Provision Maps 2019-20

1. Vulnerable groups **BRB**
2. SEND **BRB**
3. Curriculum **LP**
4. Assessment, reporting and homework **LP**
5. Teaching and learning **KH**
6. Literacy **KAG/TH**
7. Numeracy **TVA/JSC**
8. Community engagement **LMB**
9. Attendance and punctuality **LMB**
10. Behaviour **LMB**
11. SMSC, PSHE and Careers **LP/LMB/PJ**
12. Student leadership **LMB**
13. Safeguarding **LMB**
14. Leadership and Management **KH**
15. Finance & Premises **KH**

SIP Priorities

1. Curriculum design meeting the needs of SEND students **LP/BRB**
2. Development of the curriculum to build on, and reinforce prior knowledge (including homework) **LP**
3. Development of SoLs that meet the needs of all pupils through differentiated and challenging tasks (HAP and LAP) **LP**
4. Consistently good quality assessment and reporting systems used to inform teaching **LP**
5. Teaching and learning being consistently good including expectations around quality of work produced **KH**
6. Provision and outcomes for SEND and Vulnerable groups **BRB/PJ**
7. Literacy and Numeracy across the curriculum **KAG/TVA**
8. Improve consistency of outcomes for all subjects and sub groups **KH**
9. Preparedness for learning; uniform and equipment **LMB**
10. Development of interventions and proactive measures to improve behaviour and wellbeing - LMB
11. Attendance and punctuality **LMB**
12. SMSC, British Values, Careers and Aspirations (particularly boys and key groups) **LMB/CK/SE**
13. Governance and Leadership **KH**
14. Staff development and training **KH**
15. Financial stability and pupil numbers **KH**

Quality of Education

Section 1 - Curriculum design that meets the needs of SEND pupils – LP/BRB

Description (linked to OFSTED criteria)	Success Criteria
■ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about. ■ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]	All SEND pupils make progress across key stage three and four which is inline with national outcomes for all students. All disadvantaged pupils make progress across key stage three and four which is inline with national outcomes for all students. All schemes of learning which have been developed will include key details on differentiation for SEND pupils. Intent, implementation and impact of the curriculum for each subject is completed. Intent, implementation and impact of the SEND curriculum on a whole school level is completed and made available on the school's website.

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1.1 All subjects produce a document outlining their curriculum intent and implementation	1.1.1 All HoF have completion of subject 3I's document as a priority at the beginning of the summer term	Oct 19	LP/ HOF	27/09/19 LP to check completion and advise HOF of any not completed or not up to standard to HOF	All subjects to have produced a 3I's document which clearly outlines the subjects intent and implementation for KS3 and KS4	Line management of HOF by SLT		
	1.1.2 3I's document for each subject is published on the school website	Oct 19	LP	27/09/19 LP to check completion and advise HOF of any not completed or not up to standard to HOF Upload to website by 11/10/19	All subjects have a document uploaded to the school website clearly identifying their curriculum intent and implementation	Website checking exercise		
1.2 All subjects review the impact of their curriculum in	1.2.1 The impact of each subject's curriculum is added to 3I's documents	Oct 19	LP	27/09/19 LP to check completion and advise HOF of any not completed	The impact column for for curriculum rationale is completed by each subject	Reports to line manager and LP		

relation to progress so that students make progress exceeding national expecations				or not up to standard to HOF	outlining pupil progress in KS3 and KS4. This is above national or there is a plan to achieve this through changes to the curriculum or its delivery.			
	1.2.2 Each subject provides an exam review document outlining progress at KS4, analysing trends and identifying areas for improvement to curriculums.	Oct 19	KH/ HOF	Exam review meeting to take place between KH and all HOF	KS4 outcomes are scrutinised and areas for development are outlined in terms of curriculum planning and delivery.	KH to review all documents		
1.3 Subjects conduct a curriculum audit across both key stages	1.3.1 Audit completed and provides subject leads/ HOF and SLT with level of curriculum development in each area	Nov 19	LP	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP	All subjects have completed a curriculum audit summarising their curriculum development in relation to MAT objectives	HOF to monitor		
	1.3.2 Curriculum audit identifies next steps in curriculum development for each subject	Nov 19	LP	8/11/19 - audit forms returned to LP 25/11/19 Subject leads and HOF to provide plans for curriculum development	HOF and subject leads indicate areas of curriculum development which will be improved upon during the course for the year.	LP and HOF to monitor		
	1.3.3 HOF/ Subject leads identify areas of the curriculum they will develop during the course of the year	July 20	LP	Mid year review during Feb fac meeting Curriculum audit completed again in June 2020 to display development.	All subject areas develop their curriculum following the plans outlined in November	HOF and LP to monitor via mid year review		
1.4 Whole School curriculum intent and implementation is completed and published on school website	1.4.1 Whole school curriculum rationale is completed for key areas following guide lines laid down by the MAT	Oct 19	LP	23/09/19 - Curriculum rationale updated, reviewed and uploaded onto School website	Rationale published which outlines the intent and implementation for the key curriculum areas	Rationale monitored by KH and LP. Version shared with AW		
1.5 SEND pupils study a broad and rich curriculum in which High Quality Teaching (HQT) ensures that the curriculum is adapted, designed and developed to be ambitious for/meets the needs of pupils	1.5.1 Audit the curriculum that all pupils with SEND are receiving and ensure that they have access to all subjects within the normal curriculum offer .	Term 1	BRB	20.09.2019 - met with all students who do not have a full curriculum offer to plan reintegration into subject areas 20.09.2019 - Intervention timetable in place which has been planned to ensure interventions do not remove students from subjects that they	All SEN students are attending all subjects within the full curriculum offer. They make progress at least in line with their peers and others nationally	Report to Line Manager	SENDCO Time	

with SEND; developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence			particularly enjoy/excel and that students are not disadvantaged in any particular subject area			
	1.5.2 Monitor classroom non negotiables for SEND pupils and make staff accountable for non compliance	Fortnightly across the academic year		Fortnightly learning walks throughout the year for SENDCO Weekly checks during Learning Walk cycle with rest of SLT throughout the academic year	SEN students are accessing learning that is challenging and making progress at least in line with their peers and others nationally	Termly report to SLT	SENDCO time
1.6 Pupils with SEND consistently produce work of a good quality. They are completing work that is demanding and are making progress in all subject areas/during all out of lesson intervention sessions. Progress is at least in line with others nationally	1.6.1 CDP – differentiation	Fortnightly email briefings Termly WS briefings		Top Tips to be shared fortnightly across term 2 and 3	Students with SEND are making progress in line with targets	Line Management Meetings	SENDCO Time
	1.6.2 Address gaps in provision for SEND · EWAP (Everything With A Purpose) to be at the underpinning focus of all work undertaken in Learning Support · Regular work scrutinies SENCO to complete detailed assessments with pupils with SEND to identify specific areas within their areas of need, support/intervention requirements and more personalised information to support teaching staff			25.10.2019 - TA trained to assess SLCN and development programme in place. Students identified for intervention according to EHCP and other assessment and allocated to assessment period 20.12.2019 - First term of Speech and Language intervention completed and impact assessed 20.02.2020- Second term of Speech and Language intervention completed and impact assessed 20.04.2020- Third term of Speech and Language intervention completed and impact assessed 20.06.2020 Fourth term of			

			Speech and Language intervention completed and impact assessed				

Quality of Education

Section 2 - Development of the Curriculum to build on, and reinforce prior knowledge (including Homework) – LP

Description (linked to OFSTED criteria)

■ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.

Success Criteria

Intent, implementation and impact of the curriculum for each subject is completed which outlines where prior knowledge is being reinforced.

Analysis of homework reports using PARs show that all staff are setting homework in line with the schools homework policy and are issuing appropriate sanctions for non-completion.

Newly developed schemes of learning clearly outline, within their plans, opportunities for embed prior learning and issue challenging and differentiated home work tasks.

All subject leads and heads of faculty have carried out a curriculum audit and have outlined priorities for curriculum development.

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
2.1 Homework timetable is developed for all subjects	2.1.1 Homework timetable distributed to all staff detailing when each subject should issue homework for each year group	Sept19	LP	Homework TT distributed 03/09/19	All subjects are able to plan their distribution of homework according to the homework timetable. Work sample shows 95% of books with homework completed in line with the homework timetable	HOF to monitor homework through PARs		
	2.1.2 Homework timetable is reviewed after reissue of timetable	Nov 19	LP	New homework timetable distributed 4/11/19	New homework timetable is distributed to staff following implementation of the new timetable.			

2.2 Homework is recorded and monitored using PARs	2.2.1 HOF complete a report on homework issued on a fortnightly basis using PARS	Begin in Sep 19	HOF	Home work is a standing point on each faculty meeting agenda	All staff issue home work and record it on PARs in line with the school's homework timetable and policy.	HOF SLT	
	2.2.2 LP to complete a report at the end of terms 1-6, reporting to SLT and following up with HOF where appropriate.	Begin in Sep 19	LP	Report compiled in the last week of each term. wb. 21/10/19, 16/12/19, 10/02/20, 30/03/20, 18/05/20.	Reports show that staff are following the homework timetable and recording homework on PARs. Where this isn't the case, HOF is informed who then speaks to the member of staff.	LP	
2.3 All subjects complete a curriculum audit to help map curriculum and identify opportunities for reinforcement of knowledge.	2.3.1 Audit completed and provides subject leads/ HOF and SLT with level of curriculum development in each area	Nov 19	LP	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP	All subjects have completed a curriculum audit summarising their curriculum development in relation to MAT objectives	HOF to monitor	
2.4 Intervention for KS4 pupils is administered in Maths and English for pupils performing below expectations	2.4.1 Intervention lessons are timetabled for Y11 students and taught by specialist teaching staff	Begin in Sept 19	LP/ TVA/ JSC/ TH/ KG	03/09/19 - pupils have timetables with intervention lessons issued 20/12/19, 14/02/20, 03,04,20 - review of progress at the end of each term	Pupils who are underperforming in English and Maths will be given timely intervention and reach progress targets in terms of GCSE outcomes. English P8 will be above 0.0, Maths P8 will be above 0.2	TH and JSc	
2.5 Intervention for KS4 pupils is administered in Languages for pupils performing below expectations	2.5.1 Additional staff member employed to undertake intervention and additional support in language lessons coordinated by JM	Throughout Sept 19	JM/ KJ	9/9/19, 16/9/19, 23/9/19 = Weekly intervention set out in timetable produced by JM	KJ provides additional support across KS4 classes and selected KS3 classes. French outcomes will be in line with national outcomes.	JM	Additional staff member
2.6 A revision scheduled for Y11 students is planned and administered.	2.6.1 Afterschool/ lunchtime revision timetable is produced and distributed to Y11 students	Schedule produced for term 2 and term 4.	LP/ PJ	6/1/20 - Revision timetable for term 2 completed and distributed 20/4/20 - Revision timetable for term 3 completed and distributed	Revision timetable is given to students and parents and provides extensive time for KS4 revision to take place before final examinations.	LP	Printing
	2.6.2 Individual revision schedule is prepared for each student during the examination season	Timetable will come into effect from Mon 11th May	LP	30/04/20 = timetable for each student is completed. wb 4/5/19 - assembly for all Y11 outlining plans	All pupils follow a personalised program of lessons and revision sessions during the exam	LP	Printing

	detailing which lessons and revision sessions are taking place at any given time.			wb 4/5/19 - timetables distributed to each student	season between 11/5/20 - 12/6/20 P8 is above 0.2 and all students are within 0.25 of their target.			
2.7 All subjects outline the implementation of their curriculum outlining opportunities for reinforcement	2.7.1 Curriculum audit completed and provides subject leads/ HOF and SLT with level of curriculum development in each area	Nov 19	LP	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP	All subjects have completed a curriculum audit summarising their curriculum development in relation to MAT objectives	HOF to monitor SLT to monitor		
	2.7.2 Subjects plan and develop SOL which indicate prior knowledge opportunities to reinforce knowledge	HOF monitor development. Priorities indicated by curriculum audit	LP/ HOF	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP 8/11/19 - HOF to ask staff to contribute to SOL development prioritising areas identified in the audit.	All subjects develop their SOL after curriculum audit using the MAT proforma.	HOF Line management Curriculum review at the end of year		
2.8 Prior knowledge is indicated on new SOL as they are developed, along with the next time in the sequence	2.8.1 Each subject reviews their SOL and indicate for each topic/ lesson the prior learning that the pupils should have experienced	Begins in September	LP/ HOF	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP 8/11/19 - SOL are reviewed and developed using MAT guidance	Any redeveloped SOL clearly indicate the prior learning which has taken place so that the learning journey is clear, well planned and long term retention of knowledge leads to outcomes in line with national figures for that subject	HOF Line management Curriculum review at the end of year SLT		
2.9 All pupils are provided with the support they need to successfully complete their programmes of study.	2.9.1 Intervention lessons are timetabled for Y11 students and taught by specialist teaching staff	Begin in Sept 19	LP/ TVA/ JSC/ TH/ KG	03/09/19 - pupils have timetables with intervention lessons issued 20/12/19, 14/02/20, 03,04,20 - review of progress at the end of each term	Pupils who are underperforming in English and Maths will be given timely intervention and reach progress targets in terms of GCSE outcomes with P8 above 0.0 for those subjects	TH and JSc		
	2.9.2 Additional staff member employed to undertake intervention and additional support in language lessons coordinated by JM	Throughout Sept 19	JM/ KJ	9/9/19, 16/9/19, 23/9/19 = Weekly intervention set out in timetable produced by JM	KJ provides additional support across KS4 classes and selected KS3 classes so that outcomes rise to that nationally	JM	Additional staff member	

| | 2.9.3 Afterschool/ lunchtime revision timetable is produced and distributed to Y11 students | Schedule produced for term 2 and term 4. | LP/ PJ | 6/1/20 - Revision timetable for term 2 completed and distributed 20/4/20 - Revision timetable for term 3 completed and distributed | Revision timetable is given to students and parents and provides extensive time for KS4 revision to take place before final examinations, so that outcomes are at least in line with national figures for each subject | LP | Printing | |

Quality of Education

Section 3 - Development of Schemes of Learning that meet the needs of all pupils through differentiated and challenging tasks – LP

Description (linked to OFSTED criteria)	Success Criteria
■ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ■ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]	Curriculum audit takes place for all subjects areas to discover progress against MAT objectives. The outcomes from the audit will then result in curriculum action plans being developed prioritising and developing the key areas of the curriculum. All schemes of learning which are developed and completed follow the MAt guidance including differentiation and opportunities to build on prior knowledge.

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
3.1 MAT proforma for SOL development is distributed	3.1.1 All HOF are given a sample of the MAT proforma for SOL development	By the end of Sept 19	KH/ LP	17/09/19 - Slides from AW presentation are distributed to HOF	All subjects base their SOL development on the guidance issued by the MAT	Curriculum audits HOF and line managers.		
3.2 All subjects complete a curriculum audit to help map curriculum	3.2.1 Audit completed and provides subject leads/ HOF and SLT with level of curriculum development in	Nov 19	LP	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms	All subjects have completed a curriculum audit summarising their curriculum development in	HOF to monitor		

and identify opportunities for reinforcement of knowledge.	each area			returned to LP	relation to MAT objectives			
	3.2.2 Curriculum audit identifies next steps in curriculum development for each subject	Nov 19	LP	8/11/19 - audit forms returned to LP 25/11/19 Subject leads and HOF to provide plans for curriculum development	HOF and subject leads indicate areas of curriculum development which will be improved upon during the course for the year.	LP and HOF to monitor		
	3.2.3 Staff constructing SOL using the MAT guidance have to outline the key differentiated resources and opportunities to build on prior learning.	Begins Sept 19	Subject leads/ HOF/ LP	17/09/19 - Slides from AW presentation are shared with HOF's and this is acted on 25/11/19 Subject leads and HOF to provide plans for curriculum development	Staff develop SOL using the MAT guidance, clearly outlining differentiated resources and opportunities to build on prior learning, so that outcomes are at least in line with national outcomes	HOF/ Line managers/ LP		
3.3 Subjects/ departments work closely with MAT colleagues to develop effective SOL	3.3.1 Audit completed and provides subject leads/ HOF and SLT with level of curriculum development in each area	Nov 19	LP	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP	All subjects have completed a curriculum audit summarising their curriculum development in relation to MAT objectives	HOF to monitor		
	3.3.2 Curriculum audit identifies next steps in curriculum development for each subject and subject leaders seek advice/ guidance and collaboration where appropriate.	Nov 19	LP	8/11/19 - audit forms returned to LP 25/11/19 Subject leads and HOF to provide plans for curriculum development 24/01/20 - Curriculum links with MAT are outlined for monitoring purposes by HOF	HOF and subject leads indicate areas of curriculum development which will be improved upon during the course for the year and work with MAT to address some of the needs. There is a clear time bound plan for transition to a fully developed plan within the next 12 months.	LP and HOF to monitor		
3.4 Subject SOL are monitored to make sure they include differentiated resources	3.4.1 Audit completed and provides subject leads/ HOF and SLT with level of curriculum development in each area	Nov 19	LP	4/10/19 - audit forms distributed to subject leads/ HOF 8/11/19 - audit forms returned to LP	All SOL include differentiated resources so that 95% of lesson observed have effective differentiation.	HOF to monitor		
	3.4.2 Staff constructing SOL using the MAT guidance have to outline the key	Begins Sept 19	Subject leads/ HOF/ LP	17/09/19 - Slides from AW presentation are distributed to HOF	Staff develop SOL using the MAT guidance, clearly outlining differentiated	HOF/ Line managers/ LP		

			25/11/19 Subject leads and HOF to provide plans for curriculum development	resources and opportunities to build on prior learning.			
differentiated resources and opportunities to build on prior learning.							

Quality of Education

Section 4 - Consistently good quality assessment and reporting systems used to inform teaching – LP

Description (linked to OFSTED criteria)	Success Criteria
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. ■ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.	All pupils receive two progress reports and one full school report throughout the academic year. Teachers carry out summative assessment prior to reports and record the grade/ level of progress on SIMs for reporting to parents. Work scrutiny indicates that 90% of student books are carrying out formative assessment in line with the schools marking policy. Work scrutiny indicates that 90% of books have Green Pen tasks which have been completed by the student to a satisfactory standard.

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
4.1 Teachers are consistently using assessment to judge the progress of pupils and use this to inform their teaching	4.1.1 All teachers assess pupils progress using a range of summative assessment tasks	Prior to every data check	HOF/ LP	Assessment must be completed prior to all progress checks for all years.	Teachers use a range of summative assessments to judge pupil progress. This progress check informs teachers where students need additional support and allows the school to intervene if necessary.	HOF		
	4.1.2 Each pupil has a sticker placed on the front of their exercise books which	1 year	Subject teachers/ HOF	Fortnightly work scrutiny by both SLT and HOF will monitor the use of stickers	Teachers record the progress towards targets on the sticker following	Fortnightly work scrutiny by both SLT and HOF will monitor		

	indicate progress towards targets following each assessment				each assessment. This will enable progress to be displayed over time.	the use of stickers		
	4.1.3 Formative assessment of pupils work takes place as teachers follow the schools marking policy	1 year	HOF/ SLT	Fortnightly work scrutiny by both SLT and HOF will monitor the level of formative assessment in exercise books	Teachers follow the schools marking policy and provide pupils with regular formative feedback so that they can improve progress	Fortnightly work scrutiny by both SLT and HOF will monitor the level of formative assessment in exercise books		
4.2 Parents/ carers receive clear guidance on the progress of their child throughout the academic year.	4.2.1 Three reports are sent home to parents for the academic year. 2 are progress reports and 1 is a full school report	1 year	LP/ JRJ		Parents receive clear guidance of their childs' progress against their targets.	HOF to monitor progress grades awarded to pupils SISRA used to track KS4 grades		
4.3 Pupils are provided with effective feedback to improve their knowledge	4.3.1 Formative assessment of pupils work takes place as teachers follow the schools marking policy	1 year	HOF/ SLT	Fortnightly work scrutiny by both SLT and HOF will monitor the level of formative assessment in exercise books	Teachers follow the schools marking policy and provide pupils with regular formative feedback to improve progress	Fortnightly work scrutiny by both SLT and HOF will monitor the level of formative assessment in exercise books		
4.4 Teachers adapt their teaching to meet the needs of pupils within their classes.	4.4.1 Teachers carry out formative assessment on a regular basis and provide opportunities in class to complete green pen tasks	1 year	HOF/ SLT	Fortnightly work scrutiny by both SLT and HOF will monitor the level of formative assessment in exercise books and the completion of green pen tasks	Teachers mark student work and provide formative feedback. Pupils are given the opportunity to improve their work by carrying out a green pen task	Fortnightly work scrutiny by both SLT and HOF will monitor the completion of green pen tasks		
4.5 Teachers carry out summative assessments prior to reporting to parents	4.5.1 All pupils complete a formative assessment prior to a progress check. This is identified on the reports as their MRA (most recent assessment)	Begins in Sept 19	HOF/ LP	MRA by Year (w/b) Year 7 - 14/10/19, 3/2/10, 1/6/20. Year 8 - 14/10/1, 9/12/19, 11/5/20. Year 9 - 14/10/19, 23/3/20, 15/6/20 Year 10 - 23/9/19, 24/2/20, 8/6/20 Year 11 - 23/9/19, 2/12/19, 16/3/20.	All pupils receive a MRA grade in all progress and full school reports. For KS3 this will be an indication of progress (P-, P, P+) and for KS4 this will be a GCSE grade. This informs teaching and enables tracking and intervention where students are falling behind.	HOF/ LP/ JRJ		

4.6 Pupil progress is monitored on a school wide basis informing stake holders and indicating the need for intervention.	4.6.1 All teachers assess pupils progress using a range of summative assessment tasks	Prior to every data check	HOF/ LP	Assessment must be completed prior to all progress checks for all years.	Teachers use a range of summative assessments to judge pupil progress. This progress check informs teachers where students need additional support and allows the school to intervene if necessary.	HOF	

Quality of Education

Section 5 - Teaching and learning is consistently good including high expectations around quality of work produced – KH

Description (linked to OFSTED criteria)

Teachers have good knowledge of the subject(s) and courses they teach, Leaders provide effective support for those teaching outside their main areas of expertise

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching

 Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

■The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge

■Pupils' work across the curriculum is of good quality

■Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is

Success Criteria

85% of lessons are good or better.

90% of lessons observed have no low level disruption

90% of lessons show high levels of engagement

90% of lessons show effective differentiation and high levels of progress

Booklooks show that 90% of books are well presented and the work is at the ability of that pupil

Any teachers who are observed to be teaching below good are receiving support and their practice is improving.

A culture of sharing best practice and reflective teaching is developed through coaching, outstanding teacher programme, improving teacher programme, mutual support and observation and through appraisal

All staff are proactive in developing their own practice and leaders hold them to account through appraisal. (100% of staff use the development CPD time effectively to impact their classroom practice)

realised through strong, shared values, policies and practice.	

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
5.1 Teachers have a good knowledge of their subject and the curriculum they are delivering	5.1.1 All subject leads to attend exam board training and feedback sessions	September to December	All subject leads - LP/KH	2/9/19 - KH to inform all subject leads they must attend exam briefings 15/10/19 - Appraisers check that all subject leads have attended CPD for exam 1/11/19- All subject leads will have cascaded training and updates FIP following exam board training	All subject leaders and teachers fully understand the requirements of the exam course they teach and have updated SOL and practice in light of this. This leads to students making progress at least in line with others nationally.	Appraisals will check on whether this has been done and if the FIP has been updated	Supply and training costs	All subject leads informed by KH
	5.1.2 All teachers to identify needs through appraisal process and to use 6 hours of CPD time for development	All year	All teachers - KH	18/9/19 - All staff are told they will have 6 hours to improve identified individualised CPD 31/10/19 - All teachers have identified their CPD project for the year as agreed with appraiser End of each term - Appraiser is updated with progress made Term 6 - Brief report to state changes made and impact of the CPD project 2020 Appraisal - Report forms part of evidence for appraisal	All teachers improve their practice through proactive self improvement which leads to improved teaching(95% good or better lessons observed), pupil progress (P8 above 0.0) and outcomes (9-5 and 9-4 in line with national figures)	Appraisers will keep a termly check on progress of CPD activity, and appraisal process will take into account impact. Headteacher will keep record of progress	Time from INSET day 4	All teachers are aware of the need to identify a CPD need ready for appraisal meetings
	5.1.3 All teachers teaching a second subject get specific CPD to support their teaching outside their main subject	November	KH	3/11/19 - Those teachers teaching outside their specialism are offered additional in house or external support so that they develop their subject knowledge	All teachers teaching a second subject receive additional support and training to ensure students make good progress (at least in line with national figures) in those lessons	HOF minutes SLT Exam performance		

5.2 Teachers have a good and constantly updated knowledge of pedagogy and effective practice in the classroom	5.2.1 Teaching and learning briefings lead to ongoing T&L CPD	Every Wednesday	KH	2/9/19 - Calendar of teaching and learning briefings shared with all staff Every Wednesday briefing focusses on T&L, Numeracy, Literacy and SEND 10/11/19 - Appraisals identify needs of staff, common themes are included in ongoing CPD	Teachers and teaching assistants are continually updated on teaching and learning strategies and effective practice, in particular in numeracy and literacy across the curriculum so that outcomes rise for all subjects (P8 above 0.2)	Appraisal records	Time	
	5.2.2 All exam board training is shared and discussed across trust.MAT subject groups share best practice and resources. Where appropriate this may be outside the trust	As calendared	Subject Leads / LP	1/9/19 - Calendared meetings across trust for subject leaders 1/12/19 - All subject leaders have met with MAT leaders to share training and actions	Subject leaders across the trust share best practice and coordinate responses to exam board training so that outcomes rise so that P8 is above 0.2	Minutes	Time	
5.3 Programmes of study build in long term retention of knowledge	5.3.1 Schemes of learning are reviewed to ensure students regularly revisit all previous work developing long term retention of knowledge	Term 1 and ongoing	LP	2/9/19 - KH to outline need for long term retention to be designed in to curriculum 1/12/19 - FIP's show how long term retention of knowledge is being addressed by each subject	All subjects review their practice and develop strategies and sequence learning to help develop long term retention of knowledge	FIP's MER's	Time, new resources?	KH has seen all staff and all faculties have started to review SOL
5.4 Regular assessment of student work and retained knowledge informs teaching	5.4.1 Homeworks and assessments are reviewed to ensure retention of knowledge - this informs teaching	Term 1 and ongoing	LP	2/9/19 - KH to outline need to change homework and assessments to build long term retention of knowledge		Homework checks Book Looks HOF meeting minutes		KH has seen all staff about the need to reconsider assessments and homework
5.5 Teaching is reflective, marking & assessment address misconceptions & poor understanding through feedback, support and GPC	5.5.1 Pintail cream sheets are used to identify areas of misunderstanding and for students to improve their knowledge of these	All year	KH	2/9/19 - KH to remind staff of the purpose of pintail cream sheets and quality GPC. Every fortnight - SLT booklook to focus on quality of GPC in addressing misconceptions	Students regularly review their work and improve it, addressing misconceptions and lack of understanding so outcomes rise to P8 above 0.2	Book Looks Student Voice		KH has reminded staff of the importance of pintail cream / GPC
5.6 The quality and quantity of students	5.6.1 Staff hold students to account for the quality of	All year	KH	2/9/19 - KH to focus staff on presentation of work -	Students take pride in their work, presentation is	Book Looks Learning walks		KH has reminded all

work is their best effort and improving over time	their work, where it needs improving it is repeated.			in particular boys Every fortnight - SLT booklooks to focus on quality of written work, bpresentation and effort	in line with school expectations and poor effort or presentation is not permitted. This pride will be shown in over 90% of books when monitored.			staff First learning walks show improved levels of presentation

Quality of Education

Section 6 - Provision and outcomes for SEND and vulnerable groups – BRB

Description (linked to OFSTED criteria)

■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

Success Criteria

Ensure the success criteria contains measurable outcomes.

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
6.1 SEND pupils study a broad and rich curriculum in which High Quality Teaching (HQT) ensures that the curriculum is adapted, designed and developed to be ambitious for/meets the needs of pupils with SEND; developing their	See section 1.5							

knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence								
6.2 Pupils with SEND consistently produce work of a good quality. They are completing work that is demanding and are making progress in all subject areas/during all out of lesson intervention sessions.	See section 1.6							
6.3 Reading gaps are assessed and impactful interventions are in place to ensure pupils with SEND are able to fully access the curriculum	6.3.1 Reading assessments (standard for all pupils with SEND) · Provide 10 week blocks of intervention with pre and post data to assess impact (ILI, RWI) · Impact measured using ratio gain to ensure meaningful impact shown · Exit strategies in place at the end of each intervention block (to support transferability of learning) · Teaching staff will have an accurate picture of the reading support that is required for individuals who have difficulty acquiring reading skills so that they are able to access all parts of every lesson	Termly throughout the academic year	BRB	25.10.2019 - All year 7 on the SEND register will have had reading and comprehension assessments and an action plan will be in place to support students with a gap of two years or more 25.10.2019 - Accelerated Reader data analysed and students identified for more detailed testing 25.10.2019 - All students on the SEN register have up to date reading and spelling ages recorded and shared with staff 25.10.2019 - ILI and Read Write Inc action plans will be in place and ready to start in wk 1 of term 2 30.01.2020 - ILI and R, W, I data reviewed for impact and exit plans completed for students who have completed their interventions 21.02.2020 - Accelerated Reader data analysed and students identified for	All students who have completed reading intervention will have (at least) doubled their rate of progress in reading for the time spent in intervention e.g rise 12 months in 6 months intervention. Outcomes for SEND pupils will be in line with national others	BRB monitoring data termly Report to govs in SEN report	SENDCO and TA Time	

				more detailed testing 30.04.2020 - ILI and R, W, I data reviewed for impact and exit plans completed for students who have completed their interventions 18.07.2020 - ILI and R, W, I data reviewed for impact and exit plans completed for students who have completed their interventions				
6.4 Pupils with SEND are positive about their education, take pride in their achievements and are developing their resilience to situations that they find challenging. Pupils with SEND are achieving the best possible outcomes.	6.4.1 Termly data tracking to determine focus students .	Termly following each data capture	BRB	Data Capture 1 - data analysed, focus group identified, staff strategies collected Data Capture 2 - data analysed, focus group identified, staff strategies collected repeat for Data Capture 3 Data Capture 4 Data Capture 5 Data Capture 6	Staff will be working toward individualised strategies to support students with SEND. At least 80% of students, will be at least T in subsequent data capture	SENDCO and teaching staff time	Termly report in LM	
	6.4.2 Keyworker system to be developed (regular monitoring and reporting progress/daily check ins/advocacy) with focus students	By end of term 2 and then ongoing in cycles alongside reporting process		Data Capture 1 - data analysed, targets adjusted Data Capture 2 - data analysed, targets adjusted repeat for Data Capture 3 Data Capture 4 Data Capture 5 Data Capture 6	Key Workers will be familiar with the progress of their key students and actively supporting them to make improvements throughout the term. 90% of students with keyworkers will be on target across the curriculum	BRB observations and termly checking	TA and SENDCO time	
	6.4.3 TAs who work with individual pupils will support them to develop independence/interdependence to ensure that they are developing skills that will allow them to complete tasks independently, work independently of support staff and solve problems when they face challenges	Complete by end of term 2		20.11.2019 - TA training based on developing independence has been delivered 20.11.2019- Al TAs have a performance management target related to developing independence for students with SEN 20.12.2019 - All TAs are supporting the pupils with	Students are working independently, completing tasks and are able to solve problems. They know when to ask for help and when to seek help for themselves so that they are making good progress in all lessons. Outcomes for SEND in line with national others.	BRB Observations Termly data captures	SENDCO and TA time	

				SEN to work independently and are completing tasks themselves, solving problems etc with minimum support required				

Quality of Education

Section 7 - Literacy and Numeracy across the curriculum – KAG/TVA

Description (linked to OFSTED criteria)	**Success Criteria**
■Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	Literacy and numeracy across the curriculum is mapped and there are common■approaches to delivering numeracy and literacy. This is something all staff are aware of and they use this in their planning and delivery of common content Literacy and numeracy strands throughout the curriculum are sequenced to ensure students experience a coherent journey through common skills and topics Pupils read widely and often and receive additional help where appropriate Pupils regularly review and improve their numeracy work both in and outside lessons, this is carefully targeted to the individual

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status

7.1 Accelerated reader develops pupils fluency, confidence and enjoyment in reading.	7.1.1 Review rewards system associated with AR	By Oct 19	KR	1/11/19 Accelerated reader rewards system reviewed	Pupils read widely and often, with fluency and comprehension appropriate to their age. 80% of students have a reading age in line or above their chronological age	KAG	£100	
	7.1.2 Encourage competition between KS3 classes	By Oct 19	KR and all KS3 English teachers	1/10/19 - KS3 classes competing for word counts and progress in accelerated reader		KAG		Assembly for KS3 to encourage competition
7.2 Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils	7.2.1 STAR reading tests termly and data shared.	Sept 19, Jan 20, April 20	All KS3 English teachers	Students' reading meets or exceeds chronological reading age.		KAG		Sept tests done
	7.2.2 Staff trained to access suggested activities to address gaps.	Sept 19	KAG	1/12/19 Staff training on reading interventions has taken place		KAG		
7.3 For low reading ability in particular, reading books connect closely to the phonics knowledge pupils are taught.	7.3.1 Ensure that pupils are using texts in DEAR which are at their ZPD level	Ongoing from Sept 19	All KS3 English teachers	Accelerated Reader tests are passed (70% or more) for pupils with low reading ability	Pupils with a reading age 18months and below chronological reading age, accrue a word count comparable pupils with reading age at chronological age.	KR and KAG		In progres
	7.3.2 Invest in further Barrington Stoke texts.	December 2019	KAG / BRB	1/10/19 - KAG orders Barrington Stoke texts 1/12/19 - Better choice for pupils (low reading age, high interest)		KAG	£250	
7.4 Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	7.4.1 All staff model academic voice in marking, planning and presenting.	Ongoing	All staff	1/2/20 Pupils are willing to experiment with vocabulary.	Vocabulary across the school improves so that literacy is judged to be good in over 80% of lesson observations	SLT / HOF / HODs Work samples Student interviews		
7.5 Pupils use of literacy across the curriculum is mapped and taught using common methods	7.5.1 KAG to produce Literacy Handbook with conventions of texts types / common misconceptions etc.	By end Oct 19	KAG	31/10/19 Staff can refer to and model conventions in their teaching.	Pupils produce texts which suit the intended purpose, they are clear, detailed and accurate as seen in over 80% of book looks	KAG		In progress
	7.5.2 Literacy skills are mapped across the	By Jan 2020	KAG	1/11/19 - audit of literacy across the curriculum	Students experience a well planned coherent journey	KAG LP		

				identifies issues with sequencing of learning 15/1/20 - KAG has met with subject leaders and reviewed SOL to resequence learning of literacy skills where possible	developing their literacy skills and techniques. Outcomes in English and literacy based subjects are above national.			
curriculum and where possible sequencing of learning compliments the shared approach to teaching								
7.6 Pupils are able to produce high quality extended answers in all subjects and know how to structure them	7.6.1 Staff create success criteria for pupils to use for extended writing tasks using Literacy Handbook	July 20	All staff	Book scrutiny reveals improvement in extended writing tasks	Pupils' writing is more detailed, use the conventions of the text type and is clearly set out.	KAG		
7.7 Pupils use of Mathematics across the curriculum is mapped and taught using common methods	7.7.1 Survey sent to staff to identify cross curricular topics	July 2019 (completed	TVA	1/7/19 Surveys completed and return	Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. Over 80% of students are on target in all years.	TVA	N/A	Completed
	7.7.2 Document produced to aid teachers and ensure common methods	Sept 2019		1/11/19 Document produced/amended by teaching staff				Ongoing
	7.7.3 Staff training to focus on these areas and ensure consistency of delivery	Ongoing (half termly basis) Sep – July 2020		NA – ongoing process				Ongoing
	7.7.4 Numeracy skills are mapped across the curriculum and where possible sequencing of learning compliments the shared approach to teaching	By Jan 2020	TVA	1/11/19 - audit of numeracy across the curriculum identifies issues with sequencing of learning 15/1/20 - TVA has met with subject leaders and reviewed SOL to resequence learning of numeracy skills where possible	Students experience a well planned coherent journey developing their numeracy skills and techniques. Outcomes in Mathematics and numeracy based subjects are above national	TVA LP		
7.8 In Mathematics and where Mathematics is used, students apply this in a variety of contexts and problem solving questions	7.8.1 SOL to include cross curricular link column to help teachers include a variety of contexts when planning their lessons	July 2020	TVA/JST/MAT maths team	10/9/19 - Column to be added to SoL and then populated by MAT wide team	Over 90% of lessons observed using numeracy show clear planning for numeracy across curriculum	TVA	Cost of potential field trip/transport etc	SOL column added. Population of column ongoing.
	7.8.2 Q+ problem solving questions to be included on every single HW	Ongoing		Fortnightly - Review conducted during book audits	Students are motivated by these sessions and increasingly over 50%		for free	HW template designed.

					consider a career in a STEM based subject.			HW production
	7.8.3 Links with industry developed and STEM trip – to enable students to understand the context behind the skills they are learning in their maths lessons	July 2020		1/1/20 STEM session/field trip organised/delivered	More than 50% of students end up taking a STEM based subject/apprenticeship in further education.		ENGIE (construction career lin)deliver their sessions	Ongoing

Quality of Education

Section 8 - Improve consistency of outcomes across all subjects and sub groups - KH

Description (linked to OFSTED criteria)	Success Criteria
■The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ■Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	All subjects are above SPI +0.00, all subgroups are +0.00 In particular French, English and Sport are in line with national averages Maths is above +0.2, English is above +0.0, Ebac is above +0.3, overall above +0.3 PP is above +0.3, HAP is above +0.2, SENd is above +0.4

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
8.1 All subject leads know their syllabus and examiners expectations	See section 5.1							
8.2 The quality of teaching and learning is high, with planned retention of knowledge	See section 5.2-5.4							
8.3 Regular assessments and feedback ensure misconceptions are quickly	See section 5.5							

picked up								
8.4 Where appropriate interventions are put in place to provide support for those falling behind	8.4.1 Pupils who are underperforming in each subject, in relation to age related expectations, are identified, with class teachers, HOFs and Tutors (and SENCO where applicable) informed of their progress	See data calendar	LP	KS3 - Analysis completed following each progress check/ FSR. Teachers/ HOF informed of pupils not making expected progress in subject areas	Pupils who are underperforming in subjects are identified and teachers informed. Intervention plans are sought to improve performance. With pupils adjudged to be P- in 3 or more subjects, they are discussed at SLT and interventions are discussed. Over 80% of students identified for intervention are on target	LP/ HOF		
				KS4 - Data uploaded to SISRA following each data capture/ FSR. Teachers and HOF using SPI to indicate pupils who are not making progress in relation to targets.	Subject teachers and HOF use SISRA to rank pupils progress in terms of SPI. Each faculty meeting has a standing agenda point to discuss underperforming students and outline interventions. Over 80% of students identified for support are on target	LP/ HOF		
	8.4.2 Class teachers for each pupil identified, outline a number of interventions intended to enable more rapid progress	See data calendar	LP	KS3 - Subject teachers supplied with list of pupils who have been indicated P- in their subject area following each progress check	Pupils who are underperforming in subjects are identified and teachers informed. Intervention plans are sought to improve performance. With pupils adjudged to be P- in 3 or more subjects, they are discussed at SLT and interventions are discussed. Over 80% of students identified for intervention are on target	LP/ HOF		
				KS4 - Subject teachers/ HOF use SISRA to measure pupil progress against SPI following each data check.	Subject teachers and HOF use SISRA to rank pupils progress in terms of SPI. Each faculty meeting has a sanding agenda point to discuss underperforming students and outline interventions. Over 80% of	LP/ HOF		

					students identified for support are on target			
	8.4.3 MAT Assistant Headteachers in charge of Eng and Maths,coordinate and deliver interventions for students underachieving	From September	LP/JSC/TH	Y11 pupils have timetable lessons for Maths and English during PE lessons	Pupils attend Maths and English intervention with subject specialists during PE lessons. Maths and English outcomes for those identified rise by a grade on average.	LP/ JSC/ TVA/ TH/ KG		
	8.4.4 Staff use the most current progress data to identify pupils in need of intervention strategies.	See data calendar	LP	KS3 - Subject teachers supplied with list of pupils who have been indicated P- in their subject area following each progress check	Pupils who are underperforming in subjects are identified and teachers informed. Intervention plans are sought to improve performance. With pupils adjudged to be P- in 3 or more subjects, they are discussed at SLT and interventions are discussed. Over 80% of students identified for intervention are on target	LP/ HOF		
				KS4 - Subject teachers/ HOF use SISRA to measure pupil progress against SPI following each data check.	Subject teachers and HOF use SISRA to rank pupils progress in terms of SPI. Each faculty meeting has a standing agenda point to discuss underperforming students and outline interventions. Over 80% of students identified for intervention are on target	LP/ HOF		
8.5 A dedicated PP champion ensures all PP students are supported	8.5.1 New PP Champion appointed	July 2019	PJ	1/8/19 PP champion appointed	PP champion in place who will research best practice and ensure PP students get whatever intervention or addition they need to be successful. PP outcomes are in line with others nationally. PP attendance rises to that of their peers.			PJ appointed to be PP champion
	8.5.2 New PP champion to research best practice and design a plan to improve outcomes for all PP students in all years	By November 2019 for plan	PJ	1/11/19 - PP best practice has been researched and a plan developed for SLt to consider 1/3/20 - All PP students are receiving additional support to achieve in line with their peers		SLt minutes Line management Student outcomes		
8.6 A boys champion	8.6.1 New boys champion	September	LMB	5/9/19 - Boys Champion	A senior member of staff	SLT minutes	none	LMB

ensures all boys are well supported	nominated from senior team	2019		appointed	becomes champion for boys, developing strategies and an oversight of boys who are underachieving. Over 80% of boys identified for intervention are on target				**appointed**
	8.6.2 Boys champion to research best practice and develop a plan to ensure outcomes and standard of work for boys is high and maintained	By November 2019 for plan	LMB	20/10/19 - Initial presentation to SLt for boys plan 1/4/20 - Impact of boys intervention measured and further actions in place	Best practice for boys is shared with staff. All boys are monitored closely and they are held to account for poor presentation and lack of effort. Over 80% of boys books monitored show good quality presentation.	SLT meetings Line management	Resources Training		
8.7 High ability students are well supported and provided with stretch and challenge	8.7.1 CPD on delivering lessons that enable the most able to achieve mastery / greater depth	December	KH	2/12/19 - INSET twilight on deepening learning 16/3/20 - Student voice and whole school book sample to share best practice	All teachers know and understand how to extend the most able and deepen their knowledge through applying their knowledge to unknown and unfamiliar contexts. This is reflected in 10% of students achieving grade 8+	Lesson observations Learning walks Book Looks Student voice	INSET time		
	8.7.2 Extra curricular activities that extend HAP horizons researched	All year	KH	by end of October - Millfield meeting to discuss opportunities to enrich most able 6/10/19 - Trip to oxford with Millfield for most able yr 10&11	The most able engage in activities with other able students outside the school and regularly experience aspirational activities that broaden their cultural capital.				
	8.7.3 Support, mentoring and aspiration developed through older HAP students mentoring younger HAP students, including the use of Millfield sixth formers			31/10/19 - Millfield meeting to discuss mentoring for most able 1/11/19 - HAP mentoring across the school in place	High ability students enthuse and aspire younger high ability students, with sixth formers from Millfield inspiring and role modelling for our year 11 students. HAP students achieve positive progress (above 0.0) across the curriculum.	Student voice			

Behaviour and Attitudes

Section 9 - Preparedness for Learning; Uniform and Equipment – LMB

Description (linked to OFSTED criteria)	Success Criteria
■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	98% of students will be in the correct uniform and will have the correct equipment for each day

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
9.1 to ensure that parents and students are aware of correct uniform and of consequences of wearing incorrect uniform	9.1.1 Presentation and display on transition evening making expectations clear. Uniform leaflet in packs	Term 6	LMB/SG	3.7.19 - presentation, display and leaflet delivered	New parents will understand the correct uniform and where to buy so that 98% of students are always wearing correct uniform.			Complete
	9.1.2 Letter sent home to all parents at end of term 6 to remind of expectations/rules around uniform	Term 6	LMB/MS	18.7.19 letter sent	All parents will have clear guidelines about uniform expectations/rules so that 98% of students are always wearing correct uniform.			Complete
	9.1.3 Email sent home a week into summer holidays to all parents with reminder of uniform	July 2019	LMB/MS	31.7.19 email sent	All parents will have a clear understanding of requirements when buying new uniform over the summer			Complete
9.2 to ensure that all tutors understand their responsibilities in monitoring uniform	9.2.1 INSET day pastoral session to include a reminder of responsibility around checking uniform, sending appropriate letter home and sending student to JD to borrow correct item of uniform for day	Term 1	LMB/PJ/SE	4.9.19 refresher will have been delivered - all tutor packs will be updated to include appropriate letters	All tutors will understand procedures and responsibilities around uniform checks so that 98% of students are always wearing correct uniform.	Logs on PARS

Drop ins by pastoral team to am/pm reg will remind tutors and students of expectations around uniform | Cost of printing and sending letters home | Planned |

	9.2.2 regular uniform checks by tutors will be undertaken and discrepancies/letters home logged on PARS	One year	Tutors, pastoral team	30.9.19 all tutors will be regularly checking uniform, logging on PARS & sending letters 25.10.19 logs and uniform loan register shows students being closely monitored and expectations are high 20.12.19 95% of students in correct uniform every day 3.4.20 97% of students will be in the correct uniform every day 19.7.20 correct uniform is the norm for all students	Students and parents understand that uniform is monitored regularly and infringements are addressed Students and parents will cooperate with the uniform rules/expectations The student body will be of a smart, in line with school expectations Standard will be set for the next year	PARS/Tutor checklists Pastoral team drop ins PARS/uniform loan register will show repeat offenders. Pastoral team to communicate with/meet with parents in these cases Tutors will continue to monitor daily. HOKS will continue drop ins and meetings as necessary	Printing of checklists Cost of letters home to parents Time to meet with parents	planned planned
9.3 Ensure that all students and parents understand the requirements around equipment required for the school day	9.3.1 Expectations letter sent home at the end of term 6 clearly listing equipment required. Letter referenced in newsletter published at end of term	July 2019	LMB/MS	18.7.19 letter sent	Students and parents will understand the basic minimum requirements for equipment so that 98% of students have the correct equipment.			Letter sent by email to all parents. Term 6 Newsletter refers to letter
	9.3.2 Tutors are reminded of importance of equipment checklist every day, issuing and logging of break time detentions if equipment has to be loaned	INSET day	LMB/PJ/SE	3.9.19 Inset session delivered and include this reminder	Tutors understand their role in ensuring students take responsibility for having the correct equipment, so that 98% of students have the correct equipment.	Register taken on INSET day		planned
	9.3.3 School planners have a checklist of minimum equipment required for the school day	Term 1	LMB	2.9.19 School planners delivered 4.9.19 Tutors go through planners in extended tutor time & explain equipment having to be loaned will result in a break time detention with tutor 25.10.19 Equipment checks will be 90%	Students have a clear understanding of equipment required and consequences of not having correct equipment 90% students will have the	Pastoral team drop ins Equipment checklists	Cost of planners and time to develop proofs	complete planned

				embedded in morning registration process	correct equipment	PARS logs		planned
				20.12.19 Equipment check lists will be part of the routine every day				planned
				19.7.19 missing equipment and sanctions will be rare and standard will be set for next year	98% of students will have the correct equipment every day			
					98% of students will have the correct equipment every day			planned

Behaviour and Attitudes

Section 10 - Development of interventions and proactive measures to improve behaviour and wellbeing – LMB

Description (linked to OFSTED criteria)	Success Criteria
■ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. ■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. ■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. ■ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. ■ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. ■ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	Negative behaviour logs will decrease by at least 10% Commendations and participations will increase by 10% Relationships between students and staff will improve, 95%+ of parents report this.

■ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload Whole school Wellbeing project through SHARE Behaviour for Learning will focus on positive reinforcement	

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
10.1 to create a whole school wellbeing project around physical and mental wellbeing which reduces absence and increases resilience and improves students happiness	10.1.1 Meet with SHARE to create a wellbeing audit	One year	LMB/CK(PJ)/SE	31.7.19 Develop an initial action plan 11.9.19 Briefing for staff 11.9.19 Assembly for students 11.9.19 Meeting for parents	Clear view of project plan Staff will understand how the project works and how they can be involved Students will understand how to be involved Parents will be clear on plans and actions as well as how they can be involved			complete planned planned planned
	10.1.2 SHARE project will be tailored to school's needs	one year	LMB/SE/CK	20.12.19 Assess impact so far and develop plans accordingly 30.4.20 Assess impact so far and develop plans accordingly 12.7.20 Assess impact overall and develop plans for next year accordingly	Termly analysis of impact allows further tailoring of project to school's needs. Students will feel involved and will offer suggestions Project will be tailored to meet school's needs and has had an impact on staff and student wellbeing. Team will be in place and ready to run next year.	Staff, parent and student voice		planned

| 10..2 Develop an assertive approach to classroom management | 10.2.1 Refresher to staff on importance of positive reinforcement | Term 1 | LMB | 3.9.19 Pastoral session on INSET day will include a reminder on strategies for talking to teenagers and managing behaviour in the classroom | Staff will be reminded about modelling the behaviour they want to see so that less instances of negative behaviour occur

Staff will have a range of strategies at their disposal to keep students in lessons and engaged in their learning | Register taken on inset day | | planned |
| | 10.2.2 Sharing of strategies for assertive discipline | One year | LMB/Pastoral team | 25.10.19 at least one pastoral session devoted to assertive discipline techniques

20.12.19 at least one tutor briefing included success stories around assertive discipline

30.4.20 drop ins show all staff using assertive discipline as part of their behaviour for learning

19.7.20 students will accept assertive discipline is the norm; exits will be lower than last year | Staff will have a clear understanding of, and confidence to try, assertive techniques so that the number of behaviour incidents reduces by 20%

Staff will share successes and give tips to those who may need further strategies

Lessons will be calm and focused with students engaged so that pace can be maintained and over 80% of lessons show pace is good or better

Students will be making good progress in over 85% of lessons observed and teachers will feel motivated | Register of CPD session

Discussion in tutor briefings

Drop ins/lesson observations/student reports/exit room log

Drop ins/lesson obs/student reports/exit room log | | planned

planned

planned |

Behaviour and Attitudes

Section 11 – Attendance and Punctuality – LMB

Description (linked to OFSTED criteria)	Success Criteria
■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	Whole school attendance is at 95% PA is below 13%

■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. School attendance is in line with National Average Students are punctual to school and to lessons	Lateness to school is below 10% of students

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
11.1 Improve whole school attendance to at least 95%	11.1.1 Refresher on tutor chats for attendance	Term 1	LMB	3.9.19 Pastoral session to include how to conduct and log tutor chats 4.9.19 Assembly includes attendance expectations	All tutors understand why and how to conduct tutor chats so that less students drop below 95% than in 2018-19 Students reminded of importance of good attendance	Register taken on INSET day		planned
	11.1.2 Close monitoring of attendance through first day calling, correct coding and regular meetings with ESW Southwest ensuring systems closely followed	One year	LMB/HC/EWS SW	26.9.19 LMB to attend County attendance course 22.10.19 attendance clinics for yr 11 held & SAM,MAP and tutor chats 17.12.19 attendance clinics for yr 10 held & SAM,MAP and tutor chats 11.2.20 attendance clinics for yr 9 held & SAM,MAP and tutor chats 31.3.20 attendance clinics for yr 8 held & SAM,MAP and tutor chats 12.5.20 attendance clinics for yr 7 held & SAM,MAP and	LMB cascades changes to County systems and support Parents and students aware that attendance is being monitored and are aware of the consequences if no improvement. There will be a reduction by 20% of the number of parents facing referral to EWS and county Parents and students will have the standard set for the following year	LOGS on PARS, information filed in student files	Time to cascade information Time for meetings with EWS, students and parents	planned planned

				tutor chats 19.5.20 attendance in line with National Average				
11.2 to recognise and reward good attendance	11.2.1 mufti days held each term for those who achieve 100% attendance	One year	LMB/CK/SE/HC	5.5.19 Mufti 1 9.1.20 Mufti 2 27.2.20 Mufti 3 23.4.20 Mufti 4 4.6.20 Mufti 5 (20.12.19), (3.4.20), (10.7.20) celebration assembly includes attendance certificates	Students will feel rewarded for good attendance. Over 95% of students will qualify for good attendance at least once in the year. Other students will be encouraged to improve attendance	PARS reports Success wall	Time to run reports and print certificates/plan assemblies	planned
11.3 to improve students' punctuality at start of day	11.3.1 late gate to be run on a daily basis	One year	LMB/Pastoral team	4.9.19 extended tutor time and assembly to include focus on punctuality 25.10.19 - students who are persistently late will have served appropriate detentions and parents will have been contacted to discuss/support in SAMs meetings 20.12.19 90% students will be punctual most of the time. Those who are not have served detentions 3.4.20 95% students will be punctual most of the time. Those who are not have served detentions 19.7.20 97% students will be punctual most of the time. Those who are not have served detentions	Students understand importance of punctuality and consequences. Lateness rates will drop by 20% from 2018-19 Parents and students will understand that poor punctuality is monitored and followed up Student punctuality will have improved and students will have a calm, orderly start to the day	Signing in book, logs on PARS SAMS paperwork		planned

Personal Development

Section 12 - SMSC, British Values, Careers and Aspirations (particularly key groups) – LMB/BRB/CK/SE

Description (linked to OFSTED criteria)		Success Criteria

■The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

■Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

■The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

■The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

■The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

■The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

■Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

■The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way

■Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Students will experience a comprehensive PSHE programme which covers core British values, careers and aspiration

SMSC will be addressed across the curriculum

PSHE self evaluation sheets will show that students understand core values

Careers programme will be in place and Gatsby benchmarks will be updated

All subjects will have links to industry to promote careers and aspiration

SMSC will be covered in subjects where not covered in PSHE

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
12.1 Deliver a comprehensive PSHE programme to KS3	12.1.1 Brief teaching staff on content of PSHE programme and how to prepare	Term One	PJ	3.9.19 overview of programme given to staff and resources signposted. Emphasis on need to prepare thoroughly	Teachers will be clear on where to find resources and need to pre read lessons before teaching. PSHE lessons will be good or better in over 85% of	Register on INSET day		planned

					lessons observed.			
	12.1.2 Plan a series of lessons that can be delivered by non-specialists	One year	CK/PJ	25.10.19 KS3 have completed first modules 20.12.19 KS3 have completed second modules 14.2.20 KS3 have completed third modules 3.4.20 KS3 have completed fourth modules 22.5.20 KS3 have completed fifth modules 10.7.20 KS3 have completed sixth modules	KS3 students have a good understanding of core values such as citizenship, democracy, esafety, SRE, finance, mental health and global politics. Progress is good in over 85% of PSHE lessons observed.	Self evaluation sheets completed at the end of each unit Book looks Student voice		planned
12.2 Develop Careers programme in line with Gatsby Benchmarks	12.2.1 Revisit Gatsby benchmarks with adviser on a regular basis	One year	PJ/CK	20.12.19 review of progress and plans for further progress in place 3.4.20 mid year review of progress & plans 10.7.20 review of year's progress and planning for next year in place	A clear picture of areas for development will be formed and acted upon leading to completing the gatsby benchmarks by July 2019. This will lead to 100% of students in appropriate education or training when they leave school.	Time for PJ/CK to meet with advisor		planned
	12.2.1 subject links with industry to be developed	One year	PJ/CK/HoFs	18.9.19 HoFs reminded of requirement to develop links with appropriate industries 16.10.19 HoFs feedback on progress 3.4.20 links made and active participation in place 3.7.20 links and plans in place for next year	Hofs understand their responsibility and have ideas for appropriate industries HoFs held accountable for making at least 1 link by October Students have an understanding of some careers options Careers links will begin to grow	Time for HoFs to develop links Time for external speakers to visit/students to go out	HoFs will be asked to report back on progress	planned
12.3 to ensure that SMSC is covered across the curriculum	12.3.1 Remind subject leaders to ensure that SoLs include strands of SMSC that are covered	One year	KH/LMB	3.9.19 INSET to include reminder of this	Subject leaders will make explicit links to SMSC	Time for developing SoLs	SoLs, Lesson observations and drop ins	
12.4 provide students with the cultural	12.4.1 Students experience different cultures through	All year	CK/LMB	30.4.20 year 7 students will have undertaken a trip	Students experiences, learning and attitudes are			

capital to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way	trips and visits 12.4.2 Students learn about different cultures through their learning 12.4.3 Students debate and discuss issues in a considered way 12.4.4 Students contribute positively to society			to a mosque and a gudjara 30.11.19 KS4 students will have had the opportunity to attend Poetry Live 30.11.19 Year 9 student will have had the opportunity to participate in peer mentor day 25.10.19 wellbeing champions will have been trained and will be able to offer a positive contribution to school community for rest of year 20.12.19 all students will have been offered the opportunity to attend a theatre performance 20.7.20 year 7 students will have had the opportunity to visit Normandy for joint history/MFL trip 20.7.20 debate will be a regular part of pm tutor time 20.7.20 Students involved in student council of town council will have participaded in range of community activites	inclusive of all cultures, they develop their cultural capital as part of everyday life at the school, with rich experiences they reflect on, which allows them to discuss issues in a considered way and contribute to society			

Leadership and Management

Section 13 - Governance and Leadership – KQ/KH (Including the governors development plan 13.1-13.9)

Description (linked to OFSTED criteria)	Success Criteria
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. ■Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.	Governors hold the school to account, ensure that budgets and resources are managed effectively. The school has a balanced or better budget for 2019-20 Governors ensure that safeguarding is secure and that it remains under review, 100% of termly reviews show effective safeguarding

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. ■Leaders protect staff from bullying and harassment.	Leaders have a clear vision that is seen in practice daily. Staff are free from bullying and harassment and their workload is considered, as shown in the staff survey in term 6

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
13.1 Governors have clear and concise roles and responsibilities	13.1.1 All governors have clear roles and responsibilities across the school.	All year	KQ - Chair of Governors	8/10/19 -Roles and responsibilities reviewed at Head and Chair agenda setting meeting.	All governors have specific roles and responsibilities, understand them and actively seek to ensure this area of the school is scrutinised	LGB meetings Chair to ensure all members have specific roles and responsibilities		
	13.1.2 Governors scrutinise the headteachers report, with attention to their area of responsibility and prepare questions for governors' meetings.		KQ - Chair of Governors	01/10/19 - Headteacher report available prior to LGB meeting	Governors hold senior leaders stringently to account for all aspects of the school's performance in line with national expectations	LGB meetings Trustees view all minutes of LGB meetings		
13.2 All new governors to complete a governor induction	13.2.1 KQ Chair of Governors and ST Clerk to governors to ensure new governors complete a fully governor induction.		KQ – Chair of Governors. ST - Clerk to Governors	KQ to review governor's knowledge and arrange for information to be made available to governors requiring it.	Governors feel confident in their role and empowered to make strategic and impactful decisions to ensure good outcomes for the children within the school. All governors have completed induction and are aware of their responsibilities.	LGB meetings		
13.3 Governors attend meetings regularly.	13.3.1 Governors failing to attend meetings regularly will be approached by the Chair of Governors to establish if there is a barrier.		KQ – Chair of Governors	08/10/19 Governors year to date, attendance tally updated on LGB minutes. Chair to raise lack of attendance issues as appropriate	Governors are fully kept informed of the current position of the school. Attendance is above 80% at governor meetings across the year.	LGB meetings		

13.4 Governors are aware of what is going on within school particularly with respect to their specific areas of responsibility	13.4.1 Governors to review 2019 exam results and ASP data with the headteacher and establish focus monitoring areas for the new year.		All	01/10/2019 Headteacher to share Initial exam data with LGB ASP date to be shared once available	Governors understand how the school compares with national and local results. Governors have a clear area of focus for the new year.	LGB meeting		
	13.4.2 Governors to review latest Ofsted inspection report or independent reviews to establish focus monitoring areas for the new year.		All	Headteacher to send reports to governors as soon as it becomes available. Governors to discuss with the Headteacher at next governor meeting.	Governors confirm that the areas requiring improvement match the school improvement plan.	LGB meeting		
	13.4.3 Governor's conduct visits to their link departments at least 3 times a year and report back to LGB		KQ – Chair of Governors	04/12/2019 - Key areas of concern/focus have had visits from governors 19/03/2020 - All governors have made visit to their specific area of responsibility and reported back to LGB	Governors have a good understanding of the key priorities and the work being done to address them for their areas of responsibility	Feedback to LGB in meetings. KQ to ensure all governors make visits as planned	Governor's conduct visits to their link departments regularly and report back to LGB	
13.5 Governors hold the school to account for the effectiveness of spending eg. Catch up 7, pupil premium etc	13.5.1 2018/2019 Catch up 7 and PP outcome compared to targets evaluations to be shared with governors.		KH - Headteacher	08/10/2019 - Catch up 7 impact/outcome evaluation completed & shared with LGB 08/10/2019 - PP impact/outcome evaluation is completed & shared with LGB	The impact of catch up 7, and pupil premium funding is clear, measured and informs future spending to increase impact.	CEO works with KH to ensure best practice is in place.		
	13.5.2 2018/2019 Catch up 7 and Pupil Premium. Detailed spending plan and targeted outcomes to be shared with governors for scrutiny and approval		KH - Headteacher	08/10/2019 - Governors scrutinise spending plan for Catch up 7 and PP and use last year's outcomes as a success criteria before approval.				
13.6 Chair of governors works with other Chairs across the MAT to share good practice	13.6.1 Chair of Governors attends partnership LGB Chair meetings, feeding back to the LGB.	As per calendar	KQ - Chair of Governors	Each meeting is attended, with relevant information and practice fed back to relevant parties immediately	Chair of Governors works with other Chairs to ensure best practice of governance.	CEO to monitor actions of LGB and report to trustees.		
13.7 All Governors attend governor training events when relevant.	13.7.1 KH (Headteacher), ST (Clerk to the governors) or SCR (PA to the trust) will alert the Chair of Governors	Whenever training is needed or available.	KH – Headteacher ST - Clerk to Governors	All governors receive the relevant training they require to fulfill their roles	Governors receive constant up to date training for their roles to	Trustees check records of training, roles and minutes of meetings		

	to any required training opportunities.		SCR - Trust Clerk KQ - Chair of Governors	There is an accurate record of the training they receive	ensure they can perform their roles effectively.		
	13.7.2 KQ to review governor training log prepared by clerk to ensure all governors receive relevant training for their roles.	Ongoing	KQ - Chair of governors		As above	Review prior to each LGB meeting	
13.8 Governor to ensure there is a good succession plan in place and skilled governor recruitment is ongoing.	13.8.1 KQ to ensure a Chair of governor's succession plan is in place. All governors to actively recruit new skilled governors.	ongoing	KQ - Chair of governors	Deputy Chair of governors to be in place. All governors to actively recruit new governors	Succession plan in place for next chair and enough governors at all meetings		
13.9 Governors scrutinise their current practice and look for improvements to ensure excellence in governance	13.9.1 Governors research best practice for governance	Ongoing	KQ - Chair of Governors	Best practice governance is shared during termly MAT Chairs meetings.	Chair of Governors works with other Chairs to ensure best practice of governance.		
13.10 Develop leadership and a proactive problem solving culture	13.10.1 All staff complete their own CPD programme developing their practice - this is linked to appraisal	All year	KH	3/9/19 - Staff informed of CPD programme for year 30/10/19 - Appraisal meetings used to set CPD research and development focus Last week of term 2,3,4,5 - Updates to appraisers on progress with CPD project 1/7/20 - Report submitted to appraiser to state progress and impact of CPD programme 30/10/20 - Appriasal considers effectiveness and impact of CPD time and agree next CPD need.	Every member of teaching staff agrees their individual need for development with their appraiser. They use their 6 hours of CPD time to research, develop and improve their teaching and learning. Tis has a direct impact on their teaching and outcomes, Lesson observations show 90% of teachers have improved the aspect of teaching and learning they have been developing.	Appraisals Line Management Notes Impact evaluations in term 6	CPD time Cover of observations or visits
	13.10.2 Line management, action planning and FIP's focus on solutions and problem solving	All year	KH	1/10/19 - Subject leader handbook focuses line management meetings on solutions and actions	Leaders are reflective and have a proactive solution focussed problem solving culture. There is a can-do attitude to problems. There	Line Management	

				1/10/19 - Pastoral leader handbook focuses line management 1/11/19 - All Faculty improvement plans contain solution focussed actions	is a 30% reduction in problems passed to SLt, these are replaced by possible solutions.			
13.11 Improve accountability and active improvement for outcomes and impact	13.11.1 All line managers are trained in how to hold their staff to account for the impact of their outcomes	December 2019	KH/MTH	13/10/19 - Leaders receive update training on holding staff to account prior to appraisal	Leaders hold staff to account and are accountable themselves for impact of actions and outcomes			
13.12 Further develop leadership at all levels	13.12.1 Those staff aspiring to be middle leaders complete NPQML training	July 2020	KH	15/9/19 - All middle leaders and aspiring middle leaders are considered for NPQML	Leadership training ensures leaders possess the skills and knowledge to lead their area of responsibility effectively. 100% of staff taking NPQ courses successfully complete the course.	Delegate lists	Time	
	13.12.2 Those staff aspiring to be senior leaders complete the NPQSL training	July 2020	KH	15/9/19 - All aspiring senior leaders are considered for NPQSL		Delegate lists		
	13.12.3 All heads of faculty involve teachers in leading areas of responsibility to develop leadership skills	All year	HOF	3/9/19 - All HOF's are asked to involve teachers in the leadership of their areas to develop opportunities for leadership	Staff are given the opportunity to lead and make an impact in their team. Staff survey reports over 90% of staff feel involved in the leadership of the school.	Minutes		

Leadership and Management

Section 14 - Staff Development and training KH

Description (linked to OFSTED criteria)	**Success Criteria**
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.	CPD is focussed on individual need and time is given for staff to develop their own practice and subject specialism. Leaders have considered and actively taken steps to reduce workload Leaders hold staff to account to ensure that their professional development is highly effective and it translates into improvements in teaching of the curriculum Staff have a culture of self reflection and development, where staff can receive support, coaching or

Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.	mentoring when they need it Staff regularly share good practice and try out new ideas Staff teaching second subjects deliver good lessons in over 85% of lessons observed

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
14.1 Create a whole school wellbeing project around physical and mental wellbeing	See Section 10.1 above							
14.2 CPD focus on reducing workload whilst focussing on effectiveness	14.2.1 Pintail cream sheets are used to focus and individualized student responses to marking and to reduce workload	From September	KH	1/6/19 - All staff using pintail cream sheets for feedback and GPC 1/11/19 - Sharing best practice T&L briefing focussed on GPC	All students respond to marking by improving or deepening their knowledge based on teacher feedback Staff have the opportunity to share ideas on how to reduce workload, staff surveys show that 90% of staff manage their workload better than in 2018-19	Work sample Book looks Lesson observations	Meeting time	
	14.2.2 Cross trust data to be standardised, making it easily available to all staff with minimal work to access the data	By March 2020	KH	1/10/19 - All MAT data leads meet 1/12/19 - Draft standardised format for summary data to SLT 1/2/20 - Data for SLt, trustees and school leaders is presented in standard format 1/6/20 - Summary student data and exam review data standardised and agreed by SLT	Trustees, governors, school leaders and teachers access data that is easy to access and provides enough detail to analyse performance. This data is produced efficiently. Leaders are provided with standardised data following data collection and exams that enables interventions and tracking progress so that progress	SLT minutes Feedback from trustees, governors and leaders	Time Software? Training?	

					is above 0.2				
	14.2.3 Assessments and assessment towers developed across trust, leading to high quality assessment and feedback whilst reducing workload	From April 2019	LP	1/10/19 - Assessment towers are used to track student progress 1/10/19 - Assessments and structures for tracking students are linked to assessment towers	MAT schools share a common assessment structure and use common assessments to track students progress. This reduces workload	LP to check towers are in place and being used Assessment plans Staff voice	Meeting times - subject meeting in line	
	14.2.4 MAT similarities leads to collaborative planning, resources and assessment	All year	Subject leads / AWI	1/10/19 - KH to agree common subject meetings to enable collaboration As calendared - regular meetings to collaborate and develop resources and planning to reduce workload	All teachers are able to share the development of planning, assessments and resources for their subject, this reduces workload	Minutes of meetings Staff voice	Meetings and transport	
14.3 CPD to develop subject examination and syllabus knowledge	14.3.1 All exam board training is shared and discussed across trust.MAT subject groups share best practice and resources. Where appropriate this may be outside the trust			See section 5.2				
14.4 CPD time to develop subject knowledge, expertise and pedagogical teaching and learning	14.4.1 All teachers to identify needs through appraisal process and to use 6 hours of CPD time for development			See Section 5.1 & 5.2 above				
14.5 Regular updates and training on safeguarding	14.5.1 Safeguarding training delivered to all staff annually	September and as needed	LMB	2/9/19 Safeguarding training for all staff by DSL 14/10/19 - Mop up safeguarding session taken place for any one who has missed it When needed new staff are trained before starting	All staff are trained in child protection, safeguarding annually so that 100% of staff surveys report staff know what to do and who to speak to around safeguarding.	SCR check	Time £60 for Somerset package	
	14.5.2 Regular 'hot topics' are shared with staff weekly to keep them up to date with a broad range of safeguarding	Every Monday	LMB	Weekly - Hot topic factsheets are shared with staff	Staff regularly update their knowledge on safeguarding through hot topics each week. These cover all aspects of safeguarding and are up to date	Hot Topics	none	
14.6 CPD requirements informed by appraisal	14.6.1 Appraisal documents inform whole school CPD needs, along with observation and feedback	November	KH	1/11/19 - Appraisal documentation completed 1/12/19 - CPD priorities identified	CPD is based on the needs emerging from appraisal, lesson observations and feedback	Minutes Appraisal documents Staff voice	Visiting speaker?	

	from staff			1/1/20 - CPD for rest of year is arranged, calendared and shared with staff	from staff. It is pertinent to the development of all staff and in line with school priorities			
14.7 Staff teaching second subjects receive additional support and training to ensure students make good progress	see 5.1.3							

Finance and Premises

Section 15 - Financial Stability and pupil numbers - KH

Description (linked to OFSTED criteria)	**Success Criteria**
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	School reputation continues to improve Student numbers up by 15% from 2019 (September) Balanced budget with plan to reduce overall deficit to £0 by 2023

Impact, Evidence, Progress towards Success Criteria.

Leave blank until review.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
15.1 Open Evening is advertised widely	15.1.1 Flyers are sent to local businesses and all local primary schools	First 2 weeks in September	SG	1.7.19 Flyers ordered 1.9.19 - Flyers out to local schools and business	All schools and most businesses have flyers to advertise open evening so that open evening is attended by over 100 families	Numbers at open evening	£350?	
	15.1.2 Banners for roads ordered and put up in the summer holiday	August	SG	1.7.19 Banners for road ordered 23.7.19 Banners up on main roads around school	All drivers in the area can see advert for open evening so that open evening is attended by over 100 families	Numbers at open evening	£400?	

	15.1.3 Facebook and website have open evening adverts - these are reposted regularly	September	BRB/LMB/SG	from 1/9/19 Facebook and website have open evening advert from 14/9/19 Daily updates on facebook advertising open evening	Open evening is publicised using all forms of media to ensure prospective parents are aware of open evening so that open evening is attended by over 100 families			
	15.1.4 Open evening adverts in local press, magazines and online news	July	SG/KH	1/7/19 Adverts for press sent off				
15.2 Significant events advertised widely	15.2.1 All events are widely publicised on local press, facebook and online.	All year	SG	All events advertised through social media and website Press release following any newsworthy event 20/9/17 Fortnightly news bulletin to replace newsletter Local primary schools are invited to attend where appropriate	Publicity for the school is constant and raises the profile of the school. Parental surveys report over 95% say the school has a good reputation.		Advertising £unknown	
	15.2.2 Good news in regularly shared on facebook, online and in local press	All year	BRB/SG	All news shared the same day on facebook, paper the same week and next newsletter	News is covered by a regular news feed on facebook, weekly in the newspaper and bimonthly in a newsletter. Over 95% of parents say they find the newsletter and social media useful and informative	Facebook hits Parents survey	Time, printing	
15.3 Regular news is shared widely with the school community	15.3.1 Newsletter sent every 2 months with a wide range of good news stories and information for parents	November, January, March, May, July	KH/SG	Every 2 months - Newsletter sent home and to all governors including school updates and news		Parental survey	time, printing	
	15.3.2 All visitors receive a newsletter along with a prospectus	all year	KH	All visitors and new students will receive a newsletter as part of their pack				
15.4 School Website is up to date and compliant	15.4.1 Website checked in september	September and then termly	LP	20/9/19 -Website is checked for compliance Termly - Website checked for compliance and up to date content	The school website is Ofsted compliant and is a useful source of information for parents, students and prospective parents. Over 90% of parents say they find the website a useful source of information.	Website checking document SLT minutes	Time	
15.5 Resources available to the school and teachers are used	15.5.1 Resources, materials and equipment meet the needs of the	Term 1	KH	1/11/19 All subjects have the opportunity to request equipment that is needed	All subjects have the materials, equipment and resources to deliver their	Subject bids		

wisely to maximise impact	curriculum			following changes to the curriculum 1/12/19 Funding streams are investigated to support the purchase of additional equipment	subject at the highest level. 100% of lessons observed show that resources are available and appropriate.		
	15.5.2 Wherever possible teachers teach within their specialism	1/9/19	LP/KH	1/9/19 Wherever possible teachers teach within their specialism 15/10/19 PSHE training for those delivering it is in place 11/10/19 Specific support and training in place for those teachers delivering subjects outside their expertise	Students experience lessons that are delivered by experts in that field and learning is high quality. Progress is good or better in over 85% of lessons observed.		
15.6 Income streams investigated to maximise income	15.6.1 Headteacher investigates sources of grants / income throughout the year and where appropriate applies for funding	November	KH	5/11/19 - Sources of income - grants and project income to be investigated and applied for	The school takes advantage of grants available to improve school resources and environment.	SLT minutes	
15.7 Expenditure is reviewed and reductions and efficiencies identified	15.7.1 Governors, trustees and SLT regularly review spending to reduce spending and find efficiencies	Termly	AWY/KH	8/10/19 Governors review expenditure and efficiencies 15/10/19 Trustees review spending, pay and income 4/6/19 Budget surplus pays off ongoing deficit Termly - SLT review budget and impact of spending decisions	The school budget works within its means, staffing reflects the size of the school. There is a clear plan to pay off the schools ongoing deficit and there is an in year surplus	Governor and trustee minutes	
15.8 Health and Safety is regularly reviewed and reported to LGB	15.8.1 Termly the Headteacher will report to governors and trustees on Health and Safety.	Termly	KH/PN	8/10/19, 8/1/20, 17/4/20 Health and safety update 9/11/19, 10/2/20, 1/6/20 Heath and safety audit carried out	Health and safety is kept under review. Leaders and governors are proactive in ensuring the school is a safe working environment. Health and safety reports show 50% less issues than in previous years.	Governors minutes Health and safety audit	
	15.8.2 H&S issues are addressed as a matter of urgency by site team	all year	PN	Any health and safety issues are addressed as a priority			
15.9 Site maintenance and development is kept under constant review	15.9.1 Programme for updating the school is developed by PN	1/4/20	PN	1/4/20 A 3 year programme of additional development works in	There is a clear plan to improve and further develop the site	Governors minutes 3 year site plan	

				submitted to governors				
15.10 Development of sports facility completed	15.10.1 Public sports facility is agreed and developed	1/3/20	AWY/PN	1/3/20 A plan for the development of a public facility is in place with timescales for opening	St Dunstan's site incorporates a public sports facility with no detriment to the running of the school and additional sports facilities for students and staff to access	Plans for sports facility		
	15.10.2 School use of public facility enhances curriculum	1/4/20	KH	1/4/20 The school agrees use of new sports facility for students and staff				

Appendix 1 - Grade descriptors for the quality of education linked to each priority*(x)*

Note: Some sections of the criteria appear in [square brackets] below. This is to mark that they are transitional only, because we recognise that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully by September 2019. We will review these bracketed sections before September 2020 to decide whether they should be deleted.

Outstanding (1)

■The school meets all the criteria for a good quality of education securely and consistently.
■The quality of education provided is exceptional.
In addition, the following apply.
■The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
■The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
■Pupils' work across the curriculum is consistently of a high quality.
■Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

■Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] *(1)*
■The school's curriculum is coherently planned and sequenced towards cumulatively sufficient

knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] *(2,3,8,12)*

■The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] *(1,3)*

■Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition. *(Provision Map 3)*

Implementation

■Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. *(5)*

■Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. *(4,5)*

■Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. *(5)*

■Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. *(4)*

■Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. *(5)*

■The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

■Reading is prioritised to allow pupils to access the full curriculum offer. *(7)*

■A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. *(7)*

■The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. *(7)*

■Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. *(7)*

 Impact

■Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. *(8, Provision Map 3)*

■Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. *(6,12)*

■Pupils' work across the curriculum is of good quality. *(5)*

■Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. *(7)*

Grade descriptors for behaviour and attitudes

Outstanding (1)

■The school meets all the criteria for good in behaviour and attitudes securely and consistently.

■Behaviour and attitudes are exceptional.

 In addition, the following apply:

■Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

■Pupils consistently have highly positive attitudes and commitment to their education. They are highly

motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.

■Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good (2)

■The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. *(10)*

■Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. *(10)*

■There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. *(10,11)*

■Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. *(9)*

■Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. *(11)*

■Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. *(10)*

■Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. *(10)*

Grade descriptors for personal development

Outstanding (1)

■The school meets all the criteria for good in personal development securely and consistently.

■Personal development is exceptional.

In addition, the following apply:

■The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

■There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

■The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

■The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good (2)

■The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. *(12)*

■The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. *(10)*

■The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. *(12)*

■The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

■The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. *(12)*

■The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. *(12)*

■Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. *(12)*

■The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. *(12 & Provision Map 8)*

■Secondary schools prepare pupils for future success in education, employment or training. They use

the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. *(12)*

Grade descriptors for leadership and management

Outstanding (1)

■The school meets all the criteria for good in leadership and management securely and consistently.

■Leadership and management are exceptional.

 In addition, the following apply:

■Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

■Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

■Staff consistently report high levels of support for well-being issues.

Good (2)

■Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. *(13)*

■Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. *(5)*

■Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling. *(2)*

■Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. *(Provision Map 8)*

■Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. *(10,14)*

■Leaders protect staff from bullying and harassment. *(13)*

■Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. *(13)*

■Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. *(13)*

■The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. *(Provision Map 4)*