

## Quality of Education

Summary from SEF:

### Strengths

- Leaders are clear on the end point of the curriculum that needs to be achieved by all students and the 'golden threads of learning'.
- We have a challenging spiral curriculum that is ambitious and designed to give all students, particularly those who are disadvantaged and SEND, the knowledge and cultural capital they need to succeed in life
- The curriculum is highly effective and successful in ensuring that all students learn/remember more which means they can then perform well.
- The curriculum is adapted for the needs of our cohort. As leaders, we aim to ensure that our students are encouraged to take on all opportunities and experiences that the school has to offer. This is aimed at addressing some of the social disadvantages in the local community.
- The backbone of the curriculum remains core academic with all students studying maths, English language, English literature, Science and RE.
- All students study a full and wide curriculum with no narrowing.
- Leaders at all levels have a clear understanding of the knowledge students need at each stage to enable them to be successful. Learning is sequenced carefully so students can build secure knowledge foundations.
- In addition to the formal curriculum, there is a strong embedded pastoral curriculum of religious education, sex education and philosophy and ethics. This supports the students in becoming educated citizens who are tolerant of others and able to make decisions about their future.
- Reading is key to the success of children at Somervale. Outcomes have continued to improve as reading culture has developed.

### Areas for Development

- Improve challenge in lessons for all and outcomes for HPA students
- Ensure all staff use adaptive teaching strategies to improve student outcomes at all levels
- Develop oracy and literacy skills across the school. Raising the profile of oracy across the school and developing an oracy culture.

Success criteria going forward

- Students attainment is in line with or above national average
- All students are entered for a full curriculum
- Lessons are challenging for all students (teaching to the top)
- Staff use T&L non-negotiables, retrieval and recall tasks are explicit and consistent
- Increase student and parental participation in home learning to impact on outcomes at KS3 and KS4
- Students reading ages improve and are updated in registers termly for staff to use and adapt learning

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Q1	Attainment to be 5% above national average at both 9 - 4 and 9 - 5 for English and Maths  SEND and PP to be line with or above national	Review of all targets setting to ensure that targets are ambitious and challenging for all	Term 1	SOC/JPO	Students issued with targets Term 1	All students to be challenged to achieve high quality outcomes	P1 P2 FSR	-	
		Robust reviews to take place at each data collection point with forensic analysis leading to clear interventions	T1 - 6	SOC/SLT/MLT	Clear interventions lists to be collated tracking of impact to be reviewed regularly	High quality and impactful intervention taking place with the correct students	P0 P1 P2 FSR	-	
		Update Pupil premium tutor mentoring to include subject data	T1 - 6	CEV, SOC	Devise new pupil premium mentoring tracker T1	All Pupil Premium students have bespoke mentoring Terms 2, 4 and 6 setting actions and reviewing targets to improve outcomes PP 40 Attainment 8 PP 35% E&M 9 - 5 PP 94% Attendance	Mentoring Terms 2, 4 and 6 to be completed by tutors Yr7 - 11  CEV mentoring all Year 11		



Q2	Improve outcomes in Foundation Subjects (History, Geography and MFL) to be 10% above national average	Exams analysis meetings to identify key areas for improvement 2025-2026	T1	CEV EDY, SHO, LWI	Exams Analysis meeting Term 1	Improve outcomes 2025 - 2026 and subjects to be 10% above national average	Line management and department subject meetings		
		Thorough analysis of internal assessments, tracking student, class and overall subject data (with MAT advisors)	T1 - 6	CEV EDY, SHO, LWI	Mock exam data collection is 5% above previous year	Improve outcomes 2025 - 2026 and subjects to be 10% above national average	Line management and department subject meetings		
		Monitoring SOL and curriculum delivery is in line with MAT	T1 - 6	CEV EDY, SHO, LWI	SOL reviewed Formative assessment plan updated	Improve outcomes 2025 - 2026 and subjects to be 10% above national average	Line management and department subject meetings		
		Monitoring completion of assessments and students catching up any missed assessments	T1 - 6	CEV EDY, SHO, LWI	Assessments are internally tracked and trackers completed Data analysis P0, P1 and P2	Improve outcomes 2025 - 2026 and subjects to be 10% above national average	Line management and department subject meetings		
Q3	Head of Departments to increase monitoring and accountability on class teachers for	Restructure MLT meetings	T1	CEV	Term 1 MLT QA and monitoring schedule is shared with MLT  MLT briefing notes are re-established	MLT are successfully able to monitor departments  Quality Assurance is consistent and communicated	Termly MLT meetings		



	outcomes within their subject areas	<p>Introduce monitoring and quality assurance calendar to support MLT accountability throughout the year</p> <p>Introduce new meeting structure grouping subject areas together to share best practice and provide QA</p>	T 1 - 6	CEV	<p>Term 1 and 2 P0, PR1 data</p> <p>Term 3 P2 Year 11 P2 data</p> <p>Term 3 coursework subject tracker</p>	<p>MLT are successfully able to monitor departments and are accountable for outcomes, meeting targets</p> <p>Monitored through internal QA and MAT/SV Deep Dive schedule</p>	<p>Termly MLT meetings</p> <p>MLT meeting minutes</p> <p>MLT subject meeting minutes</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Data analysis</p>		
		<p>All departments complete MAT Deep Dive QA schedule</p> <ul style="list-style-type: none"> <li>- deep dive</li> <li>- review</li> <li>- APM</li> </ul>	T 1 - 6	CEV	<p>Term 1 - 6 Deep Dive schedule is shared with SLT and MLT</p> <p>Completed Term 1 - 2 English, Maths, MLT, Term 4 Geography and History</p>	<p>QA of departments is consistent to meet set school targets</p> <p>Departments are prepared for Ofsted 2026+</p>	<p>MLT Quality Assurance monitoring deep dives. Actions and recommendations are completed</p>		
		<p>MLT to produce agendas, minutes and actions of all subject meetings</p>	T 1 - 6	CEV	<p>Term 1 - 6 agendas are set and minutes are completed in the shared folder. Actions reviewed prior to the next meeting</p>	<p>MLT's conduct subject meetings, providing actions, setting deadlines to meet targets and improve outcomes</p>	<p>Consistency of MLT agendas, minutes and actions</p> <p>Monitoring during SLT and line management meetings</p>		
Q4	Improve the quality, consistency and rigour of assessments and	<p>Monitoring of formative assessment plans in all subjects to ensure consistency</p>	T1 - 6	CEV	<p>P0, P1 assessments and data are reviewed by MLT and SLT</p>	<p>Improve outcomes at KS4</p> <p>55% 9 - 5 E&amp;M</p> <p>52 A8</p>	<p>MLT monitoring SLT monitoring of assessments</p> <p>Assessment calendar</p>		



	feed forward task so that all students are prepared for exams/assessments	Assessments are monitored and reviewed to demonstrate rigour and progression	T1 - 6	CEV & SOC	P0, P1 assessments and data are reviewed by MLT and SLT	<p>MLT and SLT monitoring of assessments</p> <p>MLT and SLT complete termly subject book looks on key focus groups</p> <p>MLT monitoring department book look feedback</p> <p>SLT complete termly book looks</p> <p>Whole school book look</p>	<p>Book assessment looks/monitoring</p> <p>SLT book looks</p> <p>Whole school book look</p> <p>Assessment calendar</p> <p>Lesson observations</p> <p>Learning walks</p>		
		MLT are trained and confident on the assessment process	T1 - 6	CEV & SOC	<p>INSET day presentation to MLT</p> <p>P0 &amp; P1 data collection analysis</p>	<p>All MLT are trained on Arbor data collection processes</p> <p>All departments set internal and external deadlines</p>	<p>MLT meetings</p> <p>Data trackers completed by set dates</p> <p>Staff meeting data deadlines (monitored by MLT)</p>		
		Monitoring Year 10 and Year 11 coursework subjects assessments for internal and external deadlines	T1 - 6	CEV	<p>Introduce internal cwk subject tracker</p> <p>MLT to share date of internal assignments</p>	<p>Vocational/cwk subjects are on or above target</p> <p>55% 9 - 5 E&amp;M</p> <p>52 A8</p> <p>Publish parent and student cwk guides on the website</p>	<p>Coursework subjects are exceeding targets</p> <p>Tracking internal calendar</p> <p>Staff share cwk strategies and have</p>		

					<p>Assembly with all students taking cwk subjects in Term 1</p> <p>Publish parent information guide on 'how to complete cwk' in Term 1</p>		<p>a greater awareness of cwk commitments being consistent across departments</p>		
		Feedforward tasks are embedded and offer appropriate challenge	T1 - 6	CEV, JVA & SOC	MLT monitor feedforward tasks and student responses	<p>Improve quality of student responses to meet school targets</p> <p>55% 9 - 5 E&amp;M</p> <p>52 A8</p>	<p>MLT book looks</p> <p>SLT book looks</p> <p>Feedback and QA to staff during T&amp;L briefing</p>		
		Staff are trained and share best practice across departments and whole school on feedforward tasks	T1 - 6	CEV, JVA & SOC	Staff training during T&L T1	<p>Improve quality of student responses to meet school targets</p> <p>55% 9 - 5 E&amp;M</p> <p>52 A8</p>	<p>Feedforward tasks are used consistently across departments and impact student outcomes</p> <p>+%/target DATA</p>		
Q5	Ensure curriculum provision at KS3 and 4 is aspirational and challenging for all	KS3 Curriculum Overview is updated and reviewed on the school website	T1	CEV	Website is updated prior to Open Evening (25th Sept)	Information is updated for all stakeholders	Website is reviewed term 1 and term 4		
		SOL are reviewed and adapted to ensure level of challenge meets the needs of learners	T1 - 6	CEV, JVA & SOC	P0, P1 and P2 data collections	SOL are updated and completed in MLT shared folder	<p>MLT QA SOL</p> <p>SLT QA SOL</p> <p>Feedback and monitoring</p>		

		Assessments are rigorous and offer appropriate challenge in KS3 and KS4	T1 - 6	CEV, JVA & SOC	Assessments are consistent and monitored by MLT and all data captures	QA of assessments during book looks  Marking and feedback of assessments is structured and purposeful for students	MLT QA SOL SLT QA SOL Feedback and monitoring T&L briefings		
		Review KS4 Curriculum offer 2026/2027	T1 - 6	CEV	Ensure school curriculum offer is academic and aspirational	MLT and SLT review KS4 curriculum provision to maximise attainment 8 and then P8 (2027)	MLT / SLT QA of curriculum offer Termly feedback at SLT		
		Review Options Pathways for Year 9	T- 6	CEV	Curriculum offer fits with the school structure and option blocks are secured by Term 3 to complete options term 4 - 5  Any new courses are identified Term 1 and 2	Exceed attainment 8 target 55% 9 - 5 E&M 52 A8 2026 - 2027 Progress 8 target (2027)	MLT review courses  SLT review options pathways		

Q6	Ensure the culture of assessment promotes appropriate ambition and challenge	Formative assessment plans are used effectively to inform students of upcoming assessments to prepare students to revise	T1 - 6	CEV, JVA & SOC	Assessments windows are clear to students with revision time embedded	KS3 students are prepared for internal assessments and revise to improve outcomes 55% 9 - 5 E&M 52 A8	MLT assessments book looks following set calendar SLT assessments		
		Develop a structured revision programme across all subject areas to promote ambition and challenge	T1 - 6	CEV, JVA, SOC	KS3 home learning tasks include termly how to revise tasks  Year 9 Revision Day (prepare for GCSE)  Year 10 study skills programme is embedded  Year 11 core revision in tutor time is scheduled	P0, P1, P2 and P3 data collections demonstrate students improved performance in internal exams and mocks  All students access massolit throughout the year	MLT assessments book looks following set calendar SLT assessments  Learning walks of tutor time  Student voice		
		Students missing assessments and exams are completed to ensure data is accurate	T 1 - 6	CEV & SOC	MLT catch up students missing assessments in departments  MLT to monitor data trackers P0, P1 and check no students are missing data	MLT termly assessment trackers are accurate for live feed to Arbor  Accuracy of department progress data from assessment captures	P2 and P3 data collection QA  MLT to identify students complete missed assessments for collection of accurate data		

		KS3 and Year 10 end of year exams are timetabled	T 5 - 6	SOC	MLT review exams schedule	Staff have time to mark and meet assessment deadlines for P3 and trust deadline	MLT to review exams		
Q7	Identification of the bottom 20% of readers to enable robust and effective interventions.	A robust and thorough tracking system from KS1 agreed and in place focusing on phonics and reading.	By Sept' 25	EHR	Students requiring reading catch-up make accelerated progress.	Improved tracking of reading progress across the whole school.	Monitor tracking sheet 4x annually.	Reading Tracking Spreadsheet	
		Focused tracking of the reading progress of all students at KS3 across the year to inform intervention.	T1-6	JVA, EHR, KCO	AR reports used to monitor reading growth and decide interventions.  Students reading below chronological age to be monitored on pathway way 1 in English lessons.	Increased engagement in reading from SEN and LPA students.  Students on pathway 1 to show improved reading age (at least one year of growth)	Update tracking sheet each term with reading ages and growth.	Accelerated reader	
		Ensure interventions are targeted at the bottom 20% of readers in Year 7 and Year 8.	Sept 25	EHR, JVA	Students will be on pathway 1 in library lessons. Access to MyLexia for all. SEN students given additional interventions.	Accelerated progress in phonological awareness, reading age growth and reading fluency.	Update tracking sheet each term with reading ages and growth.  Student voice feedback.  Learning walks (library lessons,	Accelerated reader  MyLexia  English Doodle  Guided Reading	

				Parents made aware of support. Continue providing additional literacy lessons for the lowest English sets (Year 7-10).		MyLexia lessons, interventions)	IDL  Phonics programme	
	EHR & CPA work closely to collate reading to plan what reading intervention is needed for specific students.	Sept '25, Dec '25, Apr '26 and July '26.	EHR, CPA	New Phonics and other reading interventions in place and used weekly with bottom 20% of readers.	Accelerated progress in reading ages, phonological awareness, Reading Ages and reading fluency.	Monitor tracking sheet 4x annually.  Reading Learning Walks.	Reading Tracking Spreadsheet	
	EHR and CPA to assign specific students to a new Phonics intervention based on reading data both historical and current, e.g. phonics screener results, MyLexia Word Study data.	Sept '25, Dec '25, Apr '26 and July '26.	EHR, CPA	New Phonics and other reading interventions in place and used weekly with bottom 20% of readers.	Nov & March mocks results to show progress towards:  X% achieving 9-4  X% achieving 9-5  Accelerated progress in reading ages, phonological awareness, Reading Ages and reading fluency.	Monitor tracking sheet 4x annually.  Learning Walks	Accelerated Reader.  MyLexia.  Phonics programme	

		Continue to promote and develop our reading culture at SVS.	Ongoing	JVA, VTH, KCO, EHR	<p>Review and adapt how AR is used in library lessons with a focus on reading pathways for support and challenge.</p> <p>Include a more detailed section on the SVS website to showcase reading and offer additional resources.</p> <p>Develop a tutor time reading programme with a focus on general knowledge, non-fiction and oracy.</p>	Students at KS3 show growth in line with chronological age.	<p>Tracking sheet</p> <p>Learning Walks (library lessons, tutor, interventions)</p> <p>The Day monitoring platform.</p>	<p>Accelerated Reader.</p> <p>MyLexia.</p> <p>Phonics programme (Read,Write, Inc, Fresh Start or Lexoniks)</p> <p>The Day reading programme</p>	
Q8	Further improve student thirst for learning through;  Embedding the Learning sequences within all lessons	All lessons are structured using the learning cycle and linked to SOL and lesson resources	T1 - 6	JVA, CEV	Lesson observations, learning walks demonstrate consistency.	95% of lessons are at least good Staff attend T&L Friday sessions to share best practice	Learning walks Lesson observations MAT Deep dive schedule		
		Do it now tasks embed retrieval and recall skills	T1 - 6	JVA	Lesson observations, learning walks demonstrate consistency.	95% of lessons are at least good Improved outcomes in P1, P2, FSR data	Learning walks Lesson observations MAT Deep dive schedule		



<p>Develop independent study skills</p> <p>A strong focus on SPAG, oracy and extended writing</p>	<p>Metacognitive techniques are used to support revision and feedforward tasks</p>	T1 - 6	JVA, CEV	<p>Subjects embed opportunities for students to review their learning in SOL and lesson resources</p>	<p>P0, P1, FSR data Students demonstrate independent skills and active learning skills</p>	<p>Learning walks Lesson observations MAT Deep dive schedule</p>		
	<p>All lessons incorporate Literacy SPaG review or Do it now task</p>	T1 - 6	JVA, CEV	<p>T1 whole school focus</p> <p>INSET day training in Sept</p>	<p>Greater consistency in use of SPAG across the curriculum</p> <p>Improved data and outcomes 55% 9 - 5 E&amp;M 52 A8</p>	<p>Learning walks Lesson observations Book looks T&amp;L briefing</p>		
	<p>Improve student stamina in extended writing across subjects</p>	T1 - 6	JVA, CEV	<p>Exam preparation</p> <p>Time in lessons to plan and develop answers</p> <p>Practice time</p>	<p>Improved data and outcomes 55% 9 - 5 E&amp;M 52 A8</p> <p>More opportunities to use green and purple pen Peer and self-assessment</p>	<p>Learning walks Lesson observations Book looks T&amp;L briefing</p>		
	<p>Continue to promote and improve the oracy skills of students across the school.</p>	Ongoing	JVA	<p>Monitor and develop how oracy is used in lessons to improve vocabulary and the articulation of ideas.</p>	<p>Improve outcomes to meet school target 55% 9 - 5 E&amp;M 52 A8</p>	<p>Learning walks Lesson observations</p> <p>T and L briefings</p> <p>Inset day training.</p> <p>Student voice</p>	Speakers	



					<p>Feedback the findings of the ESU oracy project to staff, to support the development or girls' oracy.</p> <p>Oracy day to focus on STEM subjects to raise the profile of oracy across the curriculum.</p> <p>Continue to develop the range and depth of extra-curricular oracy opportunities across the school.</p>				
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**Behaviour:**

Summary from SEF:

**Strengths**

- This aspect of our work is a real strength. We make the safety of children our top priority, children and parents regularly say they feel very safe in school.
- The school has high expectations for the behaviour and conduct of all students.
- These expectations are understood by all students and applied consistently and fairly. This is reflected in the students' positive behaviour and conduct. Low-level disruption is not tolerated and students' behaviour does not disrupt lessons or the day-to-day life of the school.
- SLT supports all staff well in managing student behaviour and have reviewed the behaviour management policy because of staff feedback.
- Staff expectations are high and ensure that all students follow appropriate routines.
- Students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education
- Behaviour sanctions are implemented consistently and respectfully.
- Any students that struggle with this are supported through a series of interventions including sporting family change, off the record and mentoring.
- Leaders, staff and students create a positive environment in which bullying is not tolerated.
- Fixed-term and internal suspensions are used appropriately. The school reintegrates excluded students on their return and manages their behaviour effectively.
- Relationships among students and staff reflect a positive and respectful culture; students are safe and they feel safe.

**Areas for Development**

- Consistency of behaviour approach from all staff members

Success criteria going forward:

- Staff confidence and skills around managing behaviour to be well developed leading to reduction of incidents within lessons
- Reduction of incidents of risk taking behaviours within school and online reported to school
- House system to be embedded and a thriving part of the school community



<ul style="list-style-type: none"> <li>Engagement with external support to ensure behaviour can be addressed early</li> <li>Revamp of reintegration process to identify needs and support to reduce further suspension</li> </ul>									
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	Reduce repeat suspension with a particular focus on key groups of SEND/PP	Enhance reintegration process from suspensions to reduce repeat occasions	T1	BPE	Reintegration process to be reviewed and developed to provide intervention.	Each suspension to be carefully reviewed to identify intervention needed leading to reduction in future suspensions linked to the same behaviour.	Termly review of suspension data at SLT level and within Year group line management each fortnight.	Time	
		CPD for HOY in identification of needs and support for behaviour linked to these.	T1	BPE/EHE	Inset day training, Specific Thursday morning training in pastoral briefing	All Pastoral staff to develop depth of knowledge for supporting students' needs around behaviour	Termly review of Suspensions to provide case studies to highlight impact.	Time	
		Develop graduated support with key outside agency intervention if required.	T1	BPE	Creation on updated services contacts and roles.  CPD for Pastoral	Clear path of support for every child to support behaviour	Termly review of suspension data at SLT level and within Year group line management each fortnight.	Time / Services	



B2	<p>Ensure consistency across the school through the behaviour systems via;</p> <p>The consistent use of ARBOR by all</p> <p>Raising motivation through praise and recognition</p>	<p>Continue to improve staff's ability to consistently apply behaviour expectations through staff training in Sept 25 and regularly in weekly morning CPD.</p>	T1-T6	BPE	<p>CPD at inset day sept 25 to improve Staff confidence in addressing behaviour and recording on Arbor</p>	<p>Students and staff to have consistent approach to behaviour across the curriculum</p>	<p>Weekly review of behaviour within department and year group to be analysed and acted upon</p> <p>SLT to review Behaviour and forensically highlight areas of concern for early intervention and monitoring</p>	Time	
		<p>Provide regularly termly ARBOR training for staff around behaviour</p>	T1-T6	BPE	<p>Arbor training to be shared with staff with a termly focus</p>	<p>Calendar of termly Arbor training to be shared with staff in Sept 25 leading to improved confidence in use</p>	<p>Arbor review conducted</p> <p>Staff feedback</p>	Time	
		<p>Use for rewards and praise to be embedded in all classrooms</p>	T3	BPE/JVA/CEV	<p>Termly focus on Praise to be embedded with learning walk focus</p>	<p>Praise and recognition to be embedded in all lessons to improve motivation</p>	<p>Student voice</p> <p>Data from termly behaviour reports</p>	Time	
B3	<p>Develop clarity of schools values to drive student behaviour</p>	<p>Review and Revamp of school values to create common language for all</p>	T4	BPE	<p>Student voice to highlight if values are still fit for purpose</p> <p>Clear use of values and language to be seen across the school</p>	<p>Values to be used in everyday communication when supporting and addressing behaviour in classrooms corridors and community</p>	<p>student and staff voice on impact of values</p> <p>SLT to review and reframe by end of T2</p>	Time	



B4	Embed belonging/non bystander culture through a clear programme	Use the House Councils as a driving force to embed a culture of belonging and active non-bystander behaviour across the school through a clear, student-led programme.	T1 -T6	JAL	House leadership to hold House captains to account of organising school events that embed belonging.  School council to discuss and suggest actions to SLT on dealing with Bystander culture.	Sense of belonging due to participation in events. House captains take an active role within the school promoting not being a by-stander.	Student voice	£400 - House budget	
B5	Embed the house system to provide students with leadership opportunities across all years groups that builds a sense of belonging	Monitoring of the agreed Termly House Leadership meetings to review the progress and impact of events organised.  Establishment of termly House Council/School Council meetings.	T1-T6	JAL	Termly House Leadership meetings to review the progress and impact of events organised.  House Council/School Council meeting minutes are shared regularly with students and SLT, with clear	Student leadership opportunities are taken up by students across all year groups.  House Councils play an active role in monitoring and suggesting change, contributing to a culture of belonging.	Minutes from House leadership, house council and school council meetings.	N/A	



					actions and follow-ups.				
B6	Early identification of trends leading to risk taking behaviour and robust actions to follow up	Deliver a range of assemblies teaching the students how to stay safe both within community and online and how to respond to incidents if they occur. Tutor and PSHE program to cover these topics.	T1-T6	BPE	Specific tutor and PSHE sessions to be created.  CPD to be given to staff delivering Engagement with outside organisations to provide further context and engagement	Students feel confident, comfortable and safe in school and wider community due to increasing awareness and support.	Student voice on safety and risk taking behaviour to identity challenges or concerns	Time	

Quality of Education

Behaviour

**Personal Development**

Leadership and Management

Governance

Sixth Form

Attendance:									
<p>Summary from SEF:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Somervale is in an exceptionally strong position with attendance</li> <li>Attendance outcomes place it firmly as the leading secondary school in the trust with 94.1% attendance term 5</li> <li>Lowest PA rate (12%) across the trust.</li> <li>Benchmarking against similar schools shows Somervale performing significantly above national comparators, underlining its position as a beacon of best practice.</li> <li>Strong culture of attendance throughout the school</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Focus on Occasional absent rates</li> <li>Closer working with local authority for students who become PA quicker</li> <li>Building on Parental understanding of attendance</li> </ul>					<p>Success criteria going forward:</p> <ul style="list-style-type: none"> <li>Reducing number % of students who have occasional absence this academic year</li> <li>Attendance rate to achieve 95.5% + Send &amp; PP attendance 94%</li> <li>Parents/Carers to fully understand importance and language of attendance.</li> </ul>				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
A1	<p>Continue to improve attendance across target years and groups</p> <p>Whole school attendance 97%</p> <p>SEND Attendance 94%</p>	<p>Continue to develop, the whole school focuses on attendance with CPD for staff, visual reminders and a culture of great attendance.</p>	T1-T6	BPE	<p>Termly forensic review with SLT</p> <p>Termly communication through Newsletter and letters to inform parents</p>	<p>Attendance is seen as everyone's business. Whole school attendance 97%</p>	<p>Weekly review of attendance with staff shared also with students</p> <p>Weekly SLT review</p> <p>Early interventions for attendance concerns</p>	Time / Rewards	



	PP attendance to be 94%	Early intervention through data analysis and DFE reports	T1-T5	BPE	Review of each terms DFE data  Specific focus each term linking to bandings	Increase attendance whole school with Reduction of OA rates to improve overall attendance	Termly attendance review with SLT to highlight success and areas of focus	Time	
		SEND attendance and PP attendance focus each term	T1-T6	BPE/CEV/EHE	Develop SEND attendance strategy	Increased attendance to 94% for SEND and PP	Student and parental voice focus on attendance each term to highlight potential barriers	Time	
A2	Reduce overall and persistent absence to be below national average by 10%  Year 11 persistent absenteeism to be reduced by 5%  Occasional absence to be reduced by 10%  Year 9 and 10 to have occasional	Early Identification of potential PA, OA and vulnerable students through clear monitoring and analysis of banding data.	T1-T6	BPE	Focus attendance meetings on PA, OA and vulnerable Students. Year group to have specific focus each term	Reduction in PA and OA to lead to improvement in attendance for the whole school.	Weekly review of attendance specific banding students for key staff to highlight early trends and implement intervention	Time	
		Staff CPD for OA and PA to fully understand impact.	T1	BPE	September CPD for all staff	Reduction in PA and OA to lead to improvement in attendance for the whole school.	Termly review of OA and PA	Time	



	absenteeism of less than 10%	KS4 focus on attendance impact through assemblies and tutor program	T1-T6	BPE	Develop tutor program for attendance  Book external speakers for impact of attendance	Improved attendance for Ks4	Student voice	Time / cost of speakers	
A3	Strength parental engagement around the importance of great attendance through regular communication	Clear communication with parents/carers to highlight language of attendance.	T1-T6	BPE	Regular newsletter focus on attendance  Positive engagement with parents/carers celebrating success to drive a culture of great attendance.  Termly letters to all to strengthen understanding of attendance	Parental support for great attendance to grow and drive increased attendance	Termly letters to home explaining attendance  Regular newsletter and website information around attendance	Time	

## Personal Development:

Summary from SEF:

### Strengths

- The school's curriculum extends beyond simply the academic and vocational to ensure that all students are prepared for life outside school.
- Our students are supported to develop into confident, resilient and independent learners with a strong strength of character.
- The pastoral care system is excellent with all students reporting that they feel safe in school and have a trusted adult to approach if they need help.
- Students are provided with information to educate them on how to stay safe and recognise the factors that could affect their ability to be safe.
- Students are prepared for their place in the world through a curriculum designed to develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- We promote equality of opportunity and diversity throughout the school.
- Our students understand, appreciate and respect differences in the world and its people and celebrate the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Students have access to careers education through the PSHCE curriculum via visiting speakers and visits. Students are prepared for the options process through discussing future careers paths. At KS4, all students receive a careers interview with a trained careers adviser, access to a work experience placement and visiting speakers from post 16 and apprenticeship providers.
- When questioned, over 97% of students say they want to do well in school and understand the importance of working hard.
- The school has virtually no incidents of prejudice recorded or seen/heard. This is supported by surveys of children and parents.

### Areas for Development

- Student Leadership to have a positive impact on the school
- Structured tutor program

Success criteria going forward:

- Students to be confident in strategies to support and understand how to support their own wellbeing and build reliance in a ever changing landscape  
Embed strong house system centred around belonging
- SMSC grid to be created highlighting areas covered throughout the year



<ul style="list-style-type: none"> <li>Identifying and signposting for developing resilience and support for students appropriately</li> </ul>									
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
P1	To further develop a strong House council that fosters a variety of student leadership opportunities that contribute to the schools vision and values	Provide targeted leadership training and development for House Council members to build capacity aligned with the school's vision and values.	T1	JAL	House Captains feel more confident in taking leadership of leading House councils meetings.	House Captains demonstrate increased confidence and effectiveness in leading House Council meetings	House Captain Voice		
		Use a structured calendar of key issues for the House Council to discuss termly, ensuring focused dialogue on priority topics.	T1-T6	JAL	House council Calendar Agenda shared termly.	House Councils engage meaningfully with priority issues through a well-structured calendar, ensuring focused discussions that reflect the school's vision and values.	House Council Minutes and actions		
		Encourage the formation of student-led working groups within the House Council when specific issues or priorities arise, allowing flexible and responsive leadership opportunities.	T1_T6	JAL	If required, establishment of a student-led working group to improve on a specific area.	Student-led working groups are formed responsively to address specific issues, resulting in targeted actions and improvements within the school community leading to further student leadership opportunities.	Working group actions displayed within school/Discussed in Newsletter.		



P2	Build on the PSHE curriculum to meet the needs of emerging trends	Embed the new RSE guidance into the PSHE curriculum.	T1	JVA, BPE, CEV, ABE	Ensure new guidance is reviewed and statutory requirements are embedded into SOL.	Students are informed and confident in making decisions based on facts and knowledge rather than mis information	Schemes of learning Assemblies Tutor time resources		
P3	Continue to develop strategies to support resilience and well being	To create assemblies and SEN intervention programmes to support and promote well-being and resilience to all.  Staff training and engagement with outside agencies to support building resilience	T1-T6	BPE/JVA/JAL/EHE	Clear calendar of assemblies and use of external agencies and support for targeted groups to be reviewed each term	For students to improve their well-being well as developing stronger resilience in difficult situations.	Student voice and surveys. Increase use of positive feedback from staff	Time	
P4	SMSC coverage/curriculum to be enhanced further to maximise impact	Audit the current SMSC provision across all subjects and tutor programme and identify opportunities for further development	T4	JVA/BPE	Implementatio n of SMSC database  Calendar of Assemblies, tutor programme to enhance SMSC to all students	All students to feel that Spiritual, moral, social and cultural opportunities remain at the heart of school ethos	Audit completed and staff/student and parental feedback positive	Time	

**Leadership and Management:**

<p>Summary from SEF:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● We believe leadership at all levels to be good. All leaders share the strong and ambitious vision for the further development of the school. Integral to this is the shared core value that all students deserve access to a high quality challenging education.</li> <li>● This vision is shared with the wider school community through newsletters, assemblies and all day-to-day dealings with students and parents.</li> <li>● The school has demonstrated its sustained capacity to improve and when there are concerns, the school can address them rapidly and robustly.</li> <li>● Subject leaders review and monitor their curriculum to ensure that schemes of learning are challenging to the more able students as well as sufficiently scaffolded to support the less able.</li> <li>● All leaders within the school foster an inclusive culture and work effectively with all stakeholders. Leaders are approachable and supportive of staff. They are respectful in their dealings with all colleagues and actively look for ways to reduce their workload. Leaders protect their staff from bullying and harassment from both colleagues and parents. The school has a strong culture of safeguarding.</li> <li>● Our knowledge of individuals and groups is impressive and has led to carefully targeted and impactful intervention.</li> <li>● Workload is always an issue in schools, nevertheless, we are trying to make workload less for teachers whilst still adhering to teacher standards.</li> <li>● Governors are effective and hold school leaders to account robustly. They are supportive and involved in the work of the school at a strategic level.</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>● Growth of leadership at all levels as the school continues to increase in size</li> </ul>	<p>Success criteria going forward:</p> <ul style="list-style-type: none"> <li>● As the school has grown in size the leadership structures have increased to reflect this growth. The focus needs to be on ensure that leadership at all levels remains effective and consistent through its wider distribution</li> <li>● New leaders need to be clear about their roles and expectations around accountability to ensure that they are effective</li> <li>● High levels of support and challenge needs to be consistently implemented to ensure consistency and impact</li> <li>● New structures need to be regularly reviewed and monitored throughout the year</li> <li>● The potential continued growth of the school needs to be reflected in a detailed development plan for the site to accommodate the increased numbers of students and the impact on the curriculum</li> </ul>
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	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
L1	Further expand on the schools ethos and culture as it grows	Ensure consistency of delivery of expectations through a detailed and linked assembly and tutor time programme	T1 - 6	BPE/JVA	Staff INSET and training	All members of staff (teaching and non-teaching) to be consistent in their approach and expectations with students	Student voice Behaviour data Behaviour and attitudes review	-	
L2	Further develop the middle leaders (subject, year and House) so that they lead with confidence and less reliance on SLT	Staff are identified are a range of internal and external programs (NPQ's etc)	T1 -6	JPO/JVA	Staff identified and courses applied for	Middle leaders to gain a greater understanding of effective and impactful leadership	Completion of courses	-	
		Robust appraisal programme in place for all teaching and support staff	T1- 6	JPO	T1 Review of Targets T4 Mid-Point Review of Targets	All staff to feel confident and clear around expectations	Appraisal paperwork to be shared with HJO	Time to complete target setting and reviews	
L3	Ensure safeguarding is at the centre of leadership and remains robust	Review safeguarding displays around the school and update as appropriate	T1	JPO/HJO/BPE	Posters to be produced Website updated	All stakeholders and visitors to be clear on the procedures around safeguarding at the school	Displays to be in place around the school and clearly visible	Photocopying New Frames	
		Monitor staff qualification levels and book updates and when appropriate	T1 - T6	HJO/BPE	Log of qualification and dates to be collated and reviewed regularly	School to remain compliant with expectations and able to keep all students and staff safe	All relevant staff to be compliant and confident in the delivery of a robust safeguarding structure at the school	Cost of courses	

Quality of Education

Behaviour

Personal Development

Leadership and Management

**Governance**

Sixth Form

Governance:									
<p>Summary from SEF:</p> <ul style="list-style-type: none"> <li>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the student premium and special educational needs funding, secures excellent outcomes for students.</li> <li>Governors do not shy away from challenging leaders about variations in outcomes for student groups and between disadvantaged and other students nationally</li> <li>Leaders and governors focus on consistently improving outcomes for all students, but especially for disadvantaged students. They are uncompromising in their ambition.</li> </ul>					<p>Success criteria going forward:</p> <ul style="list-style-type: none"> <li>Governors are confident in their understanding of the context of both schools</li> <li>Governors challenge and hold the school leaders to account effectively</li> <li>Governors are instrumental in the driving up of standards across both schools</li> <li>Governors are ambitious for all students across both schools especially vulnerable groups</li> </ul>				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
G1	New governors fully inducted	All Governors attend MAT induction and any other required training  New Govs visit both schools for a tour  New Govs undertake monitoring training/ guided monitoring with Chair	T1- 6	Chair, Clerk, new gobs	Governors to attend training	New Governors are confident in their role and taking part fully	Head teachers Reports Minutes of meetings Governor visit forms Governors questions and follow ups	Training sessions calendared and all Governors to be made aware of sessions	
G2	Governors are confident in interpreting the data that is presented during meetings	Governors to access training offered by the MAT  Head teachers to provide detailed information on the	T1- 6	Chair and all governors	Detail of questions to be more forensic	Minutes show that questions are asked about data.	Head teachers Reports Minutes of meetings Governor visit forms	Training sessions calendared and all Governors to be made	

		current progress of students within the school					Governors questions and follow ups	aware of sessions Active learning at LGB meetings.	
G3	Governors hold leaders to account to Improve outcomes across both schools	Headteachers to share outcomes with Governors during meetings  Governors to personally follow up on their previous questions.	Term 1 onwards	All governors	Questions to be submitted from all members of the LGB	Minutes show that HTs are asked in depth questions about outcomes	Headteachers Reports Minutes of meetings Governor visit forms Governors questions and follow ups	Headteachers Reports School Improvement Plans	
G4	Governor Monitoring is done effectively across both schools	A Monitoring schedule is created  Governors take ownership of their area and make arrangements to do their Governor Monitoring in each school  Reports are written up and submitted to LGB meetings	Term 1 onwards	All governors	Visit to be planned and calendared	Governor Monitoring forms are filed and accessible for inspections  The LGB agendas show that Governor Monitoring Forms are submitted  Minutes show that Governor Monitoring Forms are being notes as received.	Headteachers Reports Minutes of meetings Governor visit forms Governors questions and follow ups	Meetings with senior leaders Questions to be asked from current SIP	
G5	Succession planning	Vice Chairs to be appointed at a later date  Anyone else interested	Term 1 onwards	Chair, All governors	Appointment in place	Two Vice Chairs in place  Future Chairs identified	Headteachers Reports Minutes of meetings	Training sessions	

		in possibly being chair undertakes training.					Governor visit forms Governors questions and follow ups		
G6	Future Enrolment	Governors to explore in the community for potential new governors.	Term 1 onwards	All governors	LGB members to attend key events to recruit	Positions filled.	Headteachers Reports Minutes of meetings Governor visit forms Governors questions and follow ups	Personal knowledge and networking skills	
G7	Buddy system to be implemented	New governors to buddy up with more experienced governors.	Term 1 onwards	All governors	Buddies to be allocated	Accurately and timely completed monitoring visits  Governor role being conducted in a professional manner  Buddy system to be implemented as standard practice for new entrants	Headteachers Reports Minutes of meetings Governor visit forms Governors questions and follow ups	One to one buddy time to answer questions and advise on best practices.	
G8	Higher Governor attendance at school disciplinary and behaviour meetings	Governors have an increased presence at required meetings.	Term 1 onwards	Chairs and all governors	LGB members to attend and lead panels	All governors take on an equal share of attending meetings.	Headteachers Reports Minutes of meetings LGB visit forms Governors questions and follow ups	Online training - PEX and behaviour online courses.	