



LOXFORD
School Trust

LOXFORD SCHOOL
SCHOOL DEVELOPMENT PLAN
Recovery Year

"Piglet sidled up to Pooh from behind.

"Pooh!" he whispered.

"Yes, Piglet?"

"Nothing," said Piglet, taking Pooh's paw. "I just wanted to be sure of you."

2020 – 2021

CONTEXT AND KEY ISSUES

Foreword by Anita Johnson CEO

Covid 19 has created the greatest challenge that the world has seen and for education it has seen us working in ways that we never believed possible. I am proud that the trust has been able to react to this new way of working and has continued the education for all our children.

The next challenge is to ensure that we have a clear recovery programme as there will be students who have gaps in learning. At all phases of their education we will have to be clear about the new bubbles and the way that all sites are managed in a safe and thriving environment. We hope that normality of teaching occurs and we are able return to our previous way of working.

As a result of the pandemic a vast majority of the development plan for the schools will remain the same. Essentially the new parts will allude to the recovery process we put in for the children and the changing landscape of the examination requirements.

A covid timetable is in place which can be lifted once restrictions are removed.

All children will be taught in bubbles in Reception, KS1, 2 and 3. The school environment and movement will be restricted until the situation becomes clearer. The building and use of it has been clearly laid out with students and staff receiving training on their areas.

Year 12 and 13 will leave the site at lunchtime and their timetables have been constructed around this.

Our normal services will continue but catering will be a 'grab and go' service with cleaning schedules becoming more often and thorough. Viral bombing will continue for as long as is needed. Staff will be moving as opposed to children and a clear risk assessment is in place that is reviewed daily for any changes.

Students have been notified to walk to school as much as is possible until restrictions are removed for their own safe keeping.

Plans are in place for any local lockdown or students displaying symptoms.

Google classrooms is now in place for the primary so that any lockdown will result in teachers teaching online to students similar to the secondary.

It is essentially within this recovery programme that we do not just look at the educational losses but also the social and emotional issues that children may have felt over this period. The new PSCH curriculum has been adapted for the first term in school to address these concerns.

Within the primary phase there are adaptations of the phonics work and KS 1 and KS 2 tests to accelerate learning. Reading has always been a focus but greater time and depth will be attributed to this area.

At the secondary level the slimmed down GCSE's for the new year 11 and the contextual changes at A level have resulted in adapted schemes of work meeting the needs of the students but also providing them with the opportunity of being successful in the summer examinations of 2021.

We are lucky to 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 into a very different year.

National changes and operational context need to be carefully considered and we are in a pace of change which is rapid and seemingly accelerating. As a result of the pandemic all schools in The Trust must consider and evaluate the context of;

- Curriculum changes across the key stages
- Qualifications and the changes
- The use of google classrooms and its initiation in the primary sector.
- Using google classrooms to deliver revision centres
- 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, however the pandemic has resulted in less movement. We must be aware that there could be greater movement during the Autumn term and react to that to make schools retain our best staff, whilst also maintaining our budgets.

The Trust must also remain cognisant as the Heads should do that funding is at the lowest we have seen and we must use our resources wisely. 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 has increased and 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 students are ready 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.

“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.”

Nelson Mandela

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). Directors 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	2021 Target
	83%	76%	76%	78%

Phonics	2017	2018	2019	2021 Target
	83%	83%	71%	87%

KEY STAGE 1

	2017	2018	2019	2021 Targets
Reading	84%	77%	79%	80%
Writing	69%	71%	69%	75%
Maths	81%	81%	79%	81%

KEY STAGE 2

	2018	2019	2021 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 (%)	2020 (%)	Target 2021 (%)
5 Grade 7 to 9 with En and Ma	Loxford	22	31	28	35%
5 Grade 5 to 9 with En and Ma	Loxford	54	71	66	75%
5 Grade 4 to 9 with En and Ma	Loxford	70	83	83	90%

GCSE

9 – 7

	English Language	English Literature	Maths (General)	Biology	Chemistry	Physics	Geography	History	French	Spanish	Art and Design	Photography	Textiles	DT	Graphics	Performing Arts	Music Studies	Business Studies	Computer Science	Media Studies	Religious Studies	Sociology	Sports Studies	Science Double Award	Italian
2020 %	27.24	41.72	35.52	85.11	87.50	91.49	24.52	39.53	34.72	34.15	19.67	24.14	25.00	32.14	18.75	35.29	50.00	32.62	31.82	24.49	44.67	32.81	15.63	15.49	100.00
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	Graphics	Performing Arts	Music Studies	Business Studies	Computer Science	Media Studies	Religious Studies	Sociology	Sports Studies	Science Double Award	Italian
2020 %	85.86	88.62	85.52	100.00	100.00	100.00	78.06	91.47	94.44	88.62	90.16	89.66	100.00	82.14	81.25	88.24	100.00	88.65	88.64	81.63	94.67	90.63	78.13	86.28	100.00
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
2020	1.06	0.93	0.98	1.16	1.10	0.94	1.12	1.19	5.83	11.90	11.30	17.40	17.75	5.39	5.53	5.77
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 Actual %	2021 Target %
Accounts	100	100.00	100
Art & Design	88.89	100.00	100
Art & Design - Photography	100	100.00	100
Biology	48.72	64.29	75
Business	56.25	66.67	75
Chemistry	72.92	76.74	80
Computing	28.57	N/A	N/A
D&T Product Design	69.23	88.24	75
Economics	76.92	82.86	80
English Lang & Lit	83.33	85.71	85
English Literature	82.76	68.18	85
Geography	57.14	100.00	70

	2019 Actual %	2020 Actual %	2020 Target %
History	90	100.00	90
Law	82.41	78.26	90
Mathematics	68.75	90.91	75
Mathematics Further	55.56	81.25	75
Media Studies	93.33	100.00	95
Physics	58.33	87.50	70
Politics	54.55	76.92	70
Psychology	63.33	76.19	70
Religious Studies	54.55	56.25	70
Sociology	80	77.78	90
Spanish	100	100.00	100

Sixth Form

	2019	2020	2021 Targets
Number of A level entries	677	468	N/A
QCA Points	33.99	35.99	35
Number of A* – C Grades	538	469	N/A
Progress A Level	-0.15	0.34	0.00
Progress Vocational	0.03	0.13	0.10
Progress Resit English	100%		100%
Progress Resit Maths	100%		100%
Retention	100%	100%	100%

Key Priority 1: QUALITY OF EDUCATION

“If the person you are talking to doesn’t appear to be listening, be patient. It may simply be that he has a small piece of fluff in his ear.”

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

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION (JANUARY 2021)	EVALUATION (MAY 2021)
Leaders construct a curriculum that has a recovery scheme built within it but 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.	<p>New timetable constructed and regularly reviewed with immediate actions.</p> <p>KS1,2,GCSE,A level schemes of work developed for acceleration and recovery</p> <p>Broad and Balanced Curriculum across all phases with changes for examination cohorts</p> <p>Setting arrangements to support SEND.</p> <p>Curriculum constructed to ensure high quality teaching</p> <p>SOW in place that provides challenge at all levels.</p> <p>Pledges/Trips/Opportunities/Provision Map in line with Covid 19 obstacles.</p> <p>Accurate use of SIMs – used by all staff – training when needed.</p> <p>Briefing/Bulletin</p> <p>Provision Map.</p> <p>Every Lesson a Reading Lesson</p> <p>Differentiation and challenge for all lessons for all learners</p> <p>Assessment to inform planning across the curriculum.</p>	<p>Timetable constructed for students bubbles June 2020</p> <p>TT reviewed the end of each half term, reflecting recent assessments and also Tracking.</p> <p>SLM completing QA meetings to work alongside CTL/ATLs to action.</p> <p>LSA’s allocated to bubbles and ECHP children</p> <p>Adapted SOW for recovery for all years</p> <p>Pace and accelerated SOW</p> <p>New challenges in diaries with clear monitoring KS3</p> <p>Ongoing</p> <p>Delivered through email systems with no briefing till end of pandemic</p> <p>Clear structures for recovery</p> <p>Silent reading whilst teachers move around to classes</p> <p>In SOW reviewed by CTL/SLM</p> <p>No testing in class to maximise teaching time and recovery</p>		

	<p>Students' groupings and needs visible on seating plans.</p> <p>Efficient use of Google Classroom and extra resources</p> <p>Marking to give instant feedbacks for improvement</p> <p>Smart and Achievable targets in books</p> <p>Intensive English programme for EAL students</p>	<p>with test through google classroom</p> <p>New student groups in bubbles in accordance with their setting Online additional classes and testing. Resources for online teaching are ready.</p> <p>Marking and assessment policy with addendums</p> <p>Delivered in classroom bubbles</p>		
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	<p>New timetable with relevant step stages.</p> <p>KS3 Audit shows next steps learning. – and shows progression across KS4&5</p> <p>Subject Hubs – standardise the curriculum.</p> <p>Extra-curriculum opportunities – displayed.</p> <p>CTLs across the Trust to meet 4 times a year to review, plan and standardise the curriculum.</p> <p>Extra-curricular provision.</p>	<p>Bubble timetables issued</p> <p>Lead by ATL's and SLM on student book reviews</p> <p>Through Zoom meetings</p> <p>Through google classrooms</p> <p>Through Zoom meetings</p>		
The Trust has the same academic, technical or vocational ambitions for almost all students.	<p>Curriculum reflects this.</p> <p>The Options Process is clear and defined, suited/tailored to each individual, based on Options/Sixth Form.</p> <p>Targets for the Groupings.</p> <p>Targets set for all schools and departments with KLI (Key Lines of Inquiry) after each Tracking cycle.</p> <p>Students are equally informed on academic, technical and vocational routes</p>	<p>CEO Headteacher September 2020</p> <p>ATL and SLM to lead</p> <p>ARR SLM to send data to staff</p> <p>CEO/Headteacher</p> <p>Standards and delivery KS5 SLM</p>		
Students study a broad and balanced education with a clear recovery programme for all year groups	Curriculum/Timetable re-done – regular updates post Tracking with interventions in place	CEO Headteacher September 2020		

	<p>SOW Review and google classrooms active in case of local lockdown</p> <p>Staff recruited to meet the needs of the curriculum – options.</p>	<p>Keeping students in bubbles until restrictions lifted. CTL review Google Classroom area supported by SLM</p> <p>Ongoing</p>		
<p>Teachers have an outstanding knowledge of the subject(s) and courses they teach.</p>	<p>Staff CPD Portfolio shows activities completed – 100% of staff access, CPD opportunities in SATs, GCSE and A Level</p> <p>LPs set up Loxford Lectures on examination teaching and improvement through zoom meetings</p> <p>LPs set up CPD Programmes for staff on understanding, knowing and meeting examination specifications and requirement</p> <p>Lesson Observations/SOC</p> <p>CTL’s monitor quality of education in their areas</p>	<p>Ongoing</p> <p>LPs set up CPD Portfolios for all staff CTLs</p> <p>CPD Programmes</p> <p>Ongoing/Calendared</p> <p>All Staff</p> <p>Twilight Calendar 2020 completed</p> <p>Loxford Lectures agreed by 1st October 2020 and published.</p>		
<p>Leaders provide effective support for those teaching outside their main areas of expertise through SOW and Joint Lesson Planning with Middle Leaders.</p> <p>They check students’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p> <p>Sharing of good teaching methods in Covid classrooms through Mastery GC, LP feedback and dept agenda items.</p>	<p>Teaching PowerPoints and resources on school system</p> <p>Assessment opportunities becomes a key feature in lessons, particularly in the primary sector</p> <p>Marking Policy is used.</p> <p>Misconceptions identified as teaching opportunities</p> <p>Collaborative planning through Trust leaders</p>	<p>SLT/CTL</p> <p>SLT ARR Calendar completed and operational by September 2020</p> <p>SLM CTLs Postholder All Staff</p>		

	<p>Student Voice through google classrooms</p> <p>Work check by all post holders</p> <p>Work / Assessment is moderated within the department</p>	<p>Meeting Minutes</p> <p>SOCs</p> <p>Data Drops</p> <p>Key Lines of Inquiry</p>		
<p>Teachers are leaders in the Classroom and present subject matter clearly.</p> <p>Teachers respond and adapt their teaching as necessary within the bubbles and use resources imaginatively</p>	<p>Lesson Observations through SOC by SLT/ATL/CTL</p> <p>Department Meetings</p> <p>Teachers know their classes through SIMs database</p> <p>Teachers use on-going gap analysis to review Lesson Plans.</p> <p>Subject knowledge evidenced through lesson observations and Monthly SOC's.</p> <p>SLT/CTL Links to provide evidence in monthly SOC's/Book Looks and Termly Appraisal Reviews.</p> <p>NQTs have weekly reviews with mentors to review and evidence this in meetings.</p> <p>Collaborative planning</p> <p>Homework check to ensure that out of lesson learning continues and is adequate by CTL, ATL, SLM</p> <p>Acceptance of constructive feedbacks to adapt teaching with LP interventions</p>	<p>SLT/ATL/CTL</p> <p>Ongoing through year</p> <p>CTL</p> <p>Ongoing through year</p> <p>CPD/Meetings – Dept to support this</p> <p>SLT (DTH) – SLM/CTLs/Mentors</p> <p>Weekly basis</p> <p>CTL/ATL/SLM</p>		
<p>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.</p> <p>To continue raising attainment and outstanding progress in Reading, writing and spelling at greater depth by providing</p>	<p>SOW are suitable for all students to have no limit to their own potential.</p> <p>CATs testing for year 8 to compare educational losses and to be used as a benchmark for all year groups</p>	<p>SLT (LRO)</p> <p>Audit Curriculum after Summer change</p> <p>Ongoing 2020-2021</p> <p>Data Drops/Tracking Cycles</p>		

<p>enhanced opportunities for SEND, disadvantaged and EAL students.</p> <p>Lessons learnt in the best use of Google Classroom shared with Primary teachers through ongoing Loxford Lectures and the Mastery GC.</p> <p>Increased involvement of parents, especially in the primary phase, by sharing homework on Google classroom in readiness for any future lockdown.</p>	<p>Children Reception ready and above National Levels of Progress</p> <p>95% of children meet GLDs</p> <p>Baseline Assessment in first 3 weeks – Phonics , Number, Social and Emotional</p> <p>Year 7 –Maths/Science – set changes in line with assessment calendar.</p> <p>Internal Assessments include work over time.</p> <p>Assessment is built to capitalise on students’ knowledge acquired up to date and built to measure progress made by students.</p> <p>Internal Assessments include work over time – these are regular and make impact – set changes/review etc – TT are changed in line with this</p> <p>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.</p>	<p>Data Drops/Tracking Cycles</p> <p>Baseline Testing with Targets by October 2020</p> <p>Only occurs once restrictions are removed</p> <p>Internal assessments only delivered through google classrooms</p> <p>Tracking data and mocks are rigorous</p> <p>Once restrictions are removed</p> <p>Bubble classrooms use creative ways to teach practical areas in the classrooms</p>		
<p>Teachers and Leaders use assessment well, to embed knowledge and inform future teaching.</p> <p>Assessment is not over-burdensome.</p> <p>ARR Calendar reduced from 25 ‘drops’ to 18 – in order to use data to inform planning and gaps analysis.</p>	<p>Achievement Board updated within 48 hours of Tracking.</p> <p>Key Lines of Inquiry have clear interventions evidenced in Postholders SOC</p> <p>Progress Data and Wall Chart for children evident in classroom. Targets in books for children in Primary.</p> <p>Pupil Progress matches students expected outcomes at a minimum</p> <p>Quality Assurance Meetings have evidence by SLM to validate results</p> <p>Evidence in Senior Team Meetings of work validation</p>	<p>SLT/ATL</p> <p>SLT/ATL Ongoing 2020-2021</p> <p>CTL 2020-2021</p> <p>SLT/ATL</p> <p>Headteacher/SLT</p> <p>Headteacher/SLT</p>		

	<p>Reward students for outstanding progress</p> <p>Interventions for students underperforming. Parents are informed</p> <p>Moderation of Work Check</p> <p>Check validity of data from SIMs Tracking</p> <p>CTLs show that their data is validated and targets above national level</p> <p>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</p> <p>Value Student Voice after assessment and review area of weakness</p> <p>Completion of student's diary target page after Tracking cycle</p> <p>Data Drops provide working evidence for 8 week cycles – tracked by CTL/ATLs</p>	<p>ATL/YCT</p> <p>ATL</p> <p>SLT/CTL/LP</p> <p>SLT/ATL/CTL</p> <p>CTL</p> <p>Headteacher/SLM/CTL</p> <p>Data Drops/Tracking Cycles SOCs Parent Meetings Learning Walks Work Checks</p>		
<p>SOW are placed with clear Lesson Plans for staff to use to reduce unnecessary additional work for staff taking into account recovery curriculum and slimmed down examination requirements</p> <p>Leaders in the Primary set up clear plans for all subject areas with resources to promote high quality teaching in lessons and google classrooms and the use of it is taught to all staff and students</p> <p>NQTs have plans that they can tweak reducing unnecessary workload.</p>	<p>Department Meetings in place for discussion of good practice</p> <p>SOCs clearly evidence Pupil Progress and interventions to raise progress</p> <p>Work Checks are completed by Postholders and Senior Line Managers with their findings in Senior Team Meetings</p> <p>D.I.A.L. sessions focussed on planning, marking and preparation.</p> <p>Primary – collaborative planning enables NQTs to have plans that can be tweaked.</p> <p>Mentor meetings tailored to support purposeful planning and assessment for rapid progress.</p>	<p>SLM/CTL/All Staff</p> <p>CTL</p> <p>SLM/Postholders</p> <p>Ongoing</p> <p>Regularly reviewed and feedback on development</p>		

	Drop-ins to ensure that SOW are followed correctly			
<p>A rigorous approach to the teaching of reading develops students' confidence and enjoyment in reading.</p> <p>At the early stages of learning to read, reading materials are closely matched to students' phonics knowledge</p>	<p>Library usage increased with clear purpose to promote the pleasure of reading and English</p> <p>English lessons have reading time – with clear focuses/lesson plans</p> <p>Reading – clear focus in Primary Teaching.</p> <p>Guided Reading.</p> <p>Loxford Stations – Reading Map</p> <p>Develop age appropriate reading – ensuring children have opportunities to explore language across the curriculum.</p> <p>Silent reading during changeovers</p> <p>Whole school reading focus.</p> <p>All staff to display and update reading poster.</p> <p>Strategies to help children understand vocabulary in texts across the curriculum</p> <p>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</p>	<p>D.E.A.R. in place. Reading books suitable for each class in classroom.</p> <p>SJA to review and complete.</p>		
<p>Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well and recover any losses through a well thought out curriculum</p> <p>A New system of recording and Tracking interventions and provision are in place</p> <p>Children with SLCN/SPLD identified through Classroom and Therapist receive specific support appropriate to their individual needs</p>	<p>National tests and examinations are above national average (look at Table).</p> <p>Intervention timetable and classes are in place for students and are regularly reviewed – with students assessed and moved out and delivered through google classrooms</p> <p>Year group provision map outlines interventions and support in place in line with each Tracking cycle</p>	<p>SLM/CTL</p> <p>SLM/CTL/Ongoing</p> <p>SENCO/ATL/LSA's</p> <p>All Staff/ SALT</p>		

	<p>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</p> <p>CTLs/SLM identify which NQTs to teach certain KS5 exams</p> <p>Daily teaching follows structured timetable.</p> <p>Daily phonic teaching. Additional phonics for identified children</p> <p>Daily guided reading activities. All children read with daily. Identified children read with more regularity</p> <p>Daily word teaching – through curriculum teaching</p> <p>Daily number activities</p> <p>Support staff fully informed of daily routines</p> <p>All planning shared with support staff prior to teaching</p> <p>Mock papers sent to parents – marking and re-issue in a timely manner. Mock sent to parents – Y11 Parents’ Evening to discuss (99% attendance).dependant on restrictions Parents called in of students underperforming</p> <p>Clear targets set and visible with SLM and Postholders</p> <p>Mock paper redone at home in time scale with departments reviewing and issuing clear mark schemes for all papers</p> <p>Teachers in departments become examiners – Promote where known/identified</p>	<p>SLM/CTL/Ongoing</p> <p>All staff/Ongoing</p> <p>All staff/Daily</p> <p>All staff/Daily</p> <p>All staff/Daily</p> <p>All staff/Daily</p> <p>All staff/Daily</p> <p>CTL/SENCO/Ongoing</p> <p>CTL/SENCO/Ongoing</p> <p>SLM/CTL/Admin Support</p> <p>SLM/CTL/Postholders/Ongoing</p> <p>SLM/CTL</p> <p>CTL/All staff/Ongoing</p>		
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	<p>Assessment stickers are completed in exercise books – reviewed and updated each term with clear targets set</p> <p>Marking policy is followed</p> <p>Exams – ensure all staff record results in line with exams.</p>	<p>CTL/Admin Support/Ongoing</p> <p>All staff/Ongoing</p> <p>All staff/Ongoing DTH/KHA/RKA/JRI</p>		
<p>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.</p> <p>Ongoing use of online IAG opportunities developed during lockdown e.g. VC with universities/employers.</p> <p>Embedding of Unifrog throughout the Sixth Form in the Lox100 and UCAS programme</p>	<p>Develop careers</p> <p>University visits.</p> <p>External speakers</p> <p>Destinations</p> <p>Futures Evening</p> <p>6th Form.</p> <p>‘Dare to Dream’ Day</p> <p>Enterprise Day</p>	<p>SLT (Lead) for IAG</p> <p>Careers Lead</p> <p>PSHCE Lead</p> <p>All staff</p> <p>Ongoing</p>		
<p>Children read widely and often, with fluency and comprehension.</p>	<p>Tutors check for age appropriate Reading Box.</p> <p>Use of library</p> <p>Speak out Challenge depending on restrictions</p> <p>Assemblies/public speaking opportunities</p> <p>Oral literacy pushed in all lessons</p> <p>‘Basically..... like.....’ and other colloquial terms challenged</p> <p>‘Word of the Week’ whole school focus, seen through reading diaries, GR folders/books, lesson observations focus.</p> <p>Library based lessons.</p> <p>Years 7 and 8 participate in Accelerated Reader and students rewarded for progress.</p>	<p>ATL/Tutors</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p>		

	Class books read with class weekly Teachers Tracking books, children taking and encouraging them to read different text/introducing them to new texts.			
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Key Priority 2: BEHAVIOUR AND ATTITUDE

"If ever there is a tomorrow when we're not together,
There is something you must always remember,
You are braver than you believe, stronger than you seem and smarter than you think,
But the most important thing is, even if we are apart, I'll always be with you."

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

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION (JANUARY 2021)	EVALUATION (MAY 2021)
<p>The Trust and Schools have high expectations for students' behaviour and conduct and schools apply these expectations consistently and fairly with children following the new ways of working and moving around the building</p> <p>This is reflected in students' behaviour and conduct in restricted zones</p> <p>Exclusions both external and internal reduce.</p>	<p>Data is consistently challenged and interrogated to ensure valid data is provided at Director Meetings with honesty and actions for improvement.</p> <p>Lines of Inquiry document delivers real strategies and actions to Directors and Headteacher</p> <p>Students identified who are anxious or who are vulnerable due to the pandemic with clear strategies through the pastoral structures</p> <p>Internal exclusions reduce by 50% compared to previous year –</p> <p>External exclusions reduced 30% compared to previous year –</p> <p>Reduction of students on PSP</p> <p>Bubble timetable in place for all Year Groups and reviewed every half term with clear saferooming procedures</p> <p>SLM develops groups of interventions after school on improving behaviours</p> <p>Behaviour Group shows positive responses –</p> <p>YCT lead development of programmes and initiatives in Autumn Term and agreed by SLT</p> <p>Post Tracking, YCT more rigorous.</p>	<p>Postholders All staff</p> <p>Action Plans Observations</p> <p>Weekly evidenced through SOC Monthly evidenced from SOC</p> <p>Action Plans set up within 48 hours of concern</p> <p>Kli process in line with each Tracking Period.</p>		

	<p>The Year Care team ensure that throughout the school day children enjoy a safe learning environment and there are excellent attitudes to learning.</p> <p>Monitoring of daily and weekly SIMs with clear actions</p> <p>Rolling SIMs Behaviour interviews every half term</p> <p>Seating plan is challenged</p> <p>Good manners posters around the school</p> <p>Early warning meeting for students especially affected by COVID 19</p> <p>Safe room timetable is in place in all bubbles</p> <p>Referrals to outside agencies are completed</p> <p>Roll of honour for outstanding behaviour is displayed and emailed to all tutors for class discussion</p> <p>Peer mentoring scheme is implemented</p> <p>Monitoring of detention in diary</p> <p>Understanding of 10 ways to be an outstanding student (diary)</p>			
<p>Students' attitudes to their education or training are positive; they are curious learners and have a thirst for knowledge.</p> <p>They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Reward students for outstanding progress and overcoming obstacles created by the pandemic</p> <p>CTLs have meetings with parents of students below their expected grade.</p> <p>NQT Classes Student Voice completed by departments</p> <p>L&E – 6-week enquiry. Follow ups evidenced.</p> <p>Pupil Progress Meetings identify children who are not meeting targets and underachieving.</p>	<p>LM Postholder</p> <p>Meeting Minutes SOCs Data Drops Key Lines of Inquiry</p> <p>Weekly SV – ATLS.</p> <p>Parent Meetings Interventions</p>		

<p>Students have high attendance and are punctual taking into account any self-isolation or outbreaks</p> <p>Substantial improvement in the overall attendance of any persistent absenteeism of the disadvantaged ,SEND and EAL students</p>	<p>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.</p> <p>EWO Meetings and home visits – identify students at risk (90%)</p> <p>Lateness report analysis to be completed every half term by YCT to identify patterns and list of interventions to inform improvements/strategies</p> <p>Display boards and rewards to be used consistently</p> <p>Curriculum engages children so they want to come to school every day.</p> <p>PN and court referrals</p> <p>Attendance / Punctuality stickers given to students</p> <p>Teach students to travel smartly and safely school</p> <p>Report cards</p> <p>First day calling</p> <p>Promote healthy living / life style to promote good attendance</p> <p>Early Warning meetings to ensure equate support and intervention is in place for all SEND and EAL students</p>	<p>SLT Pastoral ATL YCT EWO Tutors SENCO</p> <p>Meeting Minutes</p> <p>ATLs/Tutors</p> <p>Ongoing</p> <p>Weekly attendance report – ATL/YCT/SLT to identify any concerns.</p> <p>PSCHE. YCT through behaviour systems. Tutor assemblies</p>		
<p>Relationships among students and staff reflect a positive and respectful culture and recovery programme re-establishes friendships.</p> <p>Leaders, Teachers and students create an environment where bullying, peer-on-peer</p>	<p>SIMs monitored with clear actions daily.</p>	<p>SLT Pastoral ATL YCT EWO Tutors SENCO</p>		

<p>abuse or discrimination are not tolerated with Bullying Ambassadors being a visible group of students and understanding of fear is taught</p> <p>Staff deal with issues quickly and effectively.</p>	<p>Daily lesson-by-lesson checks on welfare of students.</p> <p>Lesson observations check environment.</p> <p>Student Council/Student Leadership</p> <p>Anti-Bullying Ambassadors</p> <p>Well-Being Ambassadors.</p> <p>Addressing staff appropriately and professionally.</p> <p>Daily interventions.</p> <p>Equality and diversity are promoted and celebrated in and out lessons via group work, activities in lessons, healthy competitions etc.</p> <p>Logs to be completed and reviewed</p> <p>Class checks</p> <p>Workshops</p> <p>Efficient use of Tutor time</p> <p>Assembly</p> <p>Promoting Resilience and positive mental health activities to students</p>	<p>Meeting Minutes</p> <p>ATLs/Tutors</p> <p>Ongoing</p>		
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Key Priority 3: PERSONAL DEVELOPMENT

"Don't walk behind me; I may not lead.
Don't walk in front of me; I may not follow.
Just walk beside me and be my friend."

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

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION (JANUARY 2021)	EVALUATION (MAY 2021)
The curriculum extends beyond the academic, technical or vocational.	Extra-Curricular monitored and developed through google classrooms	SLT		
It provides for students' broader development, enabling them to develop and discover their interests and talents pending lifting of restrictions	Attendance.	All staff		
	PSCHE through google classrooms for KS4 and KS5	ATLs		
Recovery curriculum and PSCHE recovery in place	Develop extra-curricular opportunities	Pastoral team		
Development of Trust	Visits/cultural opportunities – appropriate/meaningful	SOCs All will only occur if there is a lifting of restrictions		
Development of Friendships	Pledge/opportunities. PSCHE	Weekly PSCHE programme via Google Classroom for KS4/KS5 (Recovery Curriculum).		
	Aspirational – HSBC/PWC	Assemblies continue via Google Classroom – collective weekly by ATL.		
	Master classes			
	Competitions	All ATLs meet all students in Year Group by Dec 20.		
	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			
<p>At each stage of education, schools prepare students for future success in their next steps through alternative systems whilst in restrictions mode.</p> <p>IAG to develop google classroom and zoom interviews</p> <p>Parents are informed of the support their child is receiving</p>	<p>All students with Progress below expectations to have meetings with parents by ATL/Year Leader/SLM</p> <p>CTLs have meetings with parents of students below their expected grade</p> <p>Sixth Form is full with students meeting admission criteria.</p> <p>Pledges shows 100% students move onto a worthwhile destination of their own choice Pledges by YCT.</p> <p>Interviews led by DHT of Sixth Form. (University/Apprenticeship/Gap Year with study/Employment)</p> <p>Zero NEETS.</p> <p>IAG is available to all students</p> <p>Year 11 Interviews</p> <p>Other Providers</p> <p>Each year group having 'engagement with employers' - which can be through guest visitors in assembly, trips etc - and this is led by the SLM and ATL.</p> <p>SSS and provision summaries for each SEND child is shared and reviewed with parents termly</p>			
<p>The Trust and Schools prepares students for life in modern Britain by:</p> <ul style="list-style-type: none"> • 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 	<p>School continues to deliver training for parents in online safety termly to different Year Groups.</p> <p>Curriculum development in computing to have unit of safety fully embedded.</p> <p>Thorough evaluation of current provision (analysis of referrals and impact of referrals)</p>			

<p>protected characteristics as defined in law.</p> <ul style="list-style-type: none"> Understanding and getting to live through the fear of the pandemic <p>Children with mental health concerns are supported and participate in mindfulness programmes</p>	<p>Provision matched to identified areas of need</p> <p>To identify vulnerable students.</p> <p>PSCHE/workshops to address ethos of Mental Health Issues.</p> <p>SIMs updated with students requiring support.</p> <p>Board visible with children clearly identified.</p> <p>Students from vulnerable settings have support measures put in place when dipping</p> <p>Meetings have clear outcomes written to parents</p> <p>PREVENT – all students to be fully informed of risk of radicalisation and how to keep themselves safe</p> <p>Mental health programme to help students identify and address needs</p> <p>Access to Safer Schools Police Officer</p> <p>Information page on students diary and website</p> <p>Library provides books on mental health and stay safe on-line</p> <p>Early Warning Meetings target students who require mental health support</p> <p>Keeping safe in and out of school (including e-safety, anti-bullying, PREVENT, road safety, mental health awareness, etc.)</p> <p>Importance of healthy lifestyles</p> <p>School Council</p> <p>Celebration Assemblies - encouraging and rewarding class and individual effort and</p>	<p>Ongoing.</p>		
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	<p>attendance so that pupil engagement, motivation and independence is improved</p> <p>Interviews led by DHT of Sixth Form.</p> <p>Pledges shows 100% students move onto a worthwhile destination of their own choice (University/Apprenticeship/Gap Year with study/Employment)</p> <p>Zero NEETS.</p> <p>Parental surgery</p> <p>PSCHE Lessons</p> <p>Informative display board in 6th Form Area</p> <p>Pupil Premium data tracked and monitored half termly – NQTs are shown what PP is and how they can narrow the gap</p> <p>E-Safety assemblies</p> <p>Parent workshops</p> <p>British values assemblies</p> <p>“Thought of the week” discussed and reflected upon</p> <p>Regular school council meetings</p> <p>Hold election for School Council, Monitors, Prefects and other leadership opportunities</p> <p>YCT logs completed weekly and reviewed every half term</p> <p>Topics in PSCHE are promoting British Values and life in Modern Britain (overview) – Recovery Programme</p> <p>Weekly bulletins</p> <p>Opportunities are given in lessons for students to debate and share different points of view (highlighted in SOW)</p>			
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	<p>Display Boards to celebrate student success and letter sent home</p> <p>Pledges completed by YCT</p> <p>Reward/Educational Trips</p> <p>Leadership activities are calendared to facilitate children debates such as Debate Mate, Student Council and Jack Petchey</p> <p>PSCHE curriculum and other SMSC opportunities carefully mapped to ensure students are taught about British Values in each Year Group</p> <p>Promote the concept that we are all different, yet we are all the same</p> <p>Workshops to promote the understanding of the importance of living by British Values</p> <p>Debates and class discussion are evident in SOW</p> <p>Student Voice to take place on behaviour and other relevant topics</p> <p>Display Boards and website will display information on British Values</p> <p>School Council and Student Voice forums inform priorities and develop ways of communicating key messages to peers.</p> <p>Charity work</p> <p>Year Council events</p> <p>Work with OAPs/within the community</p> <p>Leadership opportunities – form/peer/school reps</p> <p>British Values Posters in Classrooms.</p> <p>Staff training on Mental Health.</p> <p>ELSA Training for LSAs – Mental Health.</p>			
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	<p>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.</p> <p>When teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled.</p> <p>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.</p> <p>Mindfulness, brain gym and mental health awareness programmes introduced throughout the school. Develop the roles of the mental health first aiders Timetables counselling sessions</p>			
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Key Priority 4: LEADERSHIP AND MANAGEMENT

“You can't stay in your corner of the Forest waiting for others to come to you. You have to go to them sometimes.”

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

FOCUS	ACTION	LEAD AND TIME SCALE	EVALUATION (JANUARY 2021)	EVALUATION (MAY 2021)
<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all and have reacted to new SOW for recovery learning</p> <p>This is realised through strong, shared values, policies and practice and developing resilience in their students and their teams</p>	<p>SATs Results – Progress shows above National by 5% in all key areas</p> <p>EYFS Results – GLD – 78%</p> <p>SOC Weekly Tasks completed with actions and follow ups</p> <p>CTLs Action Plan to support teachers delivering poor teaching – supported by JRI</p> <p>All subject areas are above National Levels at GCSE and A Level:</p> <p>5 – 9 – Meeting 1.0 4 – 9 – Meeting 1.0</p> <p>SATs Results – Progress shows above National by 5% in all key areas</p> <p>EYFS Results</p> <p>Examination Meetings – agreed targets for:</p> <p>5 – 9 4 – 9 A Level A* - C rate A Level – A* - E rate</p> <p>CPD in Meetings.</p> <p>CPD needs identified in appraisal</p>	<p>All Senior Leaders CTLs</p> <p>Evidenced in QA Meetings Senior Team Minutes</p> <p>Daily/Weekly/Monthly/Termly</p> <p>Clear CPD links in department and year team meeting agendas. This should be minuted in the minutes.</p>		
<p>CPD focuses on improving staff’s subject and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p>	<p>Poor teaching is swiftly identified, challenged, action is issued and relevant support is given and monitored.</p>	<p>SLM/Postholder/ Head of EYFS Meeting Minutes SOCs Data Drops</p>		

<p>The practice and subject knowledge of staff are built up and improve over time</p>	<p>Department Meetings in place for discussion for good practice</p> <p>Staff manage their CPD on examination improvements</p> <p>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.</p> <p>SIMs Training conducted to help new teachers report grades accurately to inform teaching</p> <p>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</p> <p>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</p> <p>SLM act immediately when lessons are not to <u>expectations</u> – SLT take lessons – where there are concerns about T&L</p> <p>Quality Assurance Meeting showing evidence from SOC with SLM – QA of</p>	<p>Key Lines of Inquiry Student portfolio evidence of assessment week</p> <p>Lesson Drop Ins show common lesson content SOCs</p> <p>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.</p>		
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	<p>Mentor Minutes and observations to ensure teaching standards are being met</p> <p>Drop Ins</p> <p>E-Mail trail of staff Drop Ins by CTL</p> <p>All lessons involve active teaching</p> <p>All teachers understand new specifications and incorporate knowledge in lessons</p> <p>Outcomes in all subject areas are above National Levels at A Level</p> <p>Lesson planning is clearly on school's P Drive</p> <p>No teaching is research – could be if evidenced in Scheme of Work</p> <p>All lessons show clear evidence of links to specifications</p> <p>Teachers work to specifications meeting examination expectations</p> <p>Lesson planning is evidenced</p> <p>CTLs/ATLs/SLT carry out regular checks, monitoring student notes for details and organisation</p> <p>Every course has up to date handbook that is updated alongside curriculum changes</p> <p>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</p> <p>GLDs show 10% increase in previous data</p> <p>Phonic teaching is evident in student spelling based upon the stage they are working at.</p> <p>SOW and Daily Lesson Planning evidence outcomes</p>			
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	<p>Success criteria clearly displayed in classrooms.</p> <p>Student portfolios developed in book form</p> <p>Common teaching agreed in PPA time</p> <p>All environmental areas in Reception to look the same to reflect the learning of children and topics being taught.</p> <p>Reading becomes a regular feature of lessons and home study</p> <p>CPD on examination specifications in all subject areas – key focus for all GCSE new exams – staff become examiners</p> <p>Work Check show that work is meeting higher standard</p> <p>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</p> <p>Loxford Grouping identify students who are below level – Action Plan by all stakeholders</p> <p>Headteacher to look at all teachers assigned to examinations and SATs groups.</p> <p>Students Tracking shows progress made from each Tracking cycle – Evidenced through KLI (Key Lines of Inquiry)</p> <p>Clear actions taken from moderators’ report – Evidence by first QA Meeting with SLM/CTL</p> <p>All staff use SIMs to know their Pupil Premium students in their classes.</p> <p>D.I.A.L. sessions delivering examination content</p> <p>SOC and Book Looks to quality assure what CTLs and teachers claim</p>			
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	<p>Class teachers are set based on Year Group.</p> <p>Quality of Teaching in EYFS is consistently good or better</p>			
<p>Leaders engage effectively with students and others in the community, including – where relevant – parents, carers, employers and local service.</p>	<p><u>No</u> 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</p> <p>All poor teaching is improved through formal support</p> <p>SOW are completed – KS3 focus ‘Gained Time’ – Summer Term 2</p> <p>Schemes of assessment are reviewed after each Module Topic Unit</p> <p>Assessment is standardised and validated by Postholders</p> <p>SLM meet regularly with Postholders – work is evidenced through SOC</p> <p>Testing becomes significant in these areas with results checked by SLM and evidenced through SOC</p> <p>Headteacher evidences weekly Drop In in all Ebacc subjects</p> <p>Arrange and deliver all examinations – equip learners with thee experience to prepare for examinations</p>	<p>Headteacher/Postholders/Lead Practitioners/CTLs</p> <p>Meeting Minutes Within 48 hours of Drop In or formal observations</p> <p>Parents’ Evenings School Events Feeder Primary Schools</p> <p>Positive Letters/SIMs rewards</p>		
	<p>Year Reviews show that poor teaching has been challenged with CTLs responding and clear Action Plan for Improvement</p> <p>Teaching and Learning observations/Drop Ins have clear response and actions from Postholders</p> <p>Daily conversations with Postholders</p> <p>Quality Assurance Meetings with written actions</p>	<p>Headteacher/Postholders/Lead Practitioners/CTLs</p> <p>Meeting Minutes Within 48 hours of Drop In or formal observations</p>		

	<p>SLT action evidenced in Senior Team Meetings</p> <p>Review on written actions and impact</p> <p><u>All</u> 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</p> <p>Less observations are taking place</p> <p>Meetings calendared and held in a timely manner – all CTLs meeting – agreed agenda with SLM</p> <p>Clear actions to meet targets after meeting</p> <p>Headteacher to check all appraisals and agree them providing CEO with details</p> <p>QA Meetings (weekly) in line with the targets.</p> <p>Tracking cycle reduced – SOC reduced</p> <p>Shared in July (Calendar)</p>			
<p>Leaders protect their staff from bullying and harassment</p>	<p>SLM responds to SOCs and takes workload from staff – Headteacher copied in</p> <p>Link Work Check with student Voice to maximise impact</p> <p>To implement recommendations from the IIP report as appropriate.</p> <p>Zero tolerance – SLT to intervene.</p>	<p>SLT/Postholder/CTL/ATL</p>		
<p>The Directors, Members and Academies Boards understand their role and carry this out effectively.</p> <p>They ensure that the provider has a clear vision and strategy and that resources are managed well.</p> <p>They hold Leaders to account for the quality of education or training</p>	<p>Poor teaching is challenged, action is issued and relevant support is given</p> <p>QA Meetings completed on a weekly basis in line with the SOC to spearhead positive outcomes</p> <p>LM QA Meetings to qualify and work towards targets</p>	<p>SLM/Postholder/CTL/ATL</p> <p>Meeting Minutes SOCs Data Drops Key Lines of Inquiry</p>		

	<p>Tier Checks conducted with applicable subjects against TP3/Mocks Data. Tiers challenged if there is an anomaly</p> <p>Learning Walk completed with NQTs to check quality of teaching, planning, marking and assessment</p> <p>Negative SIMs referrals decrease by 20% - based on previously published data – available for each department in September</p> <p>Use of wellness garden to promote positive relationships</p> <p>Weekly student on report list to be reviewed and shared. Student on report analysis to be completed every half term</p> <p>Adherence to Code of Conduct.</p> <p>Early Review Meetings have clear impacts</p> <p>Liaison with appropriate agencies and referrals to be completed to support students whose behaviour or exclusions are below expected standards</p> <p>Purposeful and consistent use of reporting system with clear and impactful actions</p> <p>Analysis of SIMs daily/weekly, rolling for clear ascending sanctions</p> <p>Raising Behaviour Plan individualised for all Year Groups.</p> <p>Out of Hours Clubs – identify/publish</p> <p>Meetings with parents</p> <p>Life skills programme supported by Youth Centre through ASDAN.</p> <p>NQTs encouraged to take part in an extra-curricular STEM Club being run by NQT Speak Out – NQT assisting</p>			
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	<p>D.I.A.L. and Peer Observations to ensure standard of lessons are in line with school expectations</p> <p>CPP working parties to ensure teachers/NQTs are confident with the specifications</p> <p>Headteacher Reports to Directors follow standard format.</p> <p>Agenda shared in advance with Headteacher report provided in line with expectations.</p> <p>Website is compliant with DfE requirements.</p> <p>Safeguarding</p> <p>Attendance is reported</p> <p>Exclusions</p> <p>Quality of Teaching</p> <p>Governor Visits.</p> <p>Finance Resources</p> <p>Budgets are managed effectively to enhance outcomes.</p>			
<p>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.</p>	<p>All staff are aware of who the DSL/Deputy DSL are to go for safeguarding concerns.</p> <p>All rooms display safeguarding poster.</p> <p>Websites have a dedicated Safeguarding page(s).</p>			
<p>The Trust and Schools has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • 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 	<p>YCT identify students at risk.</p> <p>On-line safety as part of SOW.</p> <p>Monthly Safeguarding Report.</p> <p>Staff Training</p>			

<p>referring in a timely way to those who have the expertise to help</p> <ul style="list-style-type: none"> manage safe recruitment and allegations about adults who may be a risk to students and vulnerable adults. 	<p>Daily Briefings – profile raised when required</p> <p>CPD training – Safeguarding/FGM/Safer Recruitment/Online Safety.</p> <p>PSCHE programme</p> <p>DBS updated every three years.</p> <p>SCR is compliant.</p> <p>Prohibition checks.</p> <p>All staff are aware of who the DSL/Deputy DSL are to go for safeguarding concerns.</p> <p>All rooms display safeguarding poster.</p> <p>Websites have a dedicated Safeguarding page(s). Google Classrooms to support students.</p>			
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SDP Safeguarding

- CP/CIN Case Diaries updated.
- SCR Checks/E-Mails to Head.
- Staff Safeguarding Training (ongoing for new staff).
- Safeguarding Posters all over and every room.
- Website.
- Parental handouts.
- Visitor letters.
- Weekly Safeguarding e-mails to staff.
- Staff Concern Forms (orange).
- Operation Encompass.
- Alternative living arrangements.
- KCSIE Questionnaire.
- Prevent/FGM Training.
- DBS Checks with Borough.
- Return to Work.
- Stage 1 Meetings.
- Safe Guarding Files.
- Meetings with safer Schools Officer (SSO).
- Prevent
- CP Conference reports.
- Educational updates.
- PEP Meetings (LAC).