



Eden Park High School  
Strategic Development Plan 2017/18 – 2019/20  
Lead Person: ..... Emily Codling

Student Outcomes

*Significantly raise levels of challenge and aspiration to change life chances for all our students.*

- All subjects: pupils heading towards achieving 100% + 3LOP and 50% +4LOP by the end of KS4. Tracking through KS3 will demonstrate this progress.
- Disadvantaged student outcomes to be exceeding those expected of other pupils nationally by at least 10% by the end of KS4.
- In school gaps between any groups of pupils to be closed year on year.
- % of students entered for and attaining Ebacc to be above national at KS4 – option selection at the end of Year 9 to reflect this uptake of those identified subjects.
- Achieve significant positive score in P8 measure at the end of KS4. Tracking through KS3 will demonstrate this progress.
- Current grades across the curriculum demonstrate that pupils are making significant and sustained progress.

Teaching, Learning and Assessment

*Quality first teaching underpins everything we do: it gives students every opportunity to be the best they can be.*

- Ensure the best practice in assessment/feedback is consistent across the curriculum through regular Quality Assurance.
- 100% of ‘teaching for progress over time’ to be judged as at least good.
- Increase the % of outstanding ‘teaching for progress over time’ year on year.
- Ensure all Year 7 students who are not yet secondary ready receive appropriate ‘catch up’ within a year.
- Ensure SOW are fully effective so that all groups of students can make outstanding progress at all key stages in all subjects.
- Make certain that the quality and level of challenge in home learning tasks is always consistently good.
- Ensure assessment without levels strategy are rigorous and consistently implemented.
- Develop clear, explicit ‘non negotiables’ for lesson and lesson planning.

<ul style="list-style-type: none"> <li>• Pupils exhibit high levels of literacy and numeracy and those that enter Year 7 below expected standards catch up before Year 8.</li> <li>• Eden Park High School will perform in the top 5% nationally for progress.</li> <li>• The extended learning day will enable all students to make better than expected progress.</li> <li>• All students will be fully prepared for their next stage of education /training / employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop explicit procedure and impact for literacy and numeracy development in all subject areas.</li> <li>• Make sure that staff are fully developed to maintain “best expert” in areas that they teach.</li> <li>• Guarantee that teachers have time for collaborative planning so that it underpins effective teaching.</li> </ul>
<p style="text-align: center;"><u>Safeguarding and Behaviour</u></p> <p><i>Development of the whole child, irrespective of barriers to learning, is central to our mission and ethos.</i></p> <ul style="list-style-type: none"> <li>• Attendance for every year group to be 96%+. All groups of students to be 96%+.</li> <li>• Maintain and further develop the Trust’s culture of excellent behaviour for learning across all groups of students. The behaviour for learning policy will be based around the 5 Rs; resilience, responsibility, reflection, readiness, resourcefulness.</li> <li>• Maintain and further develop the Trust’s culture of excellent safeguarding practices for all students, with a particular focus on e-safety; radicalisation/extremism.</li> <li>• Ensure that PSHE, student leadership and CEIAG programmes are exemplary in all key stages and</li> </ul>	<p style="text-align: center;"><u>Effective Leadership and Management</u></p> <p><i>The key driving force at all levels of our school.</i></p> <ul style="list-style-type: none"> <li>• Ensure PPG, SEN, Literacy and Numeracy funding is used effectively to overcome barriers to learning in 3 key areas: Academic; Wellbeing; Enrichment.</li> <li>• Ensure governance is well informed, challenging and robust in focussing on school improvement.</li> <li>• Develop highly effective Line Managers for pastoral and academic roles through high quality distributed leadership.</li> <li>• Ensure KS3 is challenging; characterised by rapid progress and provides an excellent platform for Key Stages 4 and 5.</li> <li>• Ensure provision for the most able is challenging, enriching and leads to outstanding achievement.</li> </ul>

provide SMSC education that ensure all students are thoughtful, caring and active citizens.

- Provide bespoke transition programmes between all key stages to ensure continuity and progression for all students.
- On an annual basis, engage with parents, students and staff to ensure that behaviour, development and welfare programmes are fully responsive to needs.
- 0% PEX and low levels of FTE.
- The “Enrichment for All” programme will encourage students to be lifelong learners who continue to covet the pursuit of knowledge.
- Every student will commit to and master an enrichment activity through their time at school.

- Focus appraisal and staff development on providing demonstrable impact on student outcomes.
- Continue to develop rigorous self-evaluation that focusses on continual improvement and provides clear analysis of strengths and areas for improvement.
- Ensure all appraisal targets reflect the whole school targets for 3LOP; 4LOP.
- Deploy the staff development budget to ensure that ‘quality first teaching’ and safeguarding have a strong focus.
- Offer bespoke development opportunities for teachers at different career stages.

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
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<p align="center"><u>Student Outcomes</u></p> <p align="center"><i>Significantly raise levels of challenge and aspiration to change life chances for all our students.</i></p>					
<p>All subjects: pupils heading towards achieving 100% + 3LOP and 50% +4LOP by the end of KS4. Tracking through KS3 will demonstrate this progress.</p>	<p>Learning team.</p>	<p>Ongoing from Year 7.</p>	<p>Whole school training on stretching the MA. Triangulation. Sims. Pastoral support. Inset. Buddying systems. Exam board training – best expert in each department.</p>	<p>SOW identify challenge. Monitor assessment data - triangulation where underachievement identified. No glass ceilings culture. Close monitoring of all groups – including the MA. Accreditations, e.g. NACE. Ensure assessments relevant and measurable – parity with GCSE throughout KS3 AWL. Best practice in classroom teaching. Quality home learning and independent study. Student recovery programmes where there are gaps in learning.</p> <p>Foster a culture of high expectation.</p>	<p>Meetings (department, line manager, SLT).  Learning walks.  QA of books / SOL.  Triangulation.  4Matrix.  Sims data.</p>

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
				Strong and effective literacy and numeracy policies. Effective differentiation. Non-negotiables in lesson planning. Excellent attendance / behaviour for learning.	
In school gaps between any groups of pupils to be closed year on year.	Subject teacher. HODs. Line Managers. SIDs. Post holders for MA and PPG.	From Year 7.	4Matrix. Meeting time.	Key student groups (gender, ethnicity, PPG, ability groups) all make exceptional progress throughout their key stages (4LOP by the end of Year 11).  A*/A achievement close the gaps between PPG and non-PPG.	Departmental tracking, PPEs, book looks.
Disadvantaged student outcomes to be exceeding those expected of other pupils nationally by at least 10% by the end of KS4.					
% of students entered for and attaining Ebacc to	HODs, options coordinator	From Year 7 – Year 9 students are	4Matrix, inset time for teaching and	Student voice to identify likes/dislikes around option	Options uptake. Progress in Ebacc subjects across KS3.

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
<p>be above national at KS4 – option selection at the end of Year 9 to reflect this uptake of those identified subjects.</p>	<p>in Year 9, progression coordinator</p>	<p>aware of the merits of Ebacc.</p>	<p>learning, future aspirations enrichment, Careers as part of our 5Cs, DfE policies.</p>	<p>choices – results used to inform subject curriculums.</p> <p>Development of all staff towards new curriculums and to keep teaching and learning fresh and engaging for Ebacc subjects.</p> <p>Students (and student groups) tracked to ensure they are making appropriate levels of progress in all Ebacc subjects through KS3.</p> <p>Parents and students alike are informed about Ebacc as a pathway: options evenings, literature, assemblies, certificates on Ebacc combination through Years 7, 8 and 9.</p> <p>Cross curricular links across the Ebacc combination –</p>	<p>Collaboration between Ebacc HODs.</p> <p>Quality of teaching and learning in Ebacc subjects.</p> <p>Survey Monkey for student voice.</p>

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
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				<p>educational visits, extended writing, SOL.</p> <p>EPHS responds appropriately to national expectations.</p>	
<p>Achieve significant positive score in P8 measure at the end of KS4. Tracking through KS3 will demonstrate this progress.</p>	<p>Line managers. HoDs. Class teachers.</p>	<p>September ongoing.</p>	<p>4Matrix. Teach meets. PPEs. Recovery packs for learning. Staff development for "best expert".</p>	<p>Clear target setting. Flight paths identified. Rigorous assessments. Appropriate teaching and learning strategies for those who are falling behind. Gap analysis and the PLCs created in response. Strong convergence. Informed advice and guidance at option stages.</p>	<p>Line management monitoring. SLT QA. Triangulation. Positive student feedback re their achievement. Termly assessment grades – summative assessment.</p>
<p>Current grades across the curriculum demonstrate that pupils are making significant and sustained progress.</p>					
<p>Pupils exhibit high levels of literacy and numeracy and those that enter</p>	<p>SIDs. Class teachers. QA team.</p>	<p>September ongoing.</p>	<p>Extended learning day.</p>	<p>Key data checks (spelling, reading, numeracy tests) show student progress,</p>	<p>Book looks. QA.</p>

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Year 7 below expected standards catch up before Year 8.	KS2 teacher.		Literacy and numeracy catch up software. Peer to peer, e.g. for reading buddies. SOL identify opportunities for literacy and numeracy. Lexia.	particularly amongst the lowest ability groups. Extended writing of high quality across all subjects.	
Eden Park High School will perform in the top 5% nationally for progress / value added.	Line managers. Teaching and learning team.	September ongoing.	4Matrix. Teach meets and line management meetings.	Data will have integrity. 4Matrix will be used to identify groups of underachievers. Progress Boards and teaching and learning interventions. Enrichment to enhance curricula. Home-school partnerships so that parents have sufficient information to support their child. Extended day will close gaps in learning.	LM review of data and at SLT.



Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
The extended learning day will enable all students to make better than expected progress.	Head teacher. SLT. Extended learning day coordinator	September ongoing.	Outstanding programme of tuition / catch-up / prep clubs for all students. Personalised programme which is tailor made to student need. TAs. Tutors. KS2 teacher. SENCo. Study rooms. Study materials – paper, pens, highlighters. SMHL. Catering. Resources for sessions, including tablets.	All gaps in student learning have closed. Progress is better than expected. Students are confident in their learning and engaged with school. Students who have not made adequate progress in KS2 will become more confident and accelerate their progress. Students needs are fully understood from KS2 so that support plans can be put into place immediately. Through this extended time staff get to know their students in a context outside of the classroom so that they can support them both academically and in other areas.	Learning walks taking place during the extended day. Recovery packs for students who have missed or misunderstood learning. Student voice. Assessments throughout the year.
All students will be fully prepared for their next stage of education	Progression coordinator	From Year 7 – Year 13 – students taught to	Guest speakers, mentors, careers advisor, educational	Information and guidance will be provided to every student through a	Student voice.  Destination data.

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/training / employment.	Heads of Years.	aim high from the beginning of their time at EPHS.	visits (including universities and WEX), WRL in class, SOL relevant to 'real life', Careers as one of our 5Cs.	<p>personalised careers programme.</p> <p>Every student will be fully prepared for a 21<sup>st</sup> Century world of work as they are equipped with appropriate life and career skills.</p> <p>All students will complete each Key Stage with qualifications that prepare them for the next stage of their lives.</p> <p>There will be 0% NEETs at the end of Key Stage 4 and 5.</p> <p>Students will well informed on the merits of further education and go on to Russell Group and Oxbridge Universities.</p>	<p>Parental engagement.</p> <p>Uptake on enrichment.</p>
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**Teaching, Learning and Assessment**

*Quality first teaching underpins everything we do: it gives students every opportunity to be the best they can be.*

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
Ensure the best practice in assessment/feedback is consistent across the curriculum through regular Quality Assurance.	Teaching and learning team (Trust).	Ongoing from opening.	Inset, meetings,	<p>Clear policy on QA.</p> <p>Teachers have a clear understanding of policy and expectations.</p> <p>Training on pre/summative / formative and AFL thorough.</p> <p>Students action assessment feedback and make secure progress as a result.</p> <p>Standardised and consistent assessment across the school.</p>	<p>Learning walks, lesson observations, QA team, record of training, strategies identified in SoL.</p> <p>Triangulation for under-performance.</p>
100% of 'teaching for progress over time' to be judged as at least good.	Teaching and learning team (Trust).	Ongoing from opening.	Inset training (including the Outstanding Teachers Programme with Greenwich University). External assessors.	Staff development. High quality SOL that reflect challenge, 1-9 criteria, pre-assessment, challenge LOs, literacy / numeracy, assessment opportunities, home learning and revision. Teacher ETALs.	Survey Monkey. SOW complete. Write-ups from collaborative planning. Lesson observations and learning walks. Book audits. Student outcomes. OTP outcomes. Triangulation.
Increase the % of outstanding 'teaching for					

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progress over time' year on year.			Directed time for collaborative planning within departments. Learning mentors to support other staff. Learning from lessons programme. Triangulation. Learning walks from SLT / middle leaders. Subject reviews.	High quality lesson planning. Excellent progress demonstrated across lessons. Little variation in whole school outcomes.	Subject reviews. Use of HMI / consultants to complete subject reviews.
Ensure SOW are fully effective so that all groups of students can make outstanding progress at all key stages in all subjects.					
Guarantee that teachers have time for collaborative planning so that it underpins effective teaching.					
Ensure all Year 7 students who are not yet secondary ready receive appropriate 'catch up' within a year.	Senior leadership. Extended learning day coordinator . KS2 teacher.	Summer before the students arrive - data to be analysed.	Parental letters / meetings. Assessment data (KS2 data, GL assessments, reading / spelling / numeracy tests).	Parents and students to be well informed about interventions and recovery programmes. High expectations set from the beginning. Immediate support given.	Progress data. Student voice. Parent voice. Timeline of interventions / recovery. Group analysis. Learning walks of sessions.

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			<p>Appointments between home and school. 4Matrix. Rooms to facilitate sessions. Resources for teaching recovery programme. KS2 teacher. TAs. Catering for extended day. P16 from TRS to support. Time to visit primary schools to make contact with students and parents and to gain additional information to inform transition.</p>	<p>Positive relationships between students and their “recovery” teachers. Exit programmes for students. Increased student motivation. Pastoral data strong – behaviour logs, attendance, punctuality. Staff have an exceptional understanding of the needs of students. Reduced anxiety amongst students. Every student fulfils their individual potential according to their abilities.</p>	
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Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
Make certain that the quality and level of challenge in home learning tasks is always consistently good.	Learning team	September 2017 onwards	Show my home learning subscription SOW	Home learning is differentiated and identified as part of the learning in SOW  All home learning is recorded on SMHW	Student voice through Survey Monkey  Parent forum to gauge response towards extended learning prep session  SOW have been moderated for rigour and consistency
Ensure assessment without levels strategy are rigorous and consistently implemented.	Learning team.	Pre-opening and onwards.	Meetings. AWL working party. Inset.	A high quality system to monitor; frequency of assessments, method, grade boundaries, outward facing, external and internal moderation.  Assessments are high quality, relevant, linked to exam boards and 1-9 scheme.	Line management meetings. AWL team.
Develop clear, explicit 'non negotiables' for	Learning team	September 2017 onwards	Inset / workshops	Every lesson will evidence the 10 non negotiables;	Lesson observations  Triangulation

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lesson and lesson planning.			<p>Learning mentor time to conduct lesson observations / support underperforming staff</p> <p>QA for book audits</p>	<ol style="list-style-type: none"> <li>1. Challenging Learning Objectives linked to Blooms and used to map progress within a lesson and across a series of lessons.</li> <li>2. Evidence of teacher and student verbal and written feedback and assessment.</li> <li>3. A purposeful learning environment including learning boards, books, dictionaries, posters and key words.</li> <li>4. Challenging classroom and home learning activities, set on Show My Homework that stretches, inspires and engages all students.</li> <li>5. Pre-Assessment for learning and</li> </ol>	<p>Book audits</p> <p>Survey Monkey student voice</p> <p>Displays</p>
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				<p>consolidation of learning</p> <ol style="list-style-type: none"> <li>6. High expectations and constant student-teacher dialogue to ensure these are never faltered on.</li> <li>7. Literacy evident and appropriate for every key stage.</li> <li>8. CATERing for all, including the more able, SEN and disadvantaged students</li> <li>9. Students want to improve and know how to due to the use of Success Criteria and Mark Schemes.</li> <li>10. Progress towards desired learning outcomes is explicit.</li> </ol>	
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Develop explicit procedure and impact for literacy and numeracy development in all subject areas.	SIDs. HODs. Line Managers.	September ongoing.	SOL all have explicit opportunities for literacy and numeracy highlighted. Training from the SIDs. QA. Policy for literacy and numeracy whole school.	All students in all subjects produce high quality extended writing. Benchmark tests (spelling, reading) - demonstrate student progress.	Audit by SIDs. Book looks. SOL. Benchmark tests.
Make sure that staff are fully developed to maintain "best expert" in areas that they teach.	HODs. Line Managers.	September onwards - throughout the appraisal cycle.	Appraisal. Training - with a focus on exam boards. Meeting times to cascade best practice. Time for staff to be exam markers	Every staff member has experience at least of either GCSE or P16 exam board teaching / learning / assessment. As many staff as possible mark for the exam board.	Appraisal. Training needs identified. Lesson observations to see how practice is disseminated into classroom practice.

**Safeguarding and Behaviour**

*Development of the whole child, irrespective of barriers to learning, is central to our mission and ethos.*

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
Attendance for every year group to be 96%+. All groups of students to be 96%+.	Deputy Head. Family liaison officer. Pastoral teams.	Ongoing.	FL Officer. Administrator. Pastoral team roles.	At least 96% attendance. Policy written / adhered to. Role of form tutor clear. Staged process in action. Parental engagement.	Reports. Tracking. Protocol reviews.
Maintain and further develop the Trust's culture of excellent behaviour for learning across all groups of students. The behaviour for learning policy will be based around the 5 Rs; resilience, responsibility, reflection, readiness, resourcefulness.	Deputy Head. Pastoral teams. Trust Rewards Coordinator .	Ongoing.	Behaviour for Learning policy. Classcharts. Rewards. Pastoral board. CPD. New staff induction. 5R Challenge. Seclusion.	Behaviour logs decrease in real terms. Parental engagement. Trends in behaviour are spotted and responded to. Launch of 5Rs – specifically delivered through pastoral team and inter-form work. Use of KS3 Graduation to promote positive behaviour. Use of student voice to deliver a bespoke rewards system. Referral systems. FTE data. Bullying log.	Annual review. Termly reports. Identification of existing / potential issues in behaviour logs. Student voice. Year group reports – at least half termly.

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0% PEX and low levels of FTE.					
Maintain and further develop the Trust's culture of excellent safeguarding practices for all students, with a particular focus on e-safety; radicalisation / extremism; anti-bullying.	Headteacher. Governors. All staff. Students. Pastoral leaders. Trust and TLR roles on CP.	Ongoing from September.	Safeguarding policy. Weekly meetings with SLT and safeguarding team (safeguarding strategy group) to discuss a standing agenda on safeguarding to ensure that no students fall through the net (CAF, CAF radar, induction and training, MY CONCERN, LAC). MY CONCERN. Inset. Assemblies.	Anti-bullying awareness. Students trained in BBBS. Student led initiatives, e.g. assemblies. Effective policies created / updated / implemented, e.g. e-safety. Students able to work sensitively with younger students and have a strong understanding of safeguarding procedures and how to signpost to relevant staff. Students use digital media responsibly. Staff lead the whole school community in the safe use of digital media. Parents are aware of the dangers associated with children and digital media	Regular communication with pastoral staff. Student voice. Log of incidents. Surveys of all staff and Governors to confirm that the knowledge, understanding and skills received are effective in reducing the risks that the school community is exposed to. Survey results to be used to inform future programmes. Monitoring that all courses, induction and updates have taken place. Meeting minutes - e.g. from safeguarding strategy group, LAC reviews.

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			<p>Form time activities.            Student training BBBS.            P16 mentoring and prefect system.            Online staff training.            Update EPHS website.            Parental updates: Year 6 transition and welcome evening.            Safeguarding training for students.            Staff induction.            Governor training.            Up-to-date computer systems to be used in monitoring in-house computer</p>	<p>and know how to guide their children safely.            Collaborative workshops and training with other institutions, such as primary schools.            All staff trained to Level 2.            Pastoral staff trained to Level 3. Senior staff trained to Level 5.</p>	
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Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
			systems and network. Safer recruitment policy.		
Ensure that PSHE programmes are exemplary in all key stages.	SLT. Pastoral teams, e.g. year leaders, deputy leaders. Key Stage coordinator .	Ongoing.	Resources for tutor time. Assemblies. Parent Forum for parent voice. SMSC audit. Development plan in response to strengths and weaknesses. SMSC themed days (resourcing needed). Meetings to plan themed days. Development plans.	Opportunities for all students to discuss issues and take on responsibility. Students take on leadership roles. Alumni. Student enjoyment of SMSC activities. Students are able to develop healthy lifestyle choices, build confidence, make the most of their opportunities, develop good relationships and respect the differences between people, make positive contributions.	Book audits of PSHCEE. SOL for PSHCEE – reviewed and updated annually. Student voice feedback. Focus groups on key events, e.g. Remembrance, anti-bullying week, Black History Month, Red Nose Day, Sports Relief ... Annual report. SMSC audit.
Provide SMSC education that ensure all students are thoughtful, caring and active citizens.					
CEIAG provision is accurate, informative and relevant.	Post holders. All staff.	Ongoing.	SOL. Unifrog. Trips, e.g. taster days to HE. KS3 careers fair.	CEIAG curriculum is embedded to give transferable skills and give stage appropriate exposure to careers and related	Attendance to key events. Student evaluations. Tutors to view quality of student work – form time, CVs.

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			<p>Access to computer rooms. Fast Tomato. Forge strong partnership with CEIAG partners; Step Forward, The Challenge, London Ambitions. Mock interview days. Meetings – with parents / careers counsellors, Options evenings.</p>	<p>themes – SOL are written for form time. Students have a clear idea on progression from Year 7, i.e. they will be going to university. Digital profiles for students, to include online cv. Students are supported in developing employability skills, CV, writing skills, networking, presentation skills and interview techniques. Quality of careers advice to students is personalised. Guide students early to specialised and competitive careers: Law, Medicine, Engineering.</p>	<p>Pastoral meetings review student work.</p>
<p>Provide bespoke transition programmes between Year 6-7 to ensure continuity and progression for all students.</p>	<p>Progression team; SLT, YL, DYL.</p>	<p>Summer term 2017 ready for new year.</p>	<p>Year 6 transition plan. Summer school. Tutor meetings. Primary school visits. Taster days.</p>	<p>Secure excellent progression routes for all students through a highly responsive and specific guidance programme. Summer school attendance and impact. Links with primary schools.</p>	<p>Student and parent evaluations. Timeline of “welcome” events. Attendance and punctuality. Behaviour for learning excellent.</p>

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			<p>Summer home learning. Welcome evening. BBBS – ensure this programme has a high profile, leads anti-bullying week, develops student leadership, students are highly trained with organised logs of any incidents. Open evenings. Open weeks for tours of the school. Letters sent home to inform parents. Exemplar displays of student work.</p>	<p>1-1 meetings take place. High expectations are set from the beginning. Positive relationships are built from the beginning. 3 way relationship where school and home keep in regular contact, via email, telephone, letter and face to face contact. Students look forwards to joining the school. Prospective parents and students receive strong answers to their questions and they are impressed with the educational offer from the school.</p>	<p>Home learning completed. Good academic progress in first term. Learning walks on induction events by SLT. % on role on taster days. Student needs are understood so that support programmes can be put into place before students join the school.</p>

Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
Ensure that student leadership is exemplary.	Pastoral staff. Trust student leadership coordinator	Ongoing.	Display boards. Assemblies. Student training materials. Student meetings. Student job descriptions.	Greater sense of community and responsibility. Greater school awareness of schemes. New Year 7s take on responsibility and opportunities quickly. High visibility of student leadership roles. Key initiatives, such as peer court, STP, YTAs, improvements in all pastoral date (attendance/ punctuality/ behaviour).	Prominent display boards. Social media updates. Promote in calendar. Tracking grids for competitions. Meeting minutes. Competition presence.
To engage with parents, staff and students to ensure that all programmes are fully responsive to needs.	SLT. All staff.	Ongoing.	Parent forum – staff with areas of responsibilities to present regularly. Information hand-outs to parents. Kirkland Rowell – questionnaires and distribution. Analysis of	Parents are kept up to date. Parent voice adds to school improvement. Views are taken on board and acted upon as appropriate. Strengths and weaknesses of the school are highlighted. Opportunities to discuss students on an individual basis with parents.	Parent feedback. Annual reviews. Evaluations of surveys. Termly reports from parent forum. Points from meetings are fed back to SLT. Records on student files. Timelines for individual students. Sims records.



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			<p>results with report.</p> <p>Refreshments at events.</p> <p>Parent evenings.</p> <p>Progress board meetings.</p> <p>Website.</p> <p>All forms of home communication.</p> <p>4Matrix.</p>		
<p>The “Enrichment for All” programme will encourage students to be lifelong learners who continue to covet the pursuit of knowledge.</p>	<p>Head teacher.</p> <p>SLT.</p> <p>Extended learning day coordinator</p> <p>.</p>	<p>September ongoing.</p>	<p>Outstanding programme of enrichment activities for all students.</p> <p>Personalised programme which is tailor made to student need and student voice.</p> <p>TAs.</p> <p>Tutors.</p> <p>Peripatetic.</p> <p>Coaches.</p>	<p>Students build a portfolio of additional qualifications that reflect their extra-curricular interests.</p> <p>Students are confident in their learning and engaged with school.</p> <p>Excellent student attendance and behaviour as a result of their enjoyment of this programme.</p> <p>EPHS reputation grows in the local area as a beacon of enrichment success, sporting achievements at</p>	<p>Learning walks taking place during the extended day.</p> <p>Student voice.</p> <p>5Cs are covered.</p> <p>Participation in external events.</p>
<p>Every student will commit to and master an enrichment activity through their time at school.</p>					

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			Post-holder to organise the range of activities and ensure they are appropriately staffed. Catering. Resources for the sessions.	tournaments, presence at competitions. Students will develop skills in the following: readiness, reflection, resourcefulness, responsibility and resilience. Students will cover a curriculum around the following: careers, community, critical thinking, competition and communication.	
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**Effective Leadership and Management**  
*The key driving force at all levels of our school*

Ensure PPG, SEN, Literacy and Numeracy funding is used effectively to overcome barriers to learning in 3 key areas: Academic; Wellbeing; Enrichment.	Deputy Head. SIDs. AHT.	Ongoing.	Inset, e.g. PPG, SEN provision. Cost of external auditor. Reports on research, e.g. Sutton Trust. Educational psychologists. KS2 teacher. TAs.	Policies created, e.g. literacy interventions. External audit of PPG provision. Gap analysis. Success of extended learning day. Student leadership activities are accessed by all students.	Termly reports on impact of PPG spending. . Link projects and expenditure to outcomes. Identified KPIs, e.g. attendance, behaviour, progress of key groups. Impact reports, e.g. Summer school.
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Objectives	Named Person(s)	Start/Finish	Resources: Support, Finance, INSET, etc.	Success Criteria	Monitoring & Evaluation
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			Extended learning day. Summer School. New staff induction. GL Assessments – English, Maths, Science. BBBS. Counsellor. Theme days, e.g. Your Choice, Your Voice.		
Ensure governance is well informed, challenging and robust in focussing on school improvement.	CEO. Headteacher. Advisory Body. Local Governing Body.	Pre-opening and onwards.	Appointed positions. Strategic Governance. Meetings scheduled.	Best practice has been embedded. Build capacity. Secure school improvement. Financial viability. Clarity of vision / purpose.	Headteacher reports. Meeting minutes. Policies / plans. Academy data.

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Ensure KS3 is challenging; characterised by rapid progress and provides an excellent platform for Key Stages 4 and 5.	Headteacher. Pastoral leaders. Learning team.	Pre-opening and onwards. SOL planning.	KS3 progress standing agenda on LM meetings. 4Matrix data. Triangulation. Student voice.	Improving outcomes measuring 4LOP. Minimal variations across student sub-groups and across different subjects.	½ termly data drops. Progress reports. SOL completed and very high quality – external and internal moderation has taken place. Collaborative planning in departments for two hours every two weeks. Learning walks.
Ensure provision for the most able is challenging, enriching and leads to outstanding achievement.	Learning Team. Line managers.	Ongoing.	Most able as a standing agenda at meetings. Data drops. Triangulation. SOL. Non-negotiables set up. Collaborative planning meetings. Best experts trained within departments –	Outcomes of most able reflect the 4LOP. Monitor most able progress. Student voice. Enrichment for the most able.	Line management meetings. Progress boards. Learning team walks.

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			exam board specified.		
Focus appraisal and staff development on providing demonstrable impact on student outcomes.	Staff development coordinator - Trust. Line managers.	August results to inform initial appraisal meetings and staff development needs. To be monitored at least three times across the academic year. Carry out fixed appraisal meetings every term to review progress.	Inset where required, including in-house Optimus training. External inset to focus on exam boards.	Best experts in all departments. Staff delivering focused insets to other staff. Moderation. Buddy systems. Collaborative planning takes place on a Wednesday - outcomes are that high quality SOL are created and the % of good/outstanding lessons rises sustainably. All appraisals have 3 / 4 LOP. Bespoke training programmes in action. Clear appraisal system which leads to strong staff development and high levels of student outcomes. Staff are pro-active about their training (and for those that they line manage). Any underperformance addressed and tackled.	Appraisal and staff development sheets completed and are used as working documents. Collaborative planning is monitored by LM. Evaluation of courses. High levels of staff accreditation, including Masters. LM learning walks, lesson observations, book audits, data analysis. Summer exam results. Training needs identified.

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				All appraisal targets reflect the whole school targets for 3LOP; 4LOP.	
Continue to develop rigorous self-evaluation that focusses on continual improvement and provides clear analysis of strengths and areas for improvement.	Headteacher. Line managers.	Ongoing.	SEFs. Reflection time, e.g. after lesson observations. Appraisal system. Fixed agenda items.	Self-evaluation leads to sustained school improvement. Areas of weakness identified and budget / TLRs applied accordingly. Meet targets. KPIs improve (around attendance / behaviour / academics / staffing training). Variety of inset and positive attendance by staff.	Data drops. Exam reports. Behaviour / attendance reports. Line management. Appraisal meetings. KPIs. Links to whole school SEF. Inset requirements.
Deploy the staff development budget to ensure that 'quality first teaching' and safeguarding have a strong focus.	CEO. Headteacher. Business Manager.	Financial year, with monthly monitoring.	Teaching and learning analysis. Safeguarding analysis.	Teaching and learning judged as Outstanding. Teachers are specialists, working within faculties and departments that reflect that specialism, they are trained to be best expert both internally and externally, professional development is strong.	CEO. Headteacher. Advisory Body. Governance.

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				Safeguarding practices are secure, rigorous and complete. A team of staff with clearly defined roles maintain the highest child protection and safeguarding standards.	
Offer bespoke development opportunities for teachers at different career stages.	Headteacher. SLT and Line Managers.	Ongoing.	Optimus for in-house training. Finance for external courses. Exam board training. Rigorous appraisal system that identifies career stages and inset requirements.	Staff are operating at a level that reflects at least their career stage. Departmental up to whole school roles are led well and managed effectively so that staff can have the opportunity to develop themselves and move up the pay scale. Every teacher has their own personalised career programme.	Appraisal. Inset records. List of role and their line management depending on “m” or “upper” pay scales.