

Context:

	7	8	9
Number	241	189	183
PPG %	37.34	32.28	32.24
SEN %	24	20.11	29.51
EAL	12	4	14
Boys	61	57.8	72
Girls	39	42.2	28
High PA	58	60	58.5
Mid PA	33	29	27.5
Low PA	9	11	14
MADA	17	14	18

This Strategic Development Plan should be read in conjunction with Middle Leader SDPs.

Priorities:

- Staff and Pupil induction (Lead TGO and KMO)
- Planning KS4 curriculum and reviewing KS3 provision in light of cohort changes (Lead SMU)
- Raising aspirations and outcomes for PPG (Lead SMU)
- Review, amend and embed provision for high prior attainers so that they exceed their potential (Lead ECO, SMU, TGO, KMO, CWO)
- Secure an exciting and enriching extended school day; monitoring value for money and impact (Lead RSM, DHM)

Intent	Implement			KPIs	Impact
	Staff and Timeline	Resources	Actions		
Quality of Education					
Consistently high standards of teaching and learning across all areas of the school: all ETALS to be graded at 1-2 for every teacher: all departments to be	TGO AHT Teaching and Learning Deliver to staff from July to September.	Staff training. Printing budget, e.g. lesson observation forms. Staff briefing. ETALS. CPD budget.	Thorough induction programme for all staff. 'Moving to Good' and 'Mind the Gap' Programme: MFL, Maths, Science. Quality assurance for assessment and feedback: procedures and timetable. Huge and structured support for the new staff, particularly in MFL.	All staff graded to good by Christmas (first term induction for new staff) with most achieving aspects of outstanding. Consistency with grading staff.	

<p>consistently delivering a strong curriculum.</p>			<p>SOL are fully effective so that all groups of pupils can make outstanding progress. Collaborative planning. Use of class context sheets. Simple to use lesson observation form for staff to complete. Coaching triads for non-appraisal related feedback. LFL programme – practice observations. Learning from lessons. Non-negotiables are inherent in lesson plans. Re-launch appraisal. Continue links with other Trust schools.</p>	<p>Higher quality of feedback for staff in order for them to improve. New ideas are promoted in briefing for other staff to try. Risk taking when teaching encouraged. Improved pupil outcomes so that all are on / above their flight path.</p>	
<p>Ensure new curriculum model fully addresses the needs of all pupils.</p>	<p>SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT</p> <p>Throughout the year.</p>	<p>External INSET Trust audits Staff consultation / Vision Day on Curriculum</p>	<p>Every pupil will access the entire curriculum (broad and balanced): withdrawal and intervention groups will not reduce the curriculum offer.</p> <p>Whole staff INSET day on focus areas of the curriculum.</p> <p>External audits on curriculum and assessment to validate current curriculum offer and provide areas for development.</p> <p>Working with leaders of extended learning and enrichment to ensure gaps are closed.</p>	<p>Excellent platform for KS4. Curriculum pathways established for pupils on all ability pathways. Learning walks, focus groups with stakeholders and data used to establish areas of strength and improvement within the curriculum. Data captures demonstrate gaps are closing (i.e. no disparity between PPG / SEN / EAL / and their peers).</p>	
<p>Provision for the most able is enriching and leads to outstanding achievement: MA and</p>	<p>CWO LEAD TEACHER MOST ABLE</p>	<p>Staff CPD. Printing budget. PPG funds for catch-up programmes.</p>	<p>Raise the profile of the Challenge Passport programme.</p>	<p>MADA achievement and progress accelerates in focus areas. Close the gaps for DA.</p>	

<p>MADA progress is at least in line with their peers.</p>	<p>Throughout the year.</p>	<p>Class context sheets.</p>	<p>Staff INSET to ensure that all staff are aware of the Most Able pupils and strategies to cater for them in lessons. Regular monitoring and tracking of MADA pupils to ensure that appropriate and targeted interventions can be put in place; particularly for Maths and English. Specific CEIAG for MA group.</p>		
<p>Create a progression programme for Year 9: all Year 9 pupils choose options that set them on appropriate pathways.</p>	<p>SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT NMC ASPIRATIONS COORDINATOR</p> <p>Summer 2019 – Year 9 Options booklet to be completed. September 2019 – Year 9 welcome evening. October 2019 – Practice options November 2019 – Year 9 Progression evening. February 2020 – Year 9 parents day March 2020 – Options completed following meeting with SLT.</p>	<p>Further training on SIMS for how to set up and use options module. Printing of options booklet. Staff investment into resources to prepare for successful KS4. Staff to support with provision of progression events.</p>	<p>Inform pupils, parents and carers of the academic and vocational options that are available as they progress into key stage 4. Parents days. Pathways A, B and C created – pupils set onto the correct pathway. Heads of Department promote their subject areas. CEIAG programme to support pupil choices. Graduation from KS3.</p>	<p>All pupils, parents and carers are informed of option choices and have made choices that provide them with a strong academic core and enhanced curriculum.</p>	

<p>Educational visits used to enhance the enrichment for all and equality for all curriculum principles: all faculty areas run off-site visits to enhance their curriculum.</p>	<p>SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT</p> <p>August: Updated procedures for organising educational visits to be communicated to staff. Half-termly monitoring of which departments have planned/led educational visits so far and which year groups have benefitted from these.</p>	<p>The objective of all educational visits will be to make them free or as low cost as possible. This may require some financial support for parents/carers of pupils. Admin time will be allocated to support with the organising of school trips.</p>	<p>Ensure all staff understand how educational visits link with whole school curriculum. Set up monitoring system for educational visits. Refine procedure for educational visits and find opportunities to streamline where possible.</p>	<p>Close links with the local community to enhance the curriculum offer of the school. Close links with the local community to enhance the curriculum offer of the school. All departments offer at least one educational visit or workshop each academic year. Each department to have led educational visits to enhance their curriculum offer. Monitored on a half-termly basis and communicated with line managers to ensure educational visits are discussed in line management meetings.</p>	
<p>Refine extended learning so that all pupils make better than expected progress and independent learning / self-regulation lifeskills are promoted; Equality for All.</p>	<p>RSM DIRECTOR INDEPENDENT LEARNING</p> <p>Throughout the year.</p>	<p>ClassCharts. Learning Walks. Extended day resources. Exam preparation. ICT rooms. Staff training.</p>	<p>Make certain that the quality of learning and level of challenge in home learning tasks is consistently good. Build more exam preparation into the curriculum. Quality assurance of extended learning resources. Training for all staff delivering extended learning sessions. Learning walks of the extended learning sessions. Staff to follow up and award achievement points/ logs for extended learning work on Class Charts.</p>	<p>No behaviour logs for lack of homework. Pupils receive the correct level of support and therefore complete good quality work. Pupils achieve a good work-life balance. Positive pupil voice.</p>	

			<p>All homework uploaded to class charts so parents can also have access and feel more involved.</p> <p>Staff inset on revision techniques to ensure extended learning revision resources are effective.</p> <p>Re-brand: self-regulation, staff as facilitators, self-motivation.</p>		
<p>Achievement and Progress: all pupils are on track to reach end of KS3 target grades.</p>	<p>SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT</p> <p>Summer 2019 – Development of data spreadsheet system through work across the trust.</p> <p>August 2019 – Training all teaching staff on how assessment/data is used within the school.</p> <p>September 2019 – Year 7 Welcome Evening used to inform parents about how data is used in school.</p> <p>January 2020 – Collection of data and distribution of data to relevant</p>	<p>Relevant external INSET on latest developments from DfE.</p> <p>Funding for external experts to visit the school and moderate quality of assessment systems in departments and as a whole school.</p> <p>Funding for staff to become exam markers/moderators to develop their subject specialism.</p> <p>Intervention resources; e.g. Pinpoint.</p>	<p>Assessments are rigorous, exam reflective, moderated, milestone calendared and benchmarked.</p> <p>Staff are exam markers – best expert status.</p> <p>Flight-paths are monitored and interventions take place where necessary; subject based and through extended learning.</p> <p>Focus on prior attainment alongside CATs and potential ability.</p> <p>Review school-wide assessment / tracking system to ensure it is fit for purpose.</p> <p>Parent Days.</p> <p>Work with the trust in order to refine/improve data management systems.</p> <p>MIS created and embedded.</p> <p>Closer liaisons between Maths and English: begin a convergence programme.</p> <p>Events to secure parental support.</p> <p>Staff understanding of pupil tracking.</p> <p>Trust Head of Faculty meetings -> mini action plans throughout the year.</p>	<p>No gaps between pupil groups (i.e. no disparity between PPG / SEN / EAL / and their peers).</p> <p>Interventions are effective and pupils overcome barriers to their learning.</p> <p>Data captured is triangulated with learning walks and book audits in order for a holistic picture of pupil progress to be seen.</p>	

	stakeholder resulting in relevant action to take place to support pupils. April 2020 – Collection of data and distribution of data to relevant stakeholder resulting in relevant action to take place to support pupils.				
Interventions are effective and help pupils to overcome barriers to learning: pupils who arrive below expected standard show accelerated progress by Christmas and catch-up by Easter.	KBA SENCO JCO DIRECTOR ENGLISH LITERACY COORDINATOR JFO DIRECTOR MATHS Catch-up September – December 2019. Ongoing interventions throughout the year.	Library books. Staff training. Intervention rooms. Catch-up resources. Baseline data. ICT provision. SAM learning. Transition time; Year 6 meetings.	Whole school literacy and numeracy programme. Accelerated Reader initiative brought into the school to monitor children’s engagement with reading and comprehension. Reading age books available and online quiz completed. Instigate and develop library programme. Promote reading through tutor groups and whole school initiatives. Develop literacy across curriculum through representatives in all subject areas. Develop and embed The Big Write. Use displays to promote literacy – subject key words, etymology. SAM learning used to enhance Literacy and Numeracy skills. Learning Mentors work with focus groups to improve outcomes. CATs interventions.	No gaps between pupil groups (i.e. no disparity between PPG / SEN / EAL / and their peers). Interventions are effective and pupils overcome barriers to their learning. 6 week intervention programmes are effective; evidence of progress.	
Maintain outstanding SEND provision where no pupil is left behind: all gaps are closed	KBA SENCO Throughout the year.	Meetings. Training. Frontier Portal.	Transition phase dealt with effectively so that the SEND register is accurate from start and provision starts from day 1.	All SEND pupils recognised.	

(pastoral and academic).			<p>New Learning Mentors are trained rigorously to develop their specialism and their timetable supports pupils in a range of ways. Training of all staff regular and dynamic to share responsibility for the progress of all pupils including those on the SEND register. Cascading of training within the SEND Department will strengthen knowledge of all staff. Focus on pupil and parent voice within the SEND department to ensure that all provisions are collaborative. EHCP reviews have strong outcomes.</p>	<p>SEND department have strong knowledge and skills. Learning Mentors have their specialisms. Clear classroom differentiation in practice. Parent / pupil voice integrated into provision.</p>	
Close gaps for Ebacc foundation subjects coming from KS2.	<p>RSM DIRECTOR INDEPENDENT LEARNING SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT</p> <p>Summer term.</p>	<p>Curriculum time for KS2. Teaching resources. Planning meeting time.</p>	<p>Main feeder schools visit EPHS and engage with curriculum lessons. Pupils are assessed to ensure that a baseline understanding of Geography, History and Languages exists. Summer homelearning is provided to parents.</p>	<p>Pupils arrive in Year 7 with a wider knowledge of Geography, History and Languages.</p>	
Behaviour and Attitudes					
Pupils to revisit standards and expectations as the school transitions onto its new site: all pastoral KPIs are positive.	<p>JAS DIRECTOR OR BEH, ATT, INCLUSION KMO DEPUTY HEADTEACHER PASTORAL</p> <p>July – October 2019.</p>	<p>ClassCharts. Rewards.</p>	<p>PASS surveys. Focus on resilience and independence. 5 Rs re-launch: resilience, responsibility, reflection, readiness, resourcefulness. New BFL policy. Pupil inclusion provision. Robust systems with clear consequences. Peer court. Sign-posted staff mentoring. Sign-posted pupil mentoring. Assemblies.</p>	<p>Reduced FTE. Minimal PEX – used appropriately. Maintain excellent attendance (+96%) and punctuality. 80:20 ClassCharts ratio.</p>	

<p>Outstanding pastoral care: tutor time.</p>	<p>KMO DEPUTY HEADTEACHER PASTORAL JAS DIRECTOR OR BEH, ATT, INCLUSION CDA HOY 7 JCA AMU</p> <p>Throughout the year.</p>	<p>Time for meeting to develop resources. Printing budgets. ClassCharts.</p>	<p>Develop the role of the form tutor. Develop a quality tutor time programme such a brain gym and keeping up to date with global affairs. Tutor time is specific to each year group to ensure it's productive and re-instils the school's core principles. Uniform and equipment checks in place. Back to basics programme. Check pupil's understanding of B Values and Safeguarding.</p>	<p>Tutor time programme. Anti-bullying mark. Pupil focus groups. British values are understood.</p>	
<p>Outstanding pastoral care: behaviour.</p>	<p>KMO DEPUTY HEADTEACHER PASTORAL JAS DIRECTOR OR BEH, ATT, INCLUSION Throughout the year.</p>	<p>INSETS at the beginning of the school year. Year group assemblies to present new BfL and pastoral care system. Behaviour boards in all classrooms. Expectations visible around school. Fully staffed inclusion unit. Learning resources for inclusion unit – hard and electronic formats. Communication link – real time – mobile phones.</p>	<p>Systems established to ensure that clear consequences are in place for persistent poor attitudes towards school. Pupil / staff / governing consultation on relevant aspects of new BfL policy. Staff, pupils and parents have explicit understanding of consequences and referral system. BfL policy communicated to all parents. Staff expectations – gate keepers – challenge poor behaviour and attitude at all times. Pastoral team to use strategic analysis of class-chart data to identify positive (to celebrate) and negative (to mitigate against) trends. Pupil voice – pastoral and academic as a medium for listening and communicating expectations. Pupil reps to have allocated tutor time to discuss outcomes from pupil voice meetings. Governor meetings to present aims, implementation and outcomes. Use of community service to reinforce positive behaviour and attitude.</p>	<p>Celebration of British values and 5Rs. Classchart ratio across all groups: 80:20. PEX - below national figures. FTE – below borough and national figures. Seclusion figures – below 5%. Survey results to indicate awareness of behaviour and reward policy. Survey results to indicate TRUST in the system.</p>	

		External agencies to come and reinforce expectations for outside world. Equipment to support learning – borrow concept.	Teaching staff to ensure consistent implementation of in-class reward and behaviour support systems. To be monitored via classcharts and pupil voice – HODs to be responsible. Staff and pupil surveys – you said we did.		
Outstanding pastoral care: attendance.	KMO DEPUTY HEADTEACHER PASTORAL JAS DIRECTOR OR BEH, ATT, INCLUSION Throughout the year.	Staffing. Printing budgets. Rewards. Time for Attendance Surgery. EWO resource.	Implement a structure for taking, checking and monitoring the attendance. Process including letters home to parents. Set up and develop attendance surgeries to discuss and set targets for attendance Implement a tracker system to evidence system being followed and providing evidence to build cases for prosecution. Unauthorised holidays are given fixed penalty notices.	Detailed process which is easy to follow for admin staff and Pastoral staff. System works Parents are engaged and supported Children’s attendance improves.	
Outstanding pastoral care: rewards.	KMO DEPUTY HEADTEACHER PASTORAL JAS DIRECTOR OR BEH, ATT, INCLUSION Throughout the year.	Classcharts. Meeting minutes. Surveys. Budget for rewards – weekly, half-termly, termly and yearly.	AIM: Celebrate and reinforce British values and 5Rs. Community (staff, pupils, parents led reward systems to celebrate positive attitudes and behaviour. – Surveys – You said we did... Community consultation meeting minutes (where relevant) on types of rewards. Ex. Parent forum, staff meetings. Pupil voice activities – meetings and surveys Pupil voice meeting minutes evidencing reward discussions. Weekly, half-termly and termly data on attendance, punctuality and attitude points (BP + AP). Termly data for application to study – milestone exams/termly reports. Staff and pupil led pastoral and academic nominations.	To be the best they can be. Average application to study across year and focus groups – B. Classcharts AP:BL ratio – 80:20. Attendance average – 96+.	

			<p>Assemblies to celebrate positive attitude towards – tutor and year group competitions using – attendance, B/A points Newsletter – roll of honour celebrations. Letters home – to celebrate successes. Certificates home to celebrate successes. End of year award ceremonies – nominations from teachers, pupils, associate staff and pastoral team.</p>		
Year 7 transition.	<p>CDA HOY 7 JAS DIRECTOR OR BEH, ATT, INCLUSION</p> <p>May – October 2019.</p>	<p>Transition team Primary school visits meeting minutes Budget for taster day Budget for clubs Survey results Transition meeting Budget for parent meetings</p>	<p>First in family to attend secondary school and transition booklet to all parents. Primary school visits to provide a voice for concerns and aspirations. Vulnerable pupils identified and supported. Liaise with primary schools to discuss strengths and weaknesses of individual pupils to develop personalised transition strategy to ensure successful transition. Taster day to introduce pupils to learning environment, staff and peers – a taste of secondary school curriculum. Summer school to further support pupils in their transition into their new learning environment – friendship groups, staff relationship, 5Rs and British values. Bespoke clubs (a variety of curriculum, subject and pastoral based) to support the development of friendship groups for those less socially inclined, widen inclusiveness and enhance integration.</p> <p>Coffee mornings, tea afternoons and evenings – parents and community voice – concerns, reaffirmation and to share expectations.</p>	<p>Every pupil has a friend or social group by Christmas. Smooth transition into secondary school. Average application to study across year and focus groups – B. Classcharts AP:BL ratio – 80:20. Attendance average – 96+. Reduce anxiety towards the ‘normal day’ in a secondary school. All pupils have a staff member they can approach to discuss concerns and achievements. Awareness and understanding of 5Rs and British values.</p>	

			<p>Christmas concert – inclusiveness to celebrate team work – We are one!</p> <p>Staff mentors to support pupils struggling to transit successfully.</p> <p>Pupil surveys by Christmas to identify trends to consolidate and improve.</p> <p>BBBS – Year 8 and 9 mentors to support pupils identified to be struggling to transit successfully.</p> <p>Testing day – Collect academic data for effective academic groupings to ensure teaching and learning meets individual needs.</p> <p>Tour of the school.</p> <p>All pupils receive a new tie on the first day.</p> <p>First day assembly – welcome, expectations, rewards.</p> <p>Early and extended break and lunch times.</p> <p>Meet the parent’s forum for incoming Year 7 parents to meet current Year 8 parents to discuss concerns, share experiences and outcomes.</p> <p>Formation of a parent forum to support transition throughout the year.</p>		
Pupil voice.	<p>KMO DEPUTY HEADTEACHER PASTORAL JAS DIRECTOR OR BEH, ATT, INCLUSION</p> <p>Throughout the year.</p>	<p>Budget to make changes. Meeting time and venue. Printing budget Pupil training.</p>	<p>Pupil council pastoral. Pupil council academic. Pupil surveys “you said we did”. Pupil council to develop their own logo and use this to illustrate where they have been heard.</p>	<p>Pupil “happy factor” to facilitate engagement with school and curriculum. Pupils will identify the changes made through pupil voice by the logo. E.g. if water fountains were added because pupil voice suggested it, then the logo will be placed on the fountain. If pupils want a</p>	

				noticeboard, the logo will visible. Pupils will feel they have been heard and the school will be child centred.	
Personal Development					
CEIAG Careers, Education, Information, Advice and Guidance: every child has received a personalised programme to help the aspire to their own career goal.	NMC ASPIRATIONS COORDINATOR Throughout the year.	Founders 4 schools Fast Tomato STEM Ambassadors (London team) NSEAD RNEC Ryman National Enterprise Challenge Barclays life skills Advisa Brighter Futures Cogent skills Brightside Business in the community Career Ready Tomorrow's engineers Future First Future Proof CIC Generation Medics Young Enterprise Learn by Design CEIAG resources Displays Trips	Career drop in sessions. Termly reviewed Fast Tomato sessions. FE and HE visits. Workshops for Work experience preparation i.e. CV Writing, mock interviews. Career fairs. Pupils meeting with employers. Guest speaker assemblies. Mentoring from university pupils. Work experience placements. Linking subjects to careers event (Find your future evening).	Pupils receive relevant and engaging careers guidance. Parents/Carers receive information on careers and ways to support their child with choosing their options in year 9. Teachers link careers to curriculum within their subjects.	

<p>Promote STEM as a specialism: 100% pupils have achieved a CREST award and/or engaged in STEM provision.</p>	<p>DHM DIRECTOR OF PERSONAL DEVELOPMENT</p> <p>Throughout the year.</p>	<p>STEM resources. Guest speakers. Assemblies. SMSC days. Qualifications budget. Folders. Outdoor equipment. Staff training.</p>	<p>Enrichment clubs. Links with the Science curriculum. Guest speakers. CREST SOL. External visits. Women in Engineering promotions. Displays. Assemblies.</p>	<p>CREST qualifications (Bronze, Silver, Gold). Pupil awareness of STEM jobs. Links with CEIAG. Pupil attendance at clubs.</p>	
<p>Enrichment for All programme is fully embedded: 100% of pupils receive their annual extra-curricular qualification.</p>	<p>DHM DIRECTOR OF PERSONAL DEVELOPMENT</p> <p>Throughout the year.</p>	<p>Staffing. Enrichment resources. Exams entries. Enrichment trips and visits.</p>	<p>Links with other schools, e.g. joint enrichment projects. Wide variety of high quality extended curriculum provisions. Activities are driven by pupil voice, alongside staff specialisms. Additional activities and clubs are run at lunch. Planned programme that increases in recognised credibility with each year group. Overseas / residential trips diarised and run effectively. Duke of Edinburgh launched. Achievement files are up-to-date for each pupil.</p>	<p>100% pupils gain extra-curricular qualifications every year. Pupil voice reports positive experiences. External stakeholders have been engaged to consult and deliver courses.</p>	
<p>Thematic Citizenship programme; accessible to all and that will maximise the outcomes for every pupil enabling them to become healthy, independent and responsible members in society.</p>	<p>RRU LEAD TEACHER CITIZENSHIP</p> <p>Throughout the year.</p>	<p>Books Kitemark funding, e.g. Healthy Schools Workshops Textbooks (Hodder series) Stationary</p>	<p>SMSC. British Values. To follow and implement the SACRE. Health and wellbeing Sex education Living in the wider world. Greater recognition given to religious / cultural events.</p>	<p>Pupil evaluations to check understanding. Greater appreciate of diversity and positive impressions of different groups.</p>	

<p>To represent Pupil Voice across the whole school; empowering pupils with their education, promoting choice of extra-curricular opportunities, embedding active pupil participation, build strong relations with external agencies.</p>	<p>MSH LEAD TEACHER PUPIL LEADERSHIP</p> <p>Throughout the year.</p>	<p>Competition entries. Guest speakers. Printing budget. Classroom spaces. School council. Focus groups.</p>	<p>Pupil Representation; Pupil Voice, Pupil Council, Prefect System, Head Pupil allocation. Pupil Interview Panel. Peer Support; Mentor Programme, Buddy System (transitions), BBBS, Peer Court Community; Variety of Awards, Youth Travel Ambassadors, Bromley Youth Council, Charitable collections. External Enterprise and Competition; Various inter-school, inter-trust and external competitions. Selected month long observances and calendared events.</p>	<p>Pupils respect the school and feel valued.</p>	
<p>Leadership and Management</p>					
<p>Thorough induction for all staff as the school transitions onto it's new site.</p>	<p>ECO Headteacher TGO AHT TEACHING AND LEARNING KMO DEPUTY HEADTEACHER PASTORAL SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT JAS DIRECTOR OR BEH, ATT, INCLUSION</p> <p>June – October.</p>	<p>QA policy Appraisal policy</p>	<p>Staff training: behaviour, key policies (e.g. marking policy), teaching and learning, safeguarding. LMM reflective logbooks. Visibility in the school community. Support staff who are taking on new responsibilities. Letters to invite all new staff for induction day. New staff visits to site over Summer. Update of staff handbook based on new site and new policies.</p>	<p>Assessment policy. Teaching and learning policy. Staff are confident and excited for the move</p> <p>Staff know the expectations of them from the first day</p> <p>Staff demonstrate high expectations from pupils, e.g. do not tolerate LLD, DIT and PiP completion in books.</p> <p>Both new and existing staff feel supported throughout the transition</p>	

<p>Maintain and further establish the role of strong governance in the school.</p>	<p>ECO Headteacher TFU CHAIR OF GOVERNORS</p> <p>Throughout the year.</p>	<p>Link Governor visits. CPD for Governors. Timely production of reports. Clerking service.</p>	<p>Improve quality of information given to governors. Remodel LGB – panels: appraisal, remuneration, link governors. Skills audit with personalised training programme. Presence of LGB at key school events. LGB meetings half termly. Minutes on website. Policies ratified. Trust business plan. LGB self-evaluation. 360 feedback of Chair. Individual appraisals. Assessed Safeguarding training.</p>	<p>Governor links to school improve, e.g. termly visit from each link governor, increased attendance to key events. School is robustly challenged. LGB involved in strategic school planning. Scheme of Delegation.</p>	
<p>Maintain excellent safeguarding practices; identify, timely action and statutory responsibilities fulfilled.</p>	<p>KMO DEPUTY HEADTEACHER PASTORAL</p> <p>Throughout the year.</p>	<p>Cost of new website Inset for training and ensuring high quality updates. Website purchase Staff training Safeguarding team meetings</p>	<p>Culture of vigilance and secure / thorough reporting. Consider changing the safeguarding website to ensure the best quality chronologies are developed. Ensure high quality training for all stakeholders Level 3-5 / safer recruitment. Investigate alternative safeguarding portals.</p>	<p>Pupils know who the team are and feel safe to talk to anyone in school. Chronologies are user friendly, robust and followed up in a timely manner. Pupils in need of help have been identified. Help has been secured for those pupils. Safer recruitment takes pace.</p>	
<p>Excellent financial management.</p>	<p>SMO Business Manager ECO Headteacher</p> <p>Throughout the year.</p>		<p>A clear segregation of duties and reference to financial procedures in the staff handbook. HCSS – developed budgets and live financial planning Director of education and Director of finance monitoring and advice at budget stage.</p>	<p>All staff are aware of the financial procedures and take responsibility for financial actions. Budgets are closely monitored and the</p>	

			<p>Monthly monitoring – variations questioned and management decisions made with financial implications in mind. Budget monitoring sent to trust for checking monthly. LGB – financial planning and monitoring discussed. Support director of finance with financial statements Financial procedures monitored and procurement procedures followed Maximise income Support central finance team in making sure correct procedure and paperwork for external audit.</p>	<p>management make financial decisions with the school financial position in mind. The trusts financial notice to improve is lifted. Financial procedures are adhered to and achieves the best value for the school. External auditors have no concerns.</p>	
<p>PPG, catch-up funding used effectively to overcome barriers to learning.</p>	<p>ECO Headteacher SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT</p> <p>Summer 2019 – Complete evaluation of PPG strategy for 2018-2019 academic year and write strategy for 2019-2020. August 2019 – Share PPG request form for financial support with teaching staff. January 2020 – Data collection used to</p>	<p>Funding for external auditing of PPG provision by experts who led PPG working party during Spring and Summer Term 2019. Extended day. Baseline data.</p>	<p>Please refer to PPG / catch-up statement for further information.</p>	<p>Pupils overcome barriers in the following areas: Academic, Wellbeing, Enrichment.</p> <p>Data collections used to monitor gaps between different groups of learners. Data monitored is both academic and pastoral.</p>	

	<p>monitor progress/attainment gap. April 2020 – Data collection used to monitor progress/attainment gap. July 2020 – Data collection used to monitor progress/attainment gap.</p>				
<p>Develop highly effective line managers for pastoral and academic roles.</p>	<p>ECO Headteacher SMU DEPUTY HEADTEACHER CURRICULUM AND ASSESSMENT KMO DEPUTY HEADTEACHER PASTORAL TGO AHT TEACHING AND LEARNING</p> <p>Throughout the year.</p>	<p>Log-books. LMM. Meeting time.</p>	<p>Reflective logbooks. Notes from LMM. Senior leadership briefings. Appraisal, discretionary bonus and staff development (quality first teaching and safeguarding) on providing measurable impact on pupil outcomes. Staff well-being considerations: document produced, consulted upon and shared with staff.</p>	<p>Appraisal and staff development provide measurable impact on pupil outcomes. Develop autonomy and professional accountability.</p>	
<p>School is fully staffed to support next year’s growth.</p>	<p>ECO Headteacher</p> <p>December 2019 – Easter 2020.</p>	<p>Interview time. Safer recruitment update training. Administration, e.g. SCR all complete for new staff.</p>	<p>Use CiFP as a tool for effectiveness. Rigorous and proactive staff recruitment. Safer recruitment training. Curriculum planning.</p>	<p>QTS staff appointed ready for 2020/21.</p>	
<p>Meaningful engagement to</p>	<p>ECO Headteacher</p>	<p>Meeting time. Excellent CPD.</p>	<p>1-1 meetings with HT. Contact ratios.</p>	<p>Staff retention. Positive staff feedback.</p>	

<p>support staff well-being.</p>	<p>Throughout the year.</p>	<p>Annual calendar. Sympathetic timetabling. Surveys. Facilities.</p>	<p>K Rowell feedback. Well-being document produced. Parents' days (instead of evenings). Faculty meetings in during the day's timetable. Training in school time. 2 week October ½ term. Discretionary bonus. Enrichment as part of a teacher's timetable. 0.51/0.65 contact ratio time. Lunch duties paid. Staff moments. Policies written in conjunction with staff workload agreements (e.g. data collection / assessment policy). Trust links (e.g. AO, SOL planned and written). H/w -> no detentions. Access to school facilities, e.g. gym. Staff socials. "You said, we did"; surveys, lm meetings, HT meetings. Considerate timetabling. Vision days. Staff school counselling support: LM is ELSA trained.</p>	<p>Strong outcomes for online staff assessments (e-safety, etc). Low staff absences. LMM minutes.</p>	
<p>High quality CPD that improves staff practice and leads to more positive outcomes for pupils.</p>	<p>TGO AHT TEACHING AND LEARNING Throughout the year.</p>	<p>ICT access. Staff strengths and weaknesses identified. Staff CPD calendar. External providers CPD budget.</p>	<p>CPD on specific aspects to improve teacher weaknesses Deliver a CPD programme that addresses needs on the SPD. Support staff to gain professional qualifications. Professional development programme for all stages of career. Needs analysis to be created for every staff member.</p>	<p>Encouragement of external courses or cross trust links Cross trust training for AO's, NQTS, RQT's. Staff retention. Internal promotions. Career pathways for leadership progression.</p>	

			<p>All staff to carry out CPD during faculty time to create subject specific CPD to enhance application.</p> <p>CPD to encompass both teaching pedagogy and subject knowledge aspects.</p> <p>Non-specialist teacher support.</p>	<p>Effective appraisal.</p> <p>Bespoke CPD completed to increase buy in and application</p> <p>In faculty time to further support work life balance</p> <p>Cross trust network increases the strength of E21c as well as provide new experiences for staff</p>	
Stakeholder “you said we did”.	<p>KMO DEPUTY HEADTEACHER</p> <p>PASTORAL</p> <p>JAS DIRECTOR OR BEH, ATT, INCLUSION</p> <p>Throughout the year.</p>	<p>Surveys.</p> <p>Meeting time.</p> <p>Hospitality.</p> <p>Letters home / newsletters.</p> <p>Parent groups.</p>	<p>Parent Forum.</p> <p>Kirkland Rowell.</p> <p>Invitations to events.</p> <p>Cream tea afternoons – evening canopes.</p>	<p>Good relationships that facilitate engagement and communication between the school and the community that it serves.</p>	
Continue to develop rigorous self-evaluation that uses data and focuses on continual improvement.	<p>ECO Headteacher</p> <p>Throughout the year.</p>	<p>Meeting time.</p> <p>Key data production.</p>	<p>SDP files.</p> <p>LMM.</p> <p>KPIS.</p> <p>External scrutiny from: LGB, Trustees, CEO, DoE.</p> <p>Appraisal.</p>	<p>Clear analysis on strengths and areas for improvement.</p>	

PiP – pride in presentation

DIT – dedicated improvement time

ETALs – evaluation of teaching and learning (monitored in a spreadsheet)

Strategic Development Plan 2019/2020

LMM – line management

KPIs – key performance indicators

SDP – strategic development plan

5Rs – resilience, responsibility, resourcefulness, reflectiveness, readiness

