

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 and co-ordinate a comprehensive intervention program which impacts on the Year 11 standards and progress measures – spreading this practice across all key stages.			
B	Close the gaps between, 1. disadvantaged and other students, 2. genders at Key Stage 4 (middle prior attaining boys especially)			
C	Make teacher predictions / assessments more reliable; based on objective and programmed assessment tasks, tests, or activities.			
D	Improve the impact of the quality assurance systems and practice to improve T&L and consequently achievement.			
E	Develop a curriculum model accessible to all students and effective in ensuring access to progression routes.			
F	Introduce teaching and learning strategies that will have impact on students learning and achievement. Target passive learning and use of personalised learning.			
G	Introduce a new lesson observation system, including a full review of how teachers plan, to facilitate good and outstanding teaching in everyday teaching.			
H	Review and implement assessment and marking policies to ensure students know how to respond to marking to improve or extend their learning further.			
I	Develop the quality of students' experience of high-quality Preparation for Adulthood Learning (PfA).			

J	Develop and implement a whole school Literacy strategy to empower all subjects to raise student levels in reading and writing.	
Success Criteria: Sources of evidence, activities, and outcomes: <u>Change Text Colour to Red, Amber or Green</u>		
<p>A1 Results 2022 – whole school targets: Use of LOP from B-Squared etc. A2 Post-data drop analysis involving Middle Leaders identify priority students in each subject, priorities for LOP A3 Priority groups set up in En, Ma etc. targeted for intervention, groups filtered into SISRA A4 Additional time/teaching arranged for 1-to-1 and small group intervention to targeted students through use of SEN Teachers, ASy and STAs</p> <p>B1 Appraisal objective training and a new system of setting student achievement Objective 1 using Levels of Progress (LOP) established to raise achievement and to be monitored throughout the year against assessment periods. B2 Appraisal Objective 2 set for all teachers focused on whole school area of raising attainment through effective T&L B3 New SEN Teachers recruited and appointed in September 2021 – to more specifically commission intervention based on closer monitoring and mentoring contact with our students. (Met & on-going – appointed in Mar 2021) B4 Literacy strategy to be developed and introduced in September 2021 to help further close the gap between PPM and Non-PPM students, for Key Stage 4, mainly through lessons and Key Stage 3 through root and branch systemic change.</p> <p>C1 75% of subject results are within 3-6% of their predictions, and no subject is insecure by >10%. C2 Fine levels of grading for predictions introduced to provide better indication of “safe” LOP and better predictions for whole school attainment and across all subject areas, to strengthen all staffs understanding of the definitions of secure, probable, and in-secure fine level grades. C3 Moderation of work in departments to fit with B-Squared criteria.</p> <p>D1 Half termly quality assurance (QA) tasks set for all subject areas through Subject Leaders – monitored and moderated by SLT. D2 Subject leaders producing QA summaries for their subject areas that provide a clear evaluation of strengths and areas for improvement for their team and individuals (half-termly).</p> <p>E1 Year 9 and 16+ curriculum and options to be differentiated for students at a variety of levels and starting points. E2 Year 9 curriculum to be modelled into a pathway curriculum for Higher / Intermediate / Foundation and Support based upon starting level and 3 levels of progress target – which clearly establishes average Key Stage 3 data thresholds to inform information, advice and guidance for students and parents toward the most appropriate pathway, from the outset of the revamped Year 9 options process - all students effectively and suitably coursed. E3 Routes at the start of Year 7 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 Key Stage 2, allowing for the new curriculum changes at Key Stage 2 and Key Stage 3.</p>		

F1 Teachers and teaching assistants using outstanding teacher planning and learning activities in their everyday practice – seen through learning walks and QA evaluation.

F2 Inset day and twilight training sessions and evaluations.

F3 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.

F4 Develop strategies for active learning across the whole school.

G1 Full lesson observation training for all staff, and new guidance materials for teachers prior to observation programme starts to demystify the process/evidence base and promote high level everyday practice.

G2 Consistently good level of high quality of teaching shown through the new observation schedule thoroughly standardised by school leadership.

G3 Coaching sessions by SLT, ML's and UP3 mentors paired with staff, on Quality of Teaching Improvement Plans evaluated (including lesson observation 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.

H1 Higher levels of student achievement – especially disadvantaged students and other vulnerable groups based on starting points.

H2 Work scrutiny training for all Middle Leaders followed by joint work scrutiny sessions with leadership/advisory.

H3 Assessment and marking policy evidence that subject area QA evaluations from regular work scrutinies (moderated by Senior Leadership Team and further validated through learning walks) demonstrate a consistently good level of high-quality marking.

I1 Develop a system of PfA monitoring and evaluation to inform subject leaders so that they can raise the quality within their team.

I2 Monitor impact of PfA

I3 Audit the delivery and content of PfA across the curriculum.

I4 Clear links to Personal Development Careers Education Years 7-13

J1 Student literacy development and improvement activity seen in lessons and evidenced in student books.

J2 Whole staff literacy training

J3 Targeted student activities, for disadvantaged students etc., demonstrate reading and writing progress.

[Review: BRIEF IMPACT STATEMENTS - Update & re-write](#)

Objective 2 – Behaviour and Attitudes: Improve the students’ attitudes to learning to make behaviour and attitudes at least Good.	SLT Lead JMD	SED Links	Accountability (SLT and governor committee) Behaviour & Attitudes
Implementation strategies – Change Text Colour to Red, Amber or Green			Status: Completed / Further Improvement Required / Embed
A	Further enhance the process for all low-level disruption to be recorded and actioned proportionately and with escalating consequences over time. Improve liaison with home to be regular.		
B	Develop staff understanding of low-level disruption and how it is managed through quality first teaching.		
C	Improve the systems related to bullying to ensure that it is not tolerated, and incidents are reduced through adaptations and education.		
D	Raise whole school attendance and that of all groups including PPM to be in line or better than National averages		
E	Improve the system of allowing governors to have sufficient data and training to allow them to hold senior leaders to account.		
Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber or Green			
<p>A1 – All staff induction to cover importance of planning for student engagement during training days. Risk management plans shared with all staff on MyConcern to promote consistent approaches to students with an SEMH profile.</p> <p>A2 – ECT mentoring develops staff understanding of planning and teaching to ensure engagement. IGW 1 period coaching per week to start.</p> <p>A3 – New staffing structure reduces class sizes to secure greater engagement of students in learning. DDR to ensure OPP are updated for yellow folders in September.</p> <p>A4 – All staff to receive Therapeutic Behaviour full-day course 2 September.</p> <p>A5 – Where Stages meetings indicate patterns of behaviours, JMD to liaise promptly with the employee or students / family and IGW.</p> <p>A6 – Reduce FTE for all students, with a focus on PPM.</p> <p>A7 – Pastoral Leads recruited 1x Primary Phase, 1x Secondary Phase. Job description and interview. Training and induction.</p> <p>A8 – Update SIMs drop-down menus to accurately reflect behaviours and follow-up used at the school.</p>			

A9 – Handbook section on what behaviour needs to be recorded.

B1 – Repeat student survey and focus groups in November 2021 to QA the effect of the new structure and ensure areas of concern have been addressed.

B2 – Outcomes of surveys to be shared with Middle Leaders to ensure all areas of leadership are aware of the areas for development, linked closely with lesson visits and QA processes in summer 2021.

B3 – Rewards system launched.

B4 – Relaunch of Personal Development to ensure regular opportunities for students to learn in different ways and be part of the school and wider community.

B5 – Behaviour, safeguarding and attendance assemblies in Term 1 2021.

C1 - SIMs used to track students of concern.

C2 – Develop intervention strategies through STAs for students who demonstrate a lack of tolerance on the grounds of race / gender, etc. (link to British Values in Personal Development strand)

C3 – Close liaison with home.

C4 – Additional safety survey for students in January 2022, to include any further focus groups.

C5 – Parent support training sessions organised through PEL.

D1 – Review attendance tracking systems.

D2 – Focus on vulnerable groups attendance improvement week-by-week. Letter to parents / carers in Sept reminding of penalty notices.

D3 – Aim for 95% overall attendance, including for PPM students.

E1 – DDR and JMD to provide regular updates to Simon Kaye, safeguarding governors. 6x per year.

E2 – Use of scorecards in all governors' meeting.

E3 - Governor training on PPM.

E4 – Improved Link Governor protocols.

[Review: BRIEF IMPACT STATEMENTS - Update & re-write](#)

Objective 3 – Personal Development: To enhance the wider Personal Development opportunities to make Personal Development at least Good.		SLT Lead	SED Links	Accountability (SLT and governor committee)
		AAN		Curriculum & Students
Implementation strategies – Change Text Colour to Red, Amber or Green				Status: Completed / Further Improvement Required / Embed
A	Personal Development throughout the school provides extends beyond the academic.			
B	Student voice contributes to the day-to-day life of the school.			
C	Where issues of tolerance, well-being, etc arise, students are supported through a range of bespoke offers.			
D	The pastoral system is used to develop students' characters to create a school community. Ensure PHSE is outstanding.			
E	Careers provision enables a range of education and training opportunities for students from Year 7 to Post-16. All students receive unbiased information about potential next-steps and high-quality careers guidance.			
Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber or Green				
<p>A1 – Standards for SMSC shared with staff through Middle Leaders within QofE.</p> <p>A2 – Each team offers a themed week annually, to include an additional opportunity for each year group. Themes shared with ABM Catering in September to allow for meals offer to compliment. Themed weeks to include trips, visitors, whole-school creative events, sports days, etc.</p> <p>A3 – Displays updated – mental health, emotions, Eco-Schools, multi-faith, SMSC, etc. Student voice to guide backing paper system around school.</p> <p>A4 – Trips and visitors organised through curriculum by teams with close attention to BSquared. £5k budget pot allocated to ensure that costs are covered outside of department capitation. All events to be scheduled at least 6 weeks before it takes place.</p> <p>A5 - Gifted and Talented programme launched September 2021. UPS3 holder allocated to offer G&T students additional opportunities in area of strengths.</p> <p>A6 – Lunchtime activities revisited and relaunched using the student survey and focus groups for ideas. More offered indoors, increase the amount of outdoor play equipment, re-launch eating in the hall supported by JMD.</p>				

A7 – RS curriculum launched in September 2021 for all students in Year 5 to Year 9. The curriculum intends to develop understanding of moral issues, world religions, culture, etc.

A8 – Environmental Student Group led through the science team to work towards Green School status.

A9 - After school clubs resume September 2021 to enhance the opportunities for students across the school week.

B1 - Establish working group to develop a student handbook to share with new intake 2022.

B2 - DDR to continue Student Disability Forum (Really Useful Group), contributors across all year groups, linked to restructure.

B3 – Prom Committee led by PEL to ensure student voice and budgeting experience

B4 – Student mental health and well-being continued through assembly, tutorial strategy and

B5 – AAN to lead student focus group on lunchtime activities. Revamp and relaunch lunchtime activities by the end of September 2021.

C1 – Launch student LGBTQIA+ group.

C2 – Launch student / staff prayer group / create Prayer Room.

C3 – RS on TT for all students from Silver Birch – Year 9.

C4 – Develop intervention strategies through STAs for students who demonstrate a lack of tolerance on the grounds of race / gender, etc. (link to British Values in Personal Development strand).

C5 – Domestic Abuse group led by PEL using her DA Lead knowledge and skills.

C6 - Picture this intervention deployed for students at risk of CSE to reduce the number of referrals to social care.

C7 – travel training deployed effectively through new G7 STA lead.

C8 – use of restorative justice to educate students in the event of discriminatory behaviour.

D1 - Twilight training session 24.11.21 - emotion coaching follow-up and SMSC in practice.

D2 – Assembly rota reflects all aspects of PD.

D3 – PSHE yearly overview provided in September to ensure all staff know the long-term plan.

D4 – PSHE topics and resources provided at least 1 week in advance.

D5 – Staff training to ensure understanding of teachers’ role in the delivery and planning of PSHE.

D3 – Reintroduce strategies across the whole school.

D4 – JMD to re-establish student council. Agenda shared widely in advance of meetings. Students to choose one charity for us to support for the academic year.

D5 – AAN to re-establish student body roles from 1.9.21 - head students, deputies, prefects and subject ambassadors.

D6 – Launch rewards system to re-enforce the pro-social behaviours of the therapeutic behaviour model.

D7 – Revamp of outside areas providing age-appropriate equipment, in response to Student Voice.

D8 - Advertise Pastoral Leads roles x2. Introduce termly pastoral team meetings led by the successful staff.

E1 – NCS residentials to return summer 2022 with close links to local community to ensure students are prepared for adulthood.

- E2 – to establish Career Development Planning, embed Gatsby Benchmarks through developing careers education to Y5.
- E3 – Develop Career Development Pathway planning from Year 7 through to Post 16 by developing a 1-year overview.
- E4– continue to ensure robust Preparing for Adulthood outcomes are agreed during Year 9 – Post 16 EHCP reviews (ongoing review)
- E5 – re-establish 'What's My Job' event for Y11 – P16.
- E6 – careers PSHE sessions reviewed. Teachers delivered at least Good teaching in PSHE.
- E7 – SLT options meetings with students in Y9 to include careers discussion, recorded for annual review.
- E8 – Year 9 – Post 16 College Visits / Transition Days support maintenance of 0% NEET.
- E9 - Careers – down to Y5. Overview of offer needed, gaps addressed October 2021.

Review: BRIEF IMPACT STATEMENTS - Update & re-write

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	Improve the consistency of application of policy through effective monitoring and line management, including further training and monitoring of appraisal and performance management processes.			
B	Strengthen governance by ensuring training and agendas enhance educational understanding and allow governors to ask challenging questions.			
C	Develop an annual system of self-evaluation to improve monitoring, review and communication, as well as helping to strengthen governance, including Scorecards.			
D	Develop a professional learning programme that will help move the quality of education to at least Good.			
E	Embed the new staffing structure through training, induction, supporting the well-being group and strategic timetabling.			
F	Work with the LA to ensure the strategic growth of Marshfields continues by extending P16, consulting to reduce the age range to Y3, investigating SAT status.			
Success Criteria: Sources of evidence, activities, and outcomes: Change Text Colour to Red, Amber or Green				
<p>A1 - Performance management training for all teaching staff provided by DHT to focus staff on how to write, monitor and reach judgements with objectives based on clear evidence and according to our Performance Management and Pay Policy. Middle Leaders to review their staff, quality assured by DHT.</p> <p>A2 - New methodology for setting and monitoring appraisal objectives put in place with Objective 1 – student achievement based on LOPs, Objective 2 – focused on students having the skills and knowledge they need to progress in the EHCP and curriculum targets.</p> <p>A3 - Objective 1s monitored against current performance at each data point during the year, led by Middle Leaders.</p>				

A4 - All staff leading lessons to affirm and challenge student aspirations, engagement and responsibility to learn well by being prepared for learning (equipment), fully focused on tasks in lessons, following presentation protocols, lessons routines, effort with refinements / responses to marking.

A5 – Middle Leaders to Quality Assurance mid-year performance management reviews for consistency.

A6 - Termly whole-staff briefings, x6 per year.

A7 – Review UPS roles to ensure disseminated leadership is a strength.

B1 - Introduce a governors 'open morning' in January when governors can meet staff, discuss some key issues with students and visit lessons.

B2 - Re-introduce the governor 'link' system so that governors can become a champion of a subject area by taking an interest in and gaining detailed knowledge of the subject area offering support and encouragement by discuss subject developments and progress with the Middle Leader.

B3 - Access additional advice, guidance and training for governors where necessary, e.g.: exploring an academy solution and the process, disciplinary committee training for possible long term or permanent exclusions, safer-recruitment training.

B4 – Scorecards provided 6x per year to allow leaders to be held to account.

C1 - New self-evaluation structure agreed and implemented in the major areas of focus or concern only, linked to SDP and on-going monitoring, in a phased approach with key areas linked clearly to members of Senior Leadership Team and governor committees.

C2 - Scorecard documents taken to governor sub-committee meetings and support, challenge, and agreement for the priorities for improvement are clearly shown in the meeting minutes.

D1- Professional learning days in September to be focused on the corner stones of outstanding teaching and learning.

D2 - Professional learning schedule (Twilights) for Spring and Summer term reviewed to meet the developing needs of school and staff after observations and appraisal mid-term review.

D3 - Staff evaluations of professional learning sessions, lesson observation outcomes and students' view on learning in lessons to ensure robust quality assurance processes.

D4 – Whole-school focus on PPM students throughout 2021-22.

D5 – Staff handbook and yellow folder to provide details on triangles of inclusion, and ensure staff understand they have a duty to seek professional advice.

E1 - Twilight training plan shared by end of Sept to cover whole year.

E2 - Probation system in place for all new staff.

E3 - School to be fully ECF compliant.

E4 - Well-being group to lead on staff events.

E5 – TAs and STAs inducted into new roles.

F1 - JMD to attend Heads' Reference group, DfE consult on financial incentives to recruit and retain staff. Probation leads allocated to new starters, policy and paperwork shared. Regular reviews (x3 per year).

F2 – consultation on extending age range to Year 3. F3 – investigate conversation to academy status during 2022-23
Review: BRIEF IMPACT STATEMENTS - Update & re-write