



LOXFORD SCHOOL

SCHOOL DEVELOPMENT PLAN

2018 - 2019

“DO NOT WAIT FOR THE SHIP TO COME IN, SWIM TO IT”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>LEADERSHIP & MANAGEMENT Senior Leaders work with Departments through visible daily contact/lesson by lesson contact, supporting work and challenging poor teaching immediately.</p>	<ul style="list-style-type: none"> All subject areas are above National Levels at GCSE and A Level: <ul style="list-style-type: none"> 5 – 9 – Meeting 1.0 4 – 9 – Meeting 1.0 SATs Results – Progress shows above National by 5% in all key areas EYFS Results – GLD – 95% SOC Weekly Tasks completed with actions and follow ups CTLs Action Plan to support teachers delivering poor teaching Change-Over positions for SLT In Department Meetings – SEND a priority on all agendas Daily conversations with Postholders Quality Assurance Meetings with written actions SLT action evidenced in Senior Team Meetings. Poor teaching is challenged, action is issued and relevant support is given SLT Actions minuted at each data collection Weekly meeting with SLM and CTL 	<ul style="list-style-type: none"> All Senior Leaders Senior Team Minutes CTLs 	<ul style="list-style-type: none"> Daily Weekly Monthly Termly 	
<p>OUTCOMES Postholders (SLT, CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) challenge poor outcomes and set up clear strategies to improve outcomes at all levels with clear time-lines for staff within their areas.</p>	<ul style="list-style-type: none"> Tracking and Data Drops are based on assessment and validated data rationales Data is consistently challenged and interrogated to ensure valid data is provided at Governors’ Meetings Lines of Inquiry document delivers real strategies and actions Schools Progress Data shows targets met Moderation of data Work Checks are completed in all Year Groups with clear actions to implement Student Voice is valued and findings are addressed in teaching & learning Tracking and Data Drops are valid and checked by SLT Clear interventions sign-posted in SOCs Teaching staff expertise suits the needs of students being taught Year Reviews show that poor teaching has been challenged with CTLs responding and clear Action Plan of Improvement Teaching and Learning observations/Drop Ins have clear response and actions from Postholders SLM responds to SOCs – Headteacher copied in 	<ul style="list-style-type: none"> Postholders All staff Action Plans Observations 	<ul style="list-style-type: none"> Weekly evidenced through SOC Monthly evidenced from SOC Action Plans set up within 48 hours of concern 	
<p>TEACHING, LEARNING & ASSESSMENT Staff seek out CPD that improves student outcomes in all Year Groups by attending/pursuing CDP that fulfils the needs of the children.</p>	<ul style="list-style-type: none"> Teaching PowerPoints on school system Staff CPD Portfolio shows activities completed – 100% of staff access, CPD opportunities in SATs, GCSE and A Level Department Meetings in place for discussion for good practice. LPs set up Loxford Lectures on examination teaching and improvements LPs set up CPD Programmes for staff on understanding, knowing and meeting examination specifications and requirements Staff manage their CPD on examination improvements 	<ul style="list-style-type: none"> LPs set up CPD Portfolios for all staff CTLs All Staff CPD Programmes 	<ul style="list-style-type: none"> September 2018 Half Termly checks on CPD Portfolio Loxford Lectures agreed by 1st October 2018 and published. 	
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE A proactive approach is adapted by pastoral staff to reduce exclusions by targeting and developing strategies to avoid higher levels of punishment.</p>	<ul style="list-style-type: none"> Internal exclusions reduce by 50% compared to previous year External exclusions reduced 30% compared to previous year Reduction of students on PSP Hot spots timetable in place for all Year Groups and reviewed every half term SLM develops groups of interventions after school on improving behaviours Behaviour Group shows positive responses YCT lead development of programmes and initiatives in Autumn Term and agreed by SLT 	<ul style="list-style-type: none"> SLM Pastoral YCT – All Year Groups Hot spot timetables Development Programmes 	<ul style="list-style-type: none"> Ongoing 	

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>THE 16 – 19 STUDY PROGRAMMES</p> <p>CPD and examination conversations are held with Postholders (CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) with Attainment Board and on-going feature.</p>	<ul style="list-style-type: none"> • Post-16 +0.12 Target 2019 • Subject A* - C meets National Levels • U's are not a feature • SOW are suitable for all students to achieve their full potential • Board updated within 48 hours of tracking. • Key Lines of Inquiry have clear interventions evidenced in Postholders SOC • Parents engaged when students not attaining/attending 	<ul style="list-style-type: none"> • KS5 Deputy Head • ATL 6th Form • YCT 6th Form • CTLs • Postholders 	<ul style="list-style-type: none"> • SOCs • Data Drops/Tracking Cycles • Parent Meetings • Postholders with KS5 Deputy Head Meetings • Learning Walks • Work Checks 	
<p>EYFS</p> <p>Establish Baseline Data established with clear targets for all children, and is checked weekly.</p>	<ul style="list-style-type: none"> • Children Reception ready and above National Levels of Progress • 95% of children meet GLDs • Half termly meeting with SEND to maximise SEND students' progress • Baseline Assessment in first 3 weeks – Phonics , Number, Social and Emotional • Targets set for all students and agreed and shared with teachers • Monitoring on a weekly basis through SOC and challenges where necessary by SLM • Progress Data and Wall Chart for children evident in class room. 	<ul style="list-style-type: none"> • Head of EYFS • SLM of EYFS • Meeting Minutes 	<ul style="list-style-type: none"> • Weekly • Monthly • Termly 	

“SEEING IS BELIEVING”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>LEADERSHIP & MANAGEMENT Pupil Progress, Quality Assurance Meeting with Senior Line Manager where work is checked.</p>	<ul style="list-style-type: none"> All subject areas are above National Levels at GCSE and A Level: 5 – 9 – Meeting 1.0 4 – 9 – Meeting 1.0 SATs Results – Progress shows above National by 5% in all key areas EYFS Results – Examination Meetings – agreed targets for: 5 – 9 4 – 9 A Level A* - C rate A Level – A* - E rate KS1 SATs – Targets set KS2 SATs – Targets set Change-Over and Lunch Time positions for SLT, SLT visible across the school In Department Meetings Daily conversations with Postholders Quality Assurance Meetings with written actions SLT action evidenced in Senior Team Meetings. Poor teaching is challenged, action is issued and relevant support is given Pupil Progress matches students expected outcomes at a minimum Assessment opportunities becomes a key feature in lessons, particularly in the primary sector Quality Assurance Meetings have evidence by SLM to validate results. Evidence in Senior Team Meetings of work validation Reward students for outstanding progress Interventions for students underperforming. Parents are informed Moderation of Work Check Check validity of data from SIMs Tracking Review on written actions and impact. Link Work Check with student Voice to maximise impact 	<ul style="list-style-type: none"> SLM Postholder Meeting Minutes 	<ul style="list-style-type: none"> SOCs Data Drops Key Lines of Inquiry 	
<p>OUTCOMES Data Drops and Pupil Progress Meetings are validated with evidence from Postholders (CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) of key interventions and strategies for improvement for all Key Stages.</p>	<ul style="list-style-type: none"> All students with Progress below expectations to have meetings with parents by ATL/Year Leader/SLM CTLs have meetings with parents of students below their expected grade CTLs raise attainment by at least 20% within their area CTLs show that their data is validated and targets above national levels SOCs clearly evidence Pupil Progress and interventions to raise progress Work Checks are completed by Postholders and Senior Line Managers with their findings in Senior Team Meetings. Raising Achievement Plan delivered by Postholders linked to SDP Key Lines of Inquiry followed up within 2 weeks of completion with clear actions for Postholders and SLT Quality Assurance Meeting with Headteacher monthly with book evidence that is 3 1* students, 3 1 Students, 3 2 students, 3 3 students picked by Headteacher NOT picked by Postholder 	<ul style="list-style-type: none"> SOCs SLM Quality Assurance Meetings Raising Achievement Plan Key Lines of Inquiry with clear actions Postholders Pupil Progress Meetings 	<ul style="list-style-type: none"> Half Termly 	
<p>TEACHING, LEARNING & ASSESSMENT Postholders (CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) through SOC Observations validate their teaching grades with Headteacher monthly.</p>	<ul style="list-style-type: none"> Lessons are taught to a good (outstanding) level at a minimum All inadequate or RI teaching has clear Support Plan with clear aims, timelines and outcomes Postholders show through SOC clear challenge of poor teaching SLM act immediately when lessons are not taught Quality Assurance Meeting showing evidence from SOC with SLM Drop Ins E-Mail trail of staff Drop Ins by CTL SLM keeping an up to date Excel Sheet of staff performance from Postholders SOC 	<ul style="list-style-type: none"> Headteacher – Postholders SLM Meeting Minutes 	<ul style="list-style-type: none"> Postholders SLM All teachers 	

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>Year Care Team have a clear plan and commitment for students whose behaviour or exclusions are below expected standard by 'out of hour' clubs for improvement.</p>	<ul style="list-style-type: none"> Negative SIMs referrals decrease by 20% Use of wellness garden to promote positive relationships Weekly student on report list to be reviewed and shared. Student on report analysis to be completed every half term Adherence of Code of Conduct. Early Review Meetings have clear impacts Liaison with appropriate agencies and referrals to be completed to support students whose behaviour or exclusions are below expected standards Purposeful and consistent use of reporting system Analysis of SIMs daily/weekly, rolling for clear ascending sanctions Raising Behaviour Plan individualised for all Year Groups. Out of Hours Clubs Meetings with parents Life skills programme supported by Youth Centre through ASDAN 	<ul style="list-style-type: none"> SLM YCT ATL CTL Tutors 	<ul style="list-style-type: none"> Weekly Rolling SIMs is explained and analysed with clear actions Parent Meetings – reporting system Class checks Hot spots timetable Break, lunch, after school clubs Tutor time assemblies 	
<p>THE 16 – 19 STUDY PROGRAMMES</p> <p>Lesson 'Drop Ins' by all Postholders (CTL, ATL, LPs, Year Leaders, Subject Co-Ordinators) with responsibility in these areas are monthly and showing good to outstanding teaching.</p>	<ul style="list-style-type: none"> All lessons involve active teaching All teachers understand new specifications and incorporate knowledge in lessons Outcomes in all subject areas are above National Levels at A Level Lesson planning is clearly on school's P Drive No teaching is research All lessons show clear evidence of links to specifications Teachers work to specifications meeting examination expectations Lesson planning is evidenced CTLs/ATLs/SLT carry out regular checks, monitoring student notes for details and organisation Every course has up to date handbook that is updated alongside curriculum changes 	<ul style="list-style-type: none"> Postholders through SOCs SLM Quality Assurance Minutes and evidence at SLT Meetings Examiners Report CTL 	<ul style="list-style-type: none"> Ongoing 	
<p>EYFS</p>	<ul style="list-style-type: none"> GLDs show 10% increase in previous data Phonic teaching is evident in student Writing in Term 1 SOW and Daily Lesson Planning evidence outcomes Success criteria clearly displayed in class rooms Student portfolios developed in book form Common teaching agreed in PPA time All environmental areas in Reception to look the same Reading becomes a common feature of lessons and home study 	<ul style="list-style-type: none"> Head of EYFS/SLM Student portfolio evidence of assessment week Lesson Drop Ins show common lesson content 	<ul style="list-style-type: none"> SOCs Lesson Drop Ins Weekly Monthly Quality Assurance Meetings Pupil Progress Meetings 	

“COURAGE IS FOUND IN UNLIKELY PLACES”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>LEADERSHIP & MANAGEMENT</p> <p>Ebacc subjects and Reading in Primary monitored for progress and attainment especially in areas where a dip occurred this year.</p>	<ul style="list-style-type: none"> No teaching is below good by January 2019 All poor teaching is improved through formal support SOW are completed Schemes of assessment are reviewed after each Module Topic Unit Assessment is standardised and validated by Postholders SLM meet regularly with Postholders Testing becomes significant in these areas with results checked by SLM and evidenced through SOC Headteacher evidences weekly Drop In in all Ebacc subjects 	<ul style="list-style-type: none"> Postholders Headteacher Lead Practitioners CTLs Meeting Minutes 	<ul style="list-style-type: none"> Within 48 hours of Drop In or formal observations 	
<p>OUTCOMES</p> <p>Appraisal Meetings are honest and transparent with all members of staff having Key Groups at: Primary – Year Groups, Classes, Cohorts Secondary – GCSE, A Level.</p>	<ul style="list-style-type: none"> All staff meet Appraisal Targets Less observations are taking place Meetings calendared and held in a timely manner Clear actions to meet targets after meeting Headteacher to check all appraisals and agree them providing CEO with details 	<ul style="list-style-type: none"> All staff Meeting Minutes 	<ul style="list-style-type: none"> 31st October 2018 	
<p>TEACHING, LEARNING & ASSESSMENT</p> <p>CTLs/Year Leaders ensure that subject specifications and examination specifications are met including 9 and 8 levels and Greater Depth in all Primary Year Groups.</p> <p>Accelerate the progress of Pupil Premium children and ensure that the attainment gap for these children is closing faster.</p>	<ul style="list-style-type: none"> CPD on examination specifications in all subject areas Work Check show that work is meeting higher standard Classes reassigned to teachers who are able to teach at higher levels Loxford Grouping identify students who are below level Headteacher to look at all teachers assigned to examinations and SATs groups. Students tracking shows progress made from each tracking cycle Clear actions taken from moderators’ report All staff use SIMs to know their Pupil Premium students in their classes. 	<ul style="list-style-type: none"> Work Check Data Drops SLT Link member Postholders ATLs Learning Walk highlight areas of concern resulting in immediate actions by CTL 	<ul style="list-style-type: none"> Exam Reports Exam specifications Results of meetings Findings and actions shared with Headteacher 	
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Further develop partnerships to support families with mental health</p> <p>ATLs know the make-up of their Year Group</p>	<ul style="list-style-type: none"> School continues to deliver training for parents in online safety termly to different Year Groups. Curriculum development in computing to have unit of safety fully embedded. Thorough evaluation of current provision (analysis of referrals and impact of referrals) Provision matched to identified areas of need To identify vulnerable students. PSCHE/workshops to address mental health issues. SIMs updated with students requiring support. Board visible with children clearly identified. Students from vulnerable settings have support measures put in place when dipping Meetings have clear outcomes written to parents PREVENT – all students to be fully informed of risk of radicalisation and how to keep themselves safe Mental health programme to help students identify and address needs Access to Safe Schools Police Officer Information page on students diary and website Library provides books on mental health and stay safe on-line Early Warning Meetings target students who require mental health support 	<ul style="list-style-type: none"> Provision meets student need Referrals are dealt with swiftly and effectively Less self-harming Fewer referrals to Safeguarding Officer High attendance Meeting Minutes 	<ul style="list-style-type: none"> All staff trained in safeguarding updates Training delivered to all teachers and TAs. Prevent Strategy is fully incorporated in curriculum and throughout whole school policies. Current mental health provision is reviewed and evaluated to ensure that it meets the needs of our students By September 2018 then ongoing 	
<p>THE 16 – 19 STUDY PROGRAMMES</p> <p>Students placed into the correct programmes to maximise final attainment.</p>	<ul style="list-style-type: none"> Sixth Form is full with students meeting admission criteria. Pledges shows 100% students move onto a worthwhile destination of their own choice Pledges by YCT. Interviews led by DHT of Sixth Form. (University/Apprenticeship/Gap Year with study/Employment) Zero NEETS. IAG is available to all students Intervention classes are in place for students 	<ul style="list-style-type: none"> KS5 Deputy Head Sixth Form YCT All students have IAG interviews with clear post-18 provisions. ATL Postholders 	<ul style="list-style-type: none"> Ongoing 	

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>EYFS</p> <p>The EYFS curriculum is centred around formal teaching to bring about rapid improvements in Reading, Writing and Mathematics.</p> <p>Support staff play a key feature in developing student outcomes</p>	<ul style="list-style-type: none"> • Daily teaching follows structured timetable. • Daily phonic teaching • Daily guided reading • Daily word teaching • Daily number activities • Support staff fully informed of daily routines • All planning shared with support staff prior to teaching 	<ul style="list-style-type: none"> • EY Lead • SLT Lead 	<ul style="list-style-type: none"> • Ongoing 	

“PEOPLE ARE BORN TO SUCCEED AND NOT TO FAIL”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>LEADERSHIP & MANAGEMENT</p> <p>Examination/SATs Meetings are transparent and honest.</p> <p>Parental engagement with Agreed Action Plan by CTL for improvement.</p> <p>Mocks and testing leading to Authenticity.</p>	<ul style="list-style-type: none"> Mock papers sent to parents Clear targets set and visible with SLM and Postholders Mock papers marked by external markers (if we find) Mock paper redone at home in time scale Teachers in departments become examiners Assessment stickers are completed in exercise books Marking policy is followed 	<ul style="list-style-type: none"> SLT CTLs Postholders All staff 		
<p>OUTCOMES</p> <p>Accountability measures: GLDs, Phonics, Key Stage 1, Key Stage 2, Progress 8, Attainment 8, A Level and Applied Post-16 qualifications</p> <p>Intervention Reception, Key Stage 1, Key Stage 2, KS3, KS4 and KS5(groups) Moderation & monitoring (Data integrity)</p>	<ul style="list-style-type: none"> Assessment dates followed on calendars. Analysis after assessment when students underperforming identified and received interventions for improvement Use of reporting system and SIMs to identify concerns Liaison with ATLS and CTLs with interventions for students underperforming ATLS/Year Leaders identify children underperforming, resulting in immediate Lesson Observations and parental meetings 	<ul style="list-style-type: none"> SLT CTLs Postholders Year Leaders 		
<p>TEACHING, LEARNING & ASSESSMENT</p> <p>Marking Policy.</p> <p>CTL to follow SOC to ensure that T&L are delivered to standards.</p> <p>Overviews are completed and accessible on P Drive.</p>	<ul style="list-style-type: none"> Work Checks through SOC show that marking is completed that evidences pupil progress and developed with clear targets Student Voice to be conducted by CTLs Agreed actions to be emailed to Headteacher Clear Action Plans in place for staff not meeting marking policy. In all subject areas 	<ul style="list-style-type: none"> CTLs 		
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>Attendance checks are daily and weekly with clear follow ups on persistent absentees with evidence.</p> <p>Reduced number of pupils with persistent absence.</p> <p>Reduced number of pupils arriving at school late.</p> <p>Number of logged behaviour incidents reduced.</p> <p>All members of the school community feel safe and included. They behave well allowing optimum learning that is both academic and social.</p>	<ul style="list-style-type: none"> Keeping safe in and out of school (including e-safety, anti-bullying, PREVENT, road safety, mental health awareness, etc.) Importance of healthy lifestyles School Council Celebration Assemblies - encouraging and rewarding class and individual effort and attendance so that pupil engagement, motivation and independence is improved. Put appropriate support in place for pupils with poor attendance and ensure attendance data is monitored regularly. Further develop the capacity of all teachers (in particular newly appointed staff) to monitor differing groups across the school so that trends regarding behavior can be identified early and timely intervention put in place to address this. EWO Meetings and home visits Lateness report analysis to be completed every half term by YCT to identify patterns and list of interventions Display boards and rewards to be used consistently 	<ul style="list-style-type: none"> SLT Pastoral ATL YCT EWO Tutors SENCO Meeting Minutes 	<ul style="list-style-type: none"> Ongoing 	
<p>THE 16 – 19 STUDY PROGRAMMES</p> <p>All students have IAG interviews with clear post-18 provisions.</p>	<ul style="list-style-type: none"> Pledges by YCT. Interviews led by DHT of Sixth Form. Pledges shows 100% students move onto a worthwhile destination of their own choice (University/Apprenticeship/Gap Year with study/Employment) Zero NEETS. Parental surgery PSCHE Lessons Informative display board in 6th Form Area 	<ul style="list-style-type: none"> KS5 Deputy Head IAG Lead PSCHE Co-Ordinator 		
<p>EYFS</p> <p>Evidence of consistency in Assessment, Recording & Reporting– standardisation, Moderation and Monitoring of assessment & outcomes shows consistency in grading in Reading, Writing and Mathematics scores in Primary Phase.</p>	<ul style="list-style-type: none"> Key Lines of Inquiry Data Drops Assessment used to target behaviour Assessment system transparent and easy for parents and staff to use Data Drops result in parental meeting to improve attainment Testing within the class room setting Tracking analysis and achievement board to be completed 	<ul style="list-style-type: none"> AHT Assessment (Primary) Year Leaders 		

“WHAT YOU CAN DO TODAY CAN IMPROVE ALL YOUR TOMORROWS”

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>LEADERSHIP & MANAGEMENT</p> <p>Monitoring quality of provision sets clear expectation and helps secure good progress of Pupil Premium children.</p> <p>Interventions are impacting positively on the progress of PP Children</p> <p>There is a rapid and focussed response to address misconceptions.</p> <p>There is an immediate impact seen in books.</p> <p>Accelerated progress.</p> <p>SEND children clearly identified and making national progress.</p>	<ul style="list-style-type: none"> • Book scrutiny of all Pupil Premium children to take place on a regular basis (to include Weekly Skills Tests). To include Subject Leaders • Expectation that teachers, in every lesson, work directly with PP children - or provides alternative support (e.g. TA / resources) • To give an opportunity for individuals to address gaps or misconceptions which arise during main class teaching. • Enable a rapid and focussed response to children’s learning needs. • Teachers, during marking, to identify misconceptions or common errors in individuals' work, informing response/ intervention as soon as possible. • Seating plans with students identified as PPI/SEN/EAL • Results analysis from Key Lines of Inquiry showing clear interventions to narrow gap • Use of assessment and marking to combat misconceptions • Learning Walks and observations by SENCO to ensure work for SEND students is correctly differentiated • Early identification of students needs made by all students to address underperformance • SOW and Lesson Plans to cater for and challenge all groups of students • LSAs are placed in areas of need and intervention • Intervention classes are well attended • Work Checks have clear actions and are reviewed • Day to day assessment, questioning, peer and self-assessment 	<ul style="list-style-type: none"> • ATL • CTL • Postholders • All staff • SENCO 	<ul style="list-style-type: none"> • Half-termly intervention review meetings between SENCO and those delivering the interventions; ensure base-line and current assessment is available to discuss progress 	
<p>OUTCOMES</p> <p>Subject Hubs lead by CTLs become a culture for school improvement with student welfare and attainment a key feature that drives clear SOW and teaching methodologies.</p>	<ul style="list-style-type: none"> • CTLs responsible for ensuring innovative teaching across the curriculum. • Purposeful agendas are set with clear outcomes. • SOW are shared and amended to meet student needs • Student Voice and Work Checks are calendared to assess teaching and learning in classes as well as students’ understanding of topics 	<ul style="list-style-type: none"> • CTLs • SLM • ATLS 	<ul style="list-style-type: none"> • SOC • Meeting Minutes • Work Check actions • Weekly book check • Drop Ins 	
<p>TEACHING, LEARNING & ASSESSMENT</p> <p>NQTs and staffing concerns are monitored and have good teaching modelled on a weekly basis monitored by Senior Line Managers.</p>	<ul style="list-style-type: none"> • Lead Practitioners work alongside all staff to ensure good practice, evident in weekly meetings • Weekly meeting with mentors and minutes and actions • Lesson Observations are calendared • D.I.A.L. sessions • Monitoring of SIMs • Book scrutiny to ensure Marking Policy is implemented 	<ul style="list-style-type: none"> • Lead Practitioners • Postholders • All staff 	<ul style="list-style-type: none"> • Meeting Minutes • Lesson Observation 	

	Targets/Actions	Who/Evidence	When/How	Progress (December)
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE To accelerate the progress of Pupil Premium children and ensure that the attainment gap for these children is closing faster.</p> <p>Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>To review approaches to teaching about British Values and life in modern Britain.</p> <p>Children discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p>	<ul style="list-style-type: none"> • Pupil Premium data tracked and monitored half termly • E-Safety assemblies • Parent workshops • British values assemblies • Regular school council meetings • Hold election for School Council, Monitors, Prefects and other leadership opportunities • YCT logs completed weekly and reviewed every half term • Topics in PSCE are promoting British Values and life in Modern Britain (overview) • Weekly bulletins • Opportunities are given in lessons for students to debate and share different points of view (highlighted in SOW) • Display Boards to celebrate student success and letter sent home • Pledges completed by YCT • Reward/Educational Trips • Leadership activities are calendared to facilitate children debates such as Debate Mate, Student Council and Jack Petchey • PSCE curriculum and other SMSC opportunities carefully mapped to ensure students are taught about British Values in each Year Group • Promote the concept that we are all different, yet we are all the same • Workshops to promote the understanding of the importance of living by British Values • Debates and class discussion are evident in SOW • Student Voice to take place on behaviour and other relevant topics • Display Boards and website will display information on British Values • School Council and Student Voice forums inform priorities and develop ways of communicating key messages to peers. 	<ul style="list-style-type: none"> • ATL • CTL • Postholders • SLT • Meeting Minutes 	<ul style="list-style-type: none"> • Half termly 	
<p>THE 16 – 19 STUDY PROGRAMMES All lessons are taught with no research in lessons which becomes a key feature of home learning.</p>	<ul style="list-style-type: none"> • Lesson Plans are structured with taster, interactive actions and plenary. • Learning Walks and Drop Ins are calendared in SOW • SOW are reviewed 	<ul style="list-style-type: none"> • ATL • CTL • Postholders • SLT • Meeting Minutes 	<ul style="list-style-type: none"> • Ongoing 	
<p>EYFS Learning environment is planned and co-ordinated throughout the year with clear targets and key assessments for all students.</p>	<ul style="list-style-type: none"> • Assessment tracked through weekly observations • Moderation throughout the Year Group 			

WE AIM TO:

BRING EQUALITY AND EQUITY OF EDUCATIONAL EXPERIENCE TO EVERY STUDENT IN ORDER TO MAXIMISE OUTCOMES FOR ALL.

EXTERNAL EVALUATION

	2016 School Evaluation	2017 School Evaluation	2018 School Evaluation
LEADERSHIP AND MANAGEMENT	1	1	1
QUALITY OF TEACHING, LEARNING AND ASSESSMENT	1	1	1
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	1	1	1
OUTCOMES FOR CHILDREN	1	1	1
EFFECTIVENESS OF EARLY YEARS PROVISION	1	1	1
EFFECTIVENESS OF THE 16 – 19 STUDY PROGRAMMES	1	1	1

JUL – SEP 18

PRIORITISING & PLANNING

WHAT ARE OUR STRENGTHS & AREAS FOR DEVELOPMENT?

SEP 18

EVALUATING

ATTAINMENT/
PROGRESS/QUALITY OF
LEARNING

JAN – MAR 19

MONITORING

IMPACT OF INTERVENTIONS

JUL 19

PREPARING

OPERATIONAL PLANS

SENIOR & MIDDLE LEADERSHIP