to the school.  B1 – Period 1 interventions bespoke to improve student attendance and focus in morning lessons.  B2 – House events to be organized in advance and alongside themed weeks.  B3 – Increase publication of expectations to parents.  B4 – Staff to have house tokens on their person during duty outside to hand out for pro-social behaviours  C1 – Attendance report to be run and students with attendance over 92% to receive a positive post card home.  C2 – Organise a visitor to school for sessions with students who have been consistent high achievers.  C3 – Selected students within a year group to visit other schools to develop high aspirations through activity sessions.  C4 - Students to complete work for BTEC SP9 to come participate in sports festival – invite schools to come in and so they are taught by Marshfields students, promoting, leadership high aspirations and prepare them for adulthood.  D1 – Relaunch of Buddy benches  D2 – Launch of HIVE ethos.  D3 – Assemblies that promote HIVE ethos, British Values and Anti-bullying.  D4 – Bespoke intervention scheme for Friendships, Tolerance, Impact of behaviour on others, anti-bullying, anger management, emotional literacy | | | | |
| Review: BRIEF IMPACT STATEMENTS - Update & re-write | | | | |
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| Objective 3 – Personal Development | | SLT Lead | SED Links | Accountability (SLT and governor committee) |
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| Implementation strategies – Change Text Colour to Red, Amber, or Green | | | | Status: Completed / Further Improvement Required / Embed |
| A | British Values explicit across the whole school student understanding | | |  |
| B | Increase student engagement in additional activities beyond the curriculum | | |  |
| C | Improve school’s links with the wider community | | |  |
| D | Further develop the whole school pastoral system | | |  |
| E | Develop whole school growth mindset | | |  |
| Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber, or Green | | | | |
| A1 – Launch HIVE as the whole school behaviour and attitudes expectation  A2 - Assemblies (anti-bullying week, Black history etc.)  A3 – PSHE lead to ensure content to be delivered explicitly identifies links to British Values  B1 – Duke of Edinburgh award to be offered to students to achieve their bronze award throughout the year.  B2 – Sport fixtures to be arranged with other schools, three events over the year.  B3 – School to link and raise money and awareness of local charity.  C1 - Community café – Increase in people coming via invitation to other schools and community groups.  C2 - Selected students within a year group to visit Oundle or AMVC for sports sessions.  C3 – To organize litter picking and clean up with the local community (possibly wardens at central park and then rewarded with activities within the park)  D1 – Heads of pastoral and pastoral assistance to work.  D2 – Form tutors to embed the role of the tutor throughout the entire year (uniform standards, planners, Stage 2 reports)  D3 - Tutor handbook to be written in line with current policy and given to all staff.  E1 – Introduction of Emotional literacy program for upper school  E2 - Sponsorship within a wellbeing walk  E3 – All students complete a growth mindset activity within form time once a term to encourage personal development.  E4 – Small group intervention  E5 – Increased pro-social opportunities | | | | |
| 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) |
|  | | IGW | L&M | FGB |
| Implementation strategies – Change Text Colour to Red, Amber, or Green | | | | Status: Completed / Further Improvement Required / Embed |
| A | Improve the consistency of application of policy through effective monitoring, middle leadership, and line management, including linking of UPS to WSDP. | | |  |
| B | Strengthen engagement through better links and communication with the school community. | | |  |
| C | The school is at least good in all key areas of the inspection framework. | | |  |
| D | Ensure the school’s Centre of Expertise Hub status remains robust. | | |  |
| E | The school remains financially stable within the context of challenging school budgets and the cost-of-living crisis. | | |  |
| Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber, or Green | | | | |
| A1 UPS roles linked to WSDP and monitored via Performance Management process directly feeding into evaluation of WSDP.  A2 New methodology for assessment put in place – student progress based on individual performance, department progress and targets set against overall progress leading to yearly goals,    A3 Middle Leader CPD program – focused on the accuracy of Quality Assurance for TLR post-holders.  A4 All leaders, including pastoral, in lessons to affirm and challenge student aspirations and responsibility to learn well by being prepared for learning (equipment), fully focused on tasks in lessons, following Literacy and Spoken English protocols, lessons routines, HBL and responses to marking.  B1 – introduce school open evening to allow for community to witness the inner workings of the school.  B2 – enhance the parent course offer.  B3 – 6x parent literacy café’s a year to promote parental literacy.  B4 – ensure themed week information is shared with stakeholders at least three weeks in advance to ensure attendance.  C1 – embed x3 annual AP quality assurance weeks with feedback provided to governors.  C2 – disseminate SLT roles to ensure strong leadership and lines of communication with staff.  C3 – re-vamp CPD programme for 2023-24, focused on developing skills in managing more complex needs of students.  D1 – IGW to diary / plan leadership training offer.  D2 – JMA to complete all planning and evaluation documents prior to 31.08.23, costed to demonstrate overwork in 2022-23, therefore releasing pressure on leaders in 2023-24.  D3 – Update website to focus on short-term support for students in schools.  D4 – Diary x2 open days to allow staff in from other schools to see the school’s ethos in action. Create an advert for the LA to share, CRO to do the bookings. KPI to cost.  E1 – reduce reliance on expensive alternative provision to ensure the budget does not become overspent.  E2 – continually monitor budget headings, providing x6 short updates to governors annually. Remove reliance on 5-year picture but carefully monitor the 3-year. Ensure any out-of-county banding changes are adjusted promptly.  E3 – budget spending to cease 01.01.24.  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 | | | | |
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| 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. | | |  |
| E | Governors explore and secure the next stage of the school’s leadership during the Acting Headteacher tenure of the current Deputy Headteacher. | | |  |
| 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 – Middle leaders to present their position statements in January 2024.  B1 – Skills audit updated September 2023.  B2 – Training plan for year agreed September 2023.  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 are 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.  C5 – introduce governor admin session in T1. Agenda: skills audit, Governor Hub declarations, share training opportunities, plan visits into school for the full academic year.  C6 – move to 6 FGB meetings per year, reducing reliance on committees and increasing governor skills and knowledge.  C7 – 3x presentations to FGB from relevant staff / students throughout the year, based on development plan needs.  C8 – ensure themed week information is shared with governors at least three weeks in advance to ensure attendance.  D1 – Skills audit used to plan training to ensure resilience in knowledge.  D2 – Governor recruitment ensures resilience.  D3 – Advertise for Governors.  E1 – secure the support of Holly Croft from the LA to advise governors.  E2 – explore a small number of appropriate, local academy trusts to make an informed decision on whether the school should academise in 2023-24.  E3 – following completion of A2, advertise and appoint an outstanding school Headteacher.  E4 – provide support for the senior team as they navigate a period of interim leadership.  E5 – ensure strong lines of communication with staff and parents during the process.  E6 – introduce a system of induction for new governors.  E7 – revise the Governors’ Code of Conduct.  E8 – advertise for new governors to enhance the skills-set of the body as a whole. | | | | |
| Review: BRIEF IMPACT STATEMENTS - Update & re-write | | | | |
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