LOXFORD SCHOOL TRUST

SCHOOL DEVELOPMENT PLAN

2019 – 2020

Don't Just Fly…….Soar

CONTEXT AND KEY ISSUES

The schools within the Trust are successful and well managed. The Trust works well with schools who move into special measures ensuring that within a 2 year period that they move to at least good. The challenge now remains to move these schools to "outstanding".

We also have a highly competent and professional central team that allows our Board of Trustees to focus on key strategic issues. A number of very successful appointments have provided the Trust with increased capacity as we move forwards.

National changes and operational context need to be carefully considered. As ever in education, the pace of change is rapid and seemingly accelerating. The Trust must consider and evaluate the context of;

- Curriculum changes across the key stages
- Qualifications and the changes in GCSE
- Funding formulas
- Teacher Training
- Accountability for all leaders within the trust.
- Inspection Frameworks for Multi Academy Trusts

The recruitment and retention of teaching staff is an increasingly competitive challenge within the areas that we serve. We therefore need to differentiate the Trust as an employer that provides superior benefits and opportunities whilst challenging the local geographic stigma.

The Loxford School Trust (LST) is a high quality Initial Teacher Training provision, and is 'outstanding'. The Teaching School provides support and progression to all staff and leaders.

The central team provides a range of services and support which are well matched to the needs of schools within a rapidly expanding trust. They are well placed to provide high quality support to schools in difficult circumstances and further progression and challenge for those that are outstanding.

The capacity for further growth within the Trust has been evaluated from a strategic, financial, and human resource perspective whilst also taking into account the local area context and the needs of our community. This analysis has been robust and the Trust is well aware of the capacity that is required to effectively and successfully achieve our growth objectives. We are confident that we are able to achieve further continuous growth further growth as long as we put in place a sound planning and development framework.

TOGETHER TOWARDS EXCELLENCE AMBITION AND INSPIRATION

OUR VISION

Our vision is to improve educational standards and increase aspirations for all by demanding excellence in all we do within our family of schools.

We are striving to be an outstanding Trust, delivering a high quality education for each one of our students. At Loxford School Trust we aim to prepare young people for an ever-changing world that values self-confident, well-educated and enterprising people.

Loxford School Trust is relentless in its approach on school improvement, valuing traditional standards in a technological environment. In recent Ofsted inspections all schools have been graded good or above. The Trust thrives on its exacting and uncompromising nature and its quest for success for all students.

Loxford believes that everyone can succeed regardless of their prior backgrounds and that it will provide the widest opportunities through its extensive and broad curriculum to enable children to have the qualifications to access university if they wish.

It is essential all the schools has outstanding achievement, behaviour, leadership and teaching at all times. There is no reason why any external factor should be a barrier for any child not to reach their full potential and reach their ultimate goals. All stakeholders are immersed in a success culture and a can do attitude.

Within this environment of high aspirations, pupils progress is tracked constantly with clear interventions and strategies employed to raise achievement further. We make a real impact on the lives of our students.

Attendance is high and there is a strategic vision led through the school's Development Plan to raise achievement even further. Even though the Trust has raised many schools from special measures, it will not rest on its laurels. There are further improvements and barriers yet to break. Children know what is expected of them and know what they can expect of us. We all live with the same Trust rule which is a simple but an effective tool – be in the right place, at the right time, doing the right thing.

Underperformance of any child is monitored in partnership with parents and there is a highly focussed approach to raising standards at examination level. The curriculum is relevant and stimulating which places children at the heart and soul of the lesson. The staff within personalise the learning for students and guide them with clear targets to success.

The Loxford School Trust focus on the quality of teaching and learning whilst using funding in innovative ways because of the greater freedoms and independence that Academies are granted. The Loxford School Trust has been designed specifically to bring about transformation in areas of deprivation and low standards. It has proved that whatever the background of a child, children can succeed.

Despite our past successes, we continue to seek new challenges and opportunities to help children fulfil their potential, both academically and socially, so that they leave us with the widest range of choices in a challenging society. Loxford is now an all through school and welcomed its first cohort in reception and Year One two years ago. The Primary Phase is thriving. We want every child to feel part of the school community but our primary provision has its own personality, with specialist staff, separate buildings and dedicated play areas. The all through school allows students to make lifelong friendships and move smoothly from one phase to the next.

We hope to bring this same calm, purposeful and friendly environment in our partnership within our other schools, yet ultimately our mission is to raise standards of attainment and achievement.

All academies within the MAT are able to generate a positive financial outcome at the end of each financial year to deliver its aims through efficient, forward and effective curriculum led planning.

OUR VALUES

The Loxford School Trust is characterised by its passionate and unrelenting drive to ensure that every one of its students makes extraordinary progress, achieves exceptional standards and realises his or her huge potential within schools where best practice is commonplace. The Trust is committed to developing the whole person so that young people know what they care about in life and what drives them; know their strengths and aspirations; know how to remain optimistic and bounce back from setbacks; know how to deal with their emotions; know what makes them happy and how to stay that way; know the importance of humour; know how to look after themselves and live healthy fulfilling lives and know how to support others and how they can contribute to making society a better place. The Trust will do this by offering them a first class education within each individual academy, and by offering outstanding enrichment opportunities which will offer them unique experiences and see them stand apart from others.

WHAT ARE OUR NON-NEGOTIABLE EXPECTATIONS?

- **Total commitment to improving the life chances of pupils – high expectations and a total focus on PUPIL PERFORMANCE.**

  Commitment to the very highest pupil outcomes for our children, at all key-stages. Headteachers and senior teams that focus on pupils and their outcomes, with everything else as peripheral.

- **High quality and OUTSTANDING LEADERSHIP that is visible, has impact and action, and travels in the same direction.**

  Leadership sets the tone for any organisation, and our leaders will inspire, be visible, act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.

- **POSITIVE RELATIONS, especially between staff, students and parents. Our immediate stakeholders need to feel that they are part of a supportive learning community.**

  Relationships set the tone for any organisation. All relations will be positive, we will seek to understand and inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.

- **High quality staff, especially the STANDARD OF TEACHING delivered, with totally committed teachers.**
  Highly effective teachers, in the classroom, through proactive, high quality recruitment and excellent CPD.

- **Always STRIVE TO IMPROVE and do things better. No complacency.**

Our Academies will always strive to be outstanding for the communities they serve, there will be no excuses for under-performance.

If the above points are followed, then we value individuality not conformity and simplicity not complexity. The Loxford School Trust will serve its schools and make sure the school can do things better than if it was alone.

CORE PRINCIPLES

- **Raising Standards & School Improvement**

Our core purpose is to improve student outcomes and this is central to all we do. We have the highest expectations of student performance and we create a success culture in all our schools.

- **Our Vision, Values and Non-Negotiable Expectations**

The Trust has a clear and compelling vision for the future. All stakeholders must be able to articulate what LST stands for – its moral purpose, values and objectives. There is a shared understanding of what it means to be part of The Loxford School Trust, including those elements that are non-negotiable.

- **The Role of the Centre**

Our Trust will retain a clearly defined role for the central services team to improve the quality of teaching and learning and our supporting operations. Our central team makes best use of existing expertise in our schools, with a clear strategy for funding and developing the central team to meet future demand.

- **Growth Strategy**

Our Trust has, and will continue to develop and improve upon, a defined strategy for growth. We will build capacity in advance of new schools joining our family of schools and we will prepare for the challenges posed by the different types of joiners – start-up, sponsored and converters – and the impact this will have on our leadership and governance. We will expand into schools where we can make a difference, and we will say 'no' when we cannot.

- **Quality Assurance and Data**

Our Trust will continue to use a wide range of qualitative and quantitative data that enables us to examine the performance of individual schools and the Trust as a whole. We will then use this data to inform our judgements about the appropriate strategies for improvement. Strong systems for peer review are, and will continue to be, in place to support this work and collegiate support and challenge will remain at the core of the work that we do to ensure high quality outcomes. We will manage risks effectively and intervene swiftly and with impact where performance levels drop below expected standards.

- **Financial Strategy and Control**

Our Trust has clear systems for ensuring financial probity. We budget effectively and have access to accurate management information. We use economies of scale effectively, achieving best value for top-sliced funds. We are active in pursuing new revenue streams that can benefit our MAT and the schools within our Trust – providing backroom or educational services.

- **Governance**

Our Trust has a clear scheme of delegation that sets out the responsibilities of the various levels of governance (members, trustees, LGBs). Governors at all levels are clear about their responsibilities and have access to high quality information and training.

- **Recruitment and Retention and Staff Development**

Our Trust has a workforce strategy in place that seeks to recruit, retain and develop staff at all levels. We look to promote from within, and to deploy staff across the Trust in areas where they are most needed and can best develop professionally and we provide quality professional development and training. We value our staff and support their careers, with succession plans in place and we identify and nurture talent.

- **Leadership from the CEO and Senior Team**

Our Trust is committed to outstanding leadership. Leadership will have impact, it will be visible, and it will ensure we all travel in the same direction. Leaders will 'see it and sort it' furnishing solutions, not excuses. Our strong, professional relationships will set the tone for our organisation, making sure that our Trust inspires its students, pupils, staff, parents and community.

- **Leadership of The Loxford School Trust**

Our Trust is committed to the high quality delivery of Teaching School activity. It will be used as the main school improvement vehicle within the Trust and will provide support in key areas of school improvement within our Trust. We will provide outstanding initial teacher training to meet the demands of schools.

LOXFORD - TARGETS – SUMMER 2019

PRIMARY

EYFS

Good Level of Development	2017	2018	2019	2020 Target
	83%	76%	76%	78%

Phonics	2017	2018	2019	2020 Target
	83%	83%	71%	90%

KEY STAGE 1

	2017	2018	2019	2020 Targets
Reading	84%	77%	79%	80%
Writing	69%	71%	69%	80%
Maths	81%	81%	79%	80%

KEY STAGE 2

	2018	2019	2020 Targets
	All	All	All
	At or above	At or above	At or above
Reading	71	77	80
Writing	79	83	85
Maths	75	91	91

GCSE TARGETS

	School	2018 (%)	2019 (%)	Target 2020 (%)
5 Grade 7 to 9 with En and Ma	Loxford	22	31	35
5 Grade 5 to 9 with En and Ma	Loxford	54	71	75
5 Grade 4 to 9 with En and Ma	Loxford	70	83	90

GCSE

9 – 7

	English Language	English Literature	Maths (General)	Biology	Chemistry	Physics	Geography	History	French	Spanish	Art and Design	Photography	Textiles	DT	Food Technology	Performing Arts	Music Studies	Business Studies	Computer Science	Media Studies	Religious Studies	Sociology	Sports Studies	Science Double Award	Italian
2019 %	24.05	32.99	35.05	74.47	83.67	81.25	21.52	41.98	33.33	31.96	12.50	18.42	20.00	33.33	30.77	40.00	50.00	29.57	29.76	17.11	44.66	36.92	4.44	20.18	N/A
Target %	30	35	40	80	89	85	30	50	38	38	25	25	25	35	35	50	50	35	35	30	45	40	25	30	38

9 – 4

	English Language	English Literature	Maths (General)	Biology	Chemistry	Physics	Geography	History	French	Spanish	Art and Design	Photography	Textiles	DT	Food Technology	Performing Arts	Music Studies	Business Studies	Computer Science	Media Studies	Religious Studies	Sociology	Sports Studies	Science Double Award	Italian
2019 %	79.73	85.91	79.73	100.00	95.92	100.00	70.89	83.95	88.54	76.29	63.75	86.84	90.00	78.67	53.85	90.00	100.00	80.87	79.76	78.95	89.31	87.69	73.33	75.88	N/A
Target %	85	90	85	100	100	100	80	90	93	82	80	90	95	90	75	95	100	85	85	85	95	95	90	85	82

PROGRESS & ATTAINMENT

	Progress 8	Progress English	Progress Maths	Progress Ebacc	Progress Open	Progress Sci	Progress Hums	Progress Lang	Attainment 8 ave value	CAS Attainment En	CAS Attainment Ma	CAS Attainment Ebacc	CAS Attainment Open	CAS Attainment Sc	CAS Attainment Hums	CAS Attainment Lang
2019	0.89	0.81	0.81	0.79	0.99	0.76	0.65	0.85	5.60	11.73	10.83	16.01	17.44	5.17	5.08	5.40
Target	1.25	1.00	1.00	1.00	1.20	1.00	1.00	1.00	6.00	12.50	12.00	18.00	18.50	6.00	6.00	6.00

A Level Targets For Attainment – A* - C

	2019 Actual %	2020 Target %
Accounts	100	100
Art & Design	88.89	100
Art & Design - Photography	100	100
Biology	48.72	75
Business	56.25	75
Chemistry	72.92	80
Computing	28.57	N/A
D&T Product Design	69.23	75
Economics	76.92	80
English Language & Literature	83.33	85
English Literature	82.76	85
Geography	57.14	70

	2019 Actual %	2020 Target %
History	90	90
Law	82.41	90
Mathematics	68.75	75
Mathematics Further	55.56	75
Media Studies	93.33	95
Physics	58.33	70
Politics	54.55	70
Psychology	63.33	70
Religious Studies	54.55	70
Sociology	80	90
Spanish	100	100

Sixth Form

	2019	2020 Targets
Number of A level entries	677	N/A
QCA Points	33.99	35
Number of A* – C Grades	538	N/A
Progress A Level	-0.15	0.00
Progress Vocational	0.03	0.10
Progress Resit English	100%	100%
Progress Resit Maths	100%	100%
Retention	100%	100%

Key Priority 1: QUALITY OF EDUCATION

"Believe you can, then you will"

LEAD MEMBER OF STAFF	TRUST LINK	LINK TO SEF
MRS. A. JOHNSON, HEADTEACHER/CEO		

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Leaders construct a curriculum that is ambitious and designed to give all students, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs and EAL students the knowledge and cultural capital they need to succeed in life	New timetable constructed and regularly reviewed with immediate actions. Betterment of GCSE Results Broad and Balanced Curriculum across all phases Setting arrangements to support SEND. Curriculum constructed to ensure high quality teaching SOW in place that provides challenge at all levels. Pledges/Trips/Opportunities/Provision Map. Accurate use of SIMs – used by all staff – training when needed. Briefing/Bulletin Provision Map. Every Lesson a Reading Lesson Differentiation and challenge for all lessons for all learners Assessment to inform planning across the curriculum. Students' groupings and needs visible on seating plans. Efficient use of Google classroom + extra resources Live marking to give instant feedbacks for improvement Smart and Achievable targets in books Intensive English programme for EAL students	Timetable constructed for students outcomes – July 2019 – September 2019. this is reviewed regularly/after data drops with key changes implemented TT reviewed the end of each half term, reflecting recent assessments and also tracking. SLM completing QA meetings to work alongside CTL/ATLs to action.	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	New timetable with relevant step stages. KS3 Audit shows next steps learning. – and shows progression across KS4&5 Subject Hubs – standardise the curriculum. Extra-curriculum opportunities – displayed. CTLs to meet 4 times a year to review, plan and standardise the curriculum. Extra-curricular provision.	CEO Headteacher September 2019	
The Trust has the same academic, technical or vocational ambitions for almost all students.	Curriculum reflects this. The Options Process is clear and defined. Targets for the Groupings. Targets set for all schools and departments with KLI (Key Lines of Inquiry) after each tracking cycle. Students are equally informed on academic, technical and vocational routes	CEO Headteacher September 2019	
Students study a broad and balanced education.	Curriculum/Timetable re-done – regular updates post tracking with interventions in place SOW Review Staff recruited to meet the needs of the curriculum – options.	CEO Headteacher September 2019	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Teachers have an outstanding knowledge of the subject(s) and courses they teach.	Staff CPD Portfolio shows activities completed – 100% of staff access, CPD opportunities in SATs, GCSE and A Level LPs set up Loxford Lectures on examination teaching and improvement LPs set up CPD Programmes for staff on understanding, knowing and meeting examination specifications and requirement Lesson Observations/SOC	Ongoing LPs set up CPD Portfolios for all staff CTLs CPD Programmes Ongoing/Calendared All Staff Twilight Calendar 2019 completed Loxford Lectures agreed by 1st October 2019 and published.	
Leaders provide effective support for those teaching outside their main areas of expertise through SOW and Joint Lesson Planning with Middle Leaders. They check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.	Teaching PowerPoints and resources on school system Assessment opportunities becomes a key feature in lessons, particularly in the primary sector Marking Policy is used. Misconceptions identified as teaching opportunities Collaborative planning Student Voice Work check Work / Assessment is moderated within the department	SLT/CTL Completed by January 2020 SLT (DTH) ARR Calendar completed and operational by September 2019 SLM CTLs Postholder All Staff Meeting Minutes SOCs Data Drops Key Lines of Inquiry	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Teachers are leaders in the classroom and present subject matter clearly. Teachers respond and adapt their teaching as necessary.	Lesson Observations through SOC by SLT/ATL/CTL Department Meetings Teachers know their classes. Teachers use on-going gap analysis to review Lesson Plans. Subject knowledge evidenced through lesson observations and Monthly SOCs. SLT/CTL Links to provide evidence in monthly SOCs/Book Looks and Termly Appraisal Reviews. NQTs have weekly reviews with mentors to review and evidence this in meetings. Collaborative planning Homework check to ensure that out of lesson learning continues and is adequate Acceptance of constructive feedbacks to adapt teaching	SLT/ATL/CTL Ongoing through year CTL Ongoing through year SLT (DTH) – SLM/ CTLs/Mentors Weekly basis	
The KS3 and All Primary Curriculum prepares children to remember long term content they have been taught and to integrate new knowledge throughout the curriculum. To continue raising attainment and outstanding progress in Reading, writing and spelling at greater depth by providing enhanced opportunities for SEND , disadvantaged and EAL students	SOW are suitable for all students to have no limit to their own potential. Children Reception ready and above National Levels of Progress 95% of children meet GLDs Baseline Assessment in first 3 weeks – Phonics , Number, Social and Emotional Year 7 –Maths/Science – set changes in line with assessment calendar. Internal Assessments include work over time. Assessment is built to capitalise on students' knowledge acquired up to date and built to measure progress made by students. Internal Assessments include work over time???? – these are regular and make impact – set changes/review etc – TT are changed in line with this Resources and differentiated material is provided to ensure a better understanding of topics. Teachers to use modelled writing activities. Handwriting, spelling and grammar to be embedded within creative creating sessions.	SLT (LRO) Audit Curriculum after Summer change Ongoing 2019-2020 Data Drops/Tracking Cycles Data Drops/Tracking Cycles Baseline Testing with Targets by October 2019	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Teachers and Leaders use assessment well, to embed knowledge and inform future teaching. Assessment is not over-burdensome. ARR Calendar reduced from 25 'drops' to 18 – in order to use data to inform planning and gaps analysis.	Achievement Board updated within 48 hours of tracking.	SLT/ATL	
	Key Lines of Inquiry have clear interventions evidenced in Postholders SOC	SLT/ATL Ongoing 2019-2020	
	Progress Data and Wall Chart for children evident in class room. Targets in books for children in Primary.	CTL 2019-2020	
	Pupil Progress matches students expected outcomes at a minimum	SLT/ATL	
	Quality Assurance Meetings have evidence by SLM to validate results	Headteacher/SLT	
	Evidence in Senior Team Meetings of work validation	Headteacher/SLT	
	Reward students for outstanding progress	ATL/YCT	
	Interventions for students underperforming. Parents are informed	ATL	
	Moderation of Work Check	SLT	
	Check validity of data from SIMs Tracking	SLT/ATL/CTL	
	CTLs show that their data is validated and targets above national level	CTL	
	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	Headteacher/SLM/CTL	
	Value Student Voice after assessment and review area of weakness	Data Drops/Tracking Cycles SOCs Parent Meetings Learning Walks Work Checks	
	Completion of student's diary target page after tracking cycle		
	Data Drops provide working evidence for 8 week cycles – tracked by CTL/ATLs		

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
SOW are placed with clear Lesson Plans for staff to use to reduce unnecessary additional work for staff. Leaders in the Primary set up clear plans for all subject areas with resources to promote high quality teaching in lessons. NQTs have plans that they can tweak reducing unnecessary workload.	Department Meetings in place for discussion of good practice 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 D.I.A.L. sessions focussed on planning, marking and preparation. Primary – collaborative planning enables NQTs to have plans that can be tweaked. Mentor meetings tailored to support purposeful planning and assessment for rapid progress. Drop-ins to ensure that SOW are followed correctly	SLM/CTL/All Staff CTL SLM/Postholders Ongoing	
A rigorous approach to the teaching of reading develops students' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to students' phonics knowledge	Library usage increased with clear purpose to promote the pleasure of reading and English English lessons have reading time – with clear focuses/lesson plans Reading – clear focus in Primary Teaching. Guided Reading. Loxford Stations – Reading Map Develop age appropriate reading – ensuring children have opportunities to explore language across the curriculum. KS3 first 5 minutes. Whole school reading focus. All staff to display and update reading poster. Strategies to help children understand vocabulary in texts across the curriculum All KS3 children have a 'reading passport' which plans their reading for the year and students are encouraged to read challenging texts for their assessed reading age - and they are rewarded for their achievements	D.E.A.R. in place.	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	National tests and examinations are above national average (look at Table).	SLM/CTL	
	Intervention classes are in place for students and are regularly reviewed – with students assessed and moved out	SLM/CTL/Ongoing	
A New system of recording and tracking interventions and provision are in place	Year group provision map outlines interventions and support in place in line with each tracking cycle	SENCO/ATL/LSA's	
Children with SLCN/SPLD identified through classroom and Therapist receive specific support appropriate to their individual needs	SALT intervention provided by Specialist LSA and supported by S&L therapist. Staff CPD in supporting children with SLCN and SPLD by S&L Therapist Further development of interventions supporting SLCN and SPLD Dyslexia friendly classrooms	All Staff/ SALT	
	CTLs/SLM identify which NQTs to teach certain KS5 exams	SLM/CTL/Ongoing	
	Daily teaching follows structured timetable.	All staff/Ongoing	
	Daily phonic teaching. Additional phonics for identified children	All staff/Daily	
	Daily guided reading activities. All children read with daily. Identified children read with more regularity	All staff/Daily	
	Daily word teaching – through curriculum teaching	All staff/Daily	
	Daily number activities	All staff/Daily	
	Support staff fully informed of daily routines	CTL/SENCO/Ongoing	
	All planning shared with support staff prior to teaching	CTL/SENCO/Ongoing	
	Mock papers sent to parents – marking and re-issue in a timely manner. Mock 1 sent to parents – Y11 Parents' Evening to discuss (99% attendance). Mock 2 parents called in of students underperforming	SLM/CTL/Admin Support	
	Clear targets set and visible with SLM and Postholders	SLM/CTL/Postholders/Ongoing	
	Mock paper redone at home in time scale with departments reviewing and issuing clear markschemes for all papers	SLM/CTL	
		CTL/All staff/Ongoing	
	Teachers in departments become examiners – Promote where known/identified		
	Assessment stickers are completed in exercise books – reviewed and uopdated each term with clear targets set	CTL/Admin Support/Ongoing	
	Marking policy is followed	All staff/Ongoing	
	Exams – ensure all staff record results in line with exams +1	All staff/Ongoing	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Students are ready for the next stage of education, employment or training, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.	Develop careers University visits. External speakers Destinations Futures Evening 6th Form. 'Dare to Dream' Day Enterprise Day	SLT (Lead) for IAG Careers Lead PSHCE Lead All staff Ongoing	
Children read widely and often, with fluency and comprehension.	Tutors check for age appropriate Reading Box. Use of library Speak out Challenge Assemblies/public speaking opportunities Oral literacy pushed in all lessons 'Basically….. like…..' and other colloquial terms challenged 'Word of the Week' whole school focus, seen through reading diaries, GR folders/books, lesson observations focus. Library based lessons. Years 7 and 8 participate in Accelerated Reader and students rewarded for progress. Class books read with class weekly Teachers tracking books, children taking and encouraging them to read different text/introducing them to new texts.	ATL/Tutors All Staff All Staff All Staff All Staff All Staff All Staff	

Key Priority 2: BEHAVIOUR AND ATTITUDE

"Venture outside your comfort zone. The rewards are worth it"

LEAD MEMBER OF STAFF	TRUST LINK	LINK TO SEF
MRS. A. JOHNSON, HEADTEACHER/CEO		

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
The Trust and Schools have high expectations for students' behaviour and conduct and schools apply these expectations consistently and fairly. This is reflected in students' behaviour and conduct Exclusions both external and internal reduce.	Data is consistently challenged and interrogated to ensure valid data is provided at Governors' Meetings with honesty and actions for improvement. Lines of Inquiry document delivers real strategies and actions to Governors and Headteacher 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 Post tracking, YCT more rigorous. The Year Care team ensure that throughout the school day children enjoy a safe learning environment and there are excellent attitudes to learning. Monitoring of daily and weekly sims with clear actions Rolling sims Behaviour interviews every half term Seating plan is challenged Good manners posters around the school Early warning meeting Safe room timetable is in place in all curriculum areas Referrals to outside agencies are completed Roll of honour for outstanding behaviour is displayed and emailed to all tutors for class discussion	Postholders All staff Action Plans Observations Weekly evidenced through SOC Monthly evidenced from SOC Action Plans set up within 48 hours of concern	

	Peer mentoring scheme is implemented Monitoring of detention in diary Understanding of 10 ways to be an outstanding student (diary)		
Students' attitudes to their education or training are positive, they are curious learners and have a thirst for knowledge. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	Reward students for outstanding progress CTLs have meetings with parents of students below their expected grade. NQT Classes Student Voice completed by departments L&E – 6 week enquiry. Follow ups evidenced. Pupil Progress Meetings identify children who are not meeting targets and underachieving.	SLM Postholder Meeting Minutes SOCs Data Drops Key Lines of Inquiry Parent Meetings Interventions	
Students have high attendance and are punctual Substantial improvement in the overall attendance of any persistent absenteeism of the disadvantaged ,SEND and EAL students	Further develop the capacity of all teachers (in particular newly appointed staff) to monitor differing groups across the school so that trends regarding behaviour can be identified early and timely intervention put in place to address this. EWO Meetings and home visits – identify students at risk (90%) Lateness report analysis to be completed every half term by YCT to identify patterns and list of interventions to inform improvements/strategies Display boards and rewards to be used consistently Curriculum engages children so they want to come to school every day. PN and court referrals Attendance / Punctuality stickers given to students Teach students to travel smartly and safely school Report cards First day calling Promote healthy living / life style to promote good attendance Early Warning meetings to ensure equate support and intervention is in place for all SEND and EAL students	SLT Pastoral ATL YCT EWO Tutors SENCO Meeting Minutes ATLs/Tutors Ongoing	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Relationships among students and staff reflect a positive and respectful culture. Leaders, Teachers and students create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated with Bullying Ambassadors being a visible group of students. Staff deal with issues quickly and effectively.	SIMs monitored with clear actions daily. Daily lesson by lesson checks on welfare of students. Lesson observations check environment. Student Council/Student Leadership Anti-Bullying Ambassadors Well-Being Ambassadors. Addressing staff appropriately and professionally. Daily interventions. Equality and diversity are promoted and celebrated in and out lessons via group work, activities in lessons, healthy competitions etc. Logs to be completed and reviewed Class checks Workshops Efficient use of Tutor time Assembly Promoting Resilience and positive mental health activities to students	SLT Pastoral ATL YCT EWO Tutors SENCO Meeting Minutes ATLs/Tutors Ongoing	

Key Priority 3: PERSONAL DEVELOPMENT

"Have courage and be kind"

LEAD MEMBER OF STAFF	TRUST LINK	LINK TO SEF
MRS. A. JOHNSON, HEADTEACHER/CEO		

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
The curriculum extends beyond the academic, technical or vocational. It provides for students' broader development, enabling them to develop and discover their interests and talents	Extra-Curricular monitored. Attendance. PSCHE. Develop extra-curricular opportunities Visits/cultural opportunities – appropriate/meaningful Pledge/opportunities. Aspirational – HSBC/PWC Master classes Competitions School productions/showcase celebration of talent Dare to Dream Day Enterprise Day Leadership opportunities (peer mentoring, prefects etc.) Character curriculum implemented in SOW Promoting of British values Quality of debate and discussion taking place in and outside of classroom	SLT All staff ATLs Pastoral team SOCs	
At each stage of education, schools prepare students for future success in their next steps Parents are informed of the support their child is receiving	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 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.	SLM/ATL/YL/CTL/SENCO/LSA's SOCs SLM Quality Assurance Meetings Raising Achievement Plan Key Lines of Inquiry with clear actions Postholders Pupil Progress Meetings	

	Interviews led by DHT of Sixth Form. (University/Apprenticeship/Gap Year with study/Employment)	Parents' Evening	
	Zero NEETS.	Half Termly	
	IAG is available to all students		
	Year 11 Interviews		
	Other Providers		
	Each year group having 'engagement with employers' - which can be through guest visitors in assembly, trips etc - and this is lead by the SLM and ATL.		
	SSS and provision summaries for each SEND child is shared and reviewed with parents termly		
The Trust and Schools prepares students for life in modern Britain by: • equipping them to be responsible, respectful, active citizens who contribute positively to society • developing their understanding of fundamental British values • developing their understanding and appreciation of diversity • celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Children with mental health concerns are supported and participate in mindfulness programmes	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 ethos of 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 Safer 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	SLT/ATL/YL/Postholders Provision meets student need Referrals are dealt with swiftly and effectively Less self-harming Fewer referrals to Safeguarding Officer High attendance Meeting Minutes 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 2019 then ongoing	

	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 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 Pupil Premium data tracked and monitored half termly – NQTs are shown what PP is and how they can narrow the gap ?? (DLO) 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 PSCHE 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 PSCHE 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. Charity work Year Council events Work with OAPs/within the community Leadership opportunities – form/peer/school reps British Values Posters in Classrooms. Staff training on Mental Health. ELSA Training for LSAs – Mental Health. Relationships Education at primary, put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. When teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Pupils will be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.		

	Mindfulness, brain gym and mental health awareness programmes introduced throughout the school. Develop the roles of the mental health first aiders Timetables counselling sessions	

Key Priority 4: LEADERSHIP AND MANAGEMENT

"Remember, you're the one who can fill the world with sunshine"	

LEAD MEMBER OF STAFF	TRUST LINK	LINK TO SEF
MRS. A. JOHNSON, HEADTEACHER/CEO		

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice	SATs Results – Progress shows above National by 5% in all key areas EYFS Results – GLD – 78% SOC Weekly Tasks completed with actions and follow ups CTLs Action Plan to support teachers delivering poor teaching – supported by JRI 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 CPD in Meetings. CPD needs identified in appraisal	All Senior Leaders CTLs Evidenced in QA Meetings Senior Team Minutes Daily/Weekly/Monthly/Termly Clear CPD links in department and year team meeting agendas. This should be minuted in the minutes.	

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
CPD focuses on improving staff's subject and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time	Poor teaching is swiftly identified, challenged, action is issued and relevant support is given and monitored. Department Meetings in place for discussion for good practice Staff manage their CPD on examination improvements 4 Observations and 1 PCM Observation each term (3 cycles). This supports the QA of our NQT Programme alongside Mentor Meeting and D.I.A.L and NQT+1 programme. SIMs Training conducted to help new teachers report grades accurately to inform teaching Lessons are taught to a good (outstanding) level at a minimum – NQTs/Tf/Trainees re-observed to ensure their lessons are good to outstanding. Peer observations arranged to help NQTs to see outstanding practice. Support Plans administered to teachers who are a concern – effectively supported to succeed to meet Teaching Standards Postholders show through SOC clear challenge of poor teaching – Challenge CTL to give written feedback to postholders on impact of their work and expectations in comparison with TLR SLM act immediately when lessons are not taught – SLT take lessons – where there are concerns about T&L Quality Assurance Meeting showing evidence from SOC with SLM – QA of Mentor Minutes and observations to ensure teaching standards are being met Drop Ins E-Mail trail of staff Drop Ins by CTL 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 – could be if evidenced in Scheme of Work All lessons show clear evidence of links to specifications Teachers work to specifications meeting examination expectations	SLM/Postholder/ Head of EYFS Meeting Minutes SOCs Data Drops Key Lines of Inquiry Student portfolio evidence of assessment week Lesson Drop Ins show common lesson content SOCs Quality Assurance Meetings Pupil Progress Meetings Weekly/Monthly DTH and JRI support staff put on support plan and help them work towards good to outstanding with clear evidence. Linked to monthly SOC's to show clear evidence and actions which have impact. Department meetings allow opportunities for this to be discussed and planned into lessons.	

	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		
	Lead CTL (LM) in reflecting on their style of leadership, listening to the team and allowing greater flexibility in SOW to promote creativity and risk taking in KS3		
	GLDs show 10% increase in previous data		
	Phonic teaching is evident in student spelling based upon the stage they are working at.		
	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 to reflect the learning of children and topics being taught.		
	Reading becomes a regular feature of lessons and home study		
	CPD on examination specifications in all subject areas – key focus for all GCSE new exams – staff become examiners		
	Work Check show that work is meeting higher standard		
	Classes reassigned to teachers who are able to teach at higher levels – Re-timetabled as necessary (ABA). Review of sets and teachers by SLT/HT		
	Loxford Grouping identify students who are below level – Action Plan by all stakeholders		
	Headteacher to look at all teachers assigned to examinations and SATs groups.		
	Students tracking shows progress made from each tracking cycle – Evidenced through KLI (Key Lines of Inquiry)		
	Clear actions taken from moderators' report – Evidence by first QA Meeting with SLM/CTL		
	All staff use SIMs to know their Pupil Premium students in their classes.		

	D.I.A.L. sessions delivering examination content		
	SOC and Book Looks to quality assure what CTLs and teachers claim		
	Class teachers are set based on Year Group.		
	Quality of Teaching in EYFS is consistently good or better		
Leaders engage effectively with students and others in the community, including – where relevant – parents, carers, employers and local service.	No teaching is below 'good' by January. NQTs re-observed and supported if below good. Mentor Meetings/D.I.A.L. and CPD in line with improvements All poor teaching is improved through formal support SOW are completed – KS3 focus 'Gained Time' – Summer Term 2 Schemes of assessment are reviewed after each Module Topic Unit Assessment is standardised and validated by Postholders SLM meet regularly with Postholders – work is evidenced through SOC Testing becomes significant in these areas with results checked by SLM and evidenced through SOC Headteacher evidences weekly Drop In in all Ebacc subjects Arrange and deliver all examinations – equip learners with thee experience to prepare for examinations	Headteacher/Postholders/Lead Practitioners/CTLs Meeting Minutes Within 48 hours of Drop In or formal observations Parents' Evenings School Events Feeder Primary Schools Positive Letters/SIMs rewards	
Leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload	Year Reviews show that poor teaching has been challenged with CTLs responding and clear Action Plan for Improvement Teaching and Learning observations/Drop Ins have clear response and actions from Postholders Daily conversations with Postholders Quality Assurance Meetings with written actions SLT action evidenced in Senior Team Meetings Review on written actions and impact All staff meet Appraisal Targets – Led appraisal system – developed targets linked closely to SDP, half-year review completed by all current staff – progress to date indicates new targets were successful Less observations are taking place	Headteacher/Postholders/Lead Practitioners/CTLs Meeting Minutes Within 48 hours of Drop In or formal observations	

	Meetings calendared and held in a timely manner – all CTLs meeting – agreed agenda with SLM Clear actions to meet targets after meeting Headteacher to check all appraisals and agree them providing CEO with details QA Meetings (weekly) in line with the targets. Tracking cycle reduced – SOC reduced Shared in July (Calendar)		
Leaders protect their staff from bullying and harassment	SLM responds to SOCs and takes workload from staff – Headteacher copied in Link Work Check with student Voice to maximise impact IIP set up to see culture and values in school. Zero tolerance – SLT to intervene.		
The Directors, Members and Academies Boards understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold Leaders to account for the quality of education or training	Poor teaching is challenged, action is issued and relevant support is given QA Meetings completed on a weekly basis in line with the SOC to spearhead positive outcomes LM QA Meetings to qualify and work towards targets Tier Checks conducted with applicable subjects against TP3/Mocks Data. Tiers challenged if there is an anomaly Learning Walk completed with NQTs to check quality of teaching, planning, marking and assessment Negative SIMs referrals decrease by 20% - based on previously published data – available for each department in September 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 to 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	SLM/Postholder/CTL/ATL Meeting Minutes SOCs Data Drops Key Lines of Inquiry	

	Purposeful and consistent use of reporting system with clear and impactful actions Analysis of SIMs daily/weekly, rolling for clear ascending sanctions Raising Behaviour Plan individualised for all Year Groups. Out of Hours Clubs – identify/publish Meetings with parents Life skills programme supported by Youth Centre through ASDAN. NQTs encouraged to take part in an extra-curricular STEM Club being run by NQT Speak Out – NQT assisting D.I.A.L. and Peer Observations to ensure standard of lessons are in line with school expectations CPP working parties to ensure teachers/NQTs are confident with the specifications Headteacher Reports to Governors follow standard format. Agenda shared in advance with Headteacher report provided in line with expectations. Website is compliant with DfE requirements. Safeguarding Attendance is reported Exclusions Quality of Teaching Governor Visits. Finance Resources Budgets are managed effectively to enhance outcomes.		

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION
The Directors, Members and Governing Boards ensure that the Trust and Schools fulfils their statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of students.	All staff are aware of who the DSL/Deputy DSL are to go for safeguarding concerns. All rooms display safeguarding poster. Websites have a dedicated Safeguarding page(s).		
The Trust and Schools has a culture of safeguarding that supports effective arrangements to: • identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help students reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help • manage safe recruitment and allegations about adults who may be a risk to students and vulnerable adults.	YCT identify students at risk. On-line safety as part of SOW. Monthly Safeguarding Report. Staff Training Daily Briefings – profile raised when required CPD training – Safeguarding/FGM/Safer Recruitment/Online Safety. PSCHE programme DBS updated every three years. SCR is compliant. Prohibition checks. All staff are aware of who the DSL/Deputy DSL are to go for safeguarding concerns. All rooms display safeguarding poster. Websites have a dedicated Safeguarding page(s).		