



Rugby Free Secondary School: School Improvement Plan (SIP) 2023-2024 Academic Year

Autumn Term: September 2023 – December 2023

Key:	
Green	Evidence suggests target has been achieved
Yellow	Evidence suggests target is in progress
Red	Evidence suggests target has not been achieved

Quality of Education:

QoE 1.1 Ensure teachers continuously assess what students know, remember and can do, including through marking & feedback.

QoE 1.2 Ensure curriculum intent and implementation meets the needs of all students, in relation to challenge and independence.

QoE 1.3 Ensure the curriculum enables high expectations and accessibility for all, especially those who may need components framed differently, such as PP, SEND and/or EAL.

QoE 1.4 Ensure that students in need of academic interventions receive these in a timely and effective manner.

QoE 1.5 Improve the provision of literacy across the curriculum, to enable students to develop skills in reading, writing and oracy.

QoE 1.6 Improve underperforming subjects and staff identified through internal Quality Assurance and external reviews and / or data.

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.1	Ensure teachers continuously assess what students know, remember and can do, including through marking & feedback.	<ul style="list-style-type: none"> - Launch new marking and feedback plans at staff CPD, and outline expectations. (LED) - Departments refresh their Assessment & Feedback Policies (REA, LED) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal 	<ul style="list-style-type: none"> - At least 90% of staff understand the principles, as polled through staff voice. - At least 75% of books and folders follow the expected principles, with bespoke support in place for staff and departments who require this. - At least 75% of departments are judged to be providing effective marking and feedback, with teachers adhering to school and department policies, with books/folders showing students responding to teacher feedback with improved work. 	Completed on Monday training day (PPT evidence on SharePoint)

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		<p>- Develop a Quality Assurance timeline for Half-Term 1 that is explicit to SLT Quality Assuring exercise books and folders. (REA, MCH, LED, STB)</p> <p>- Implement a system for giving subject-specific feedback that is outlined and developed at Department meetings to progress practice. (STB)</p> <p>- Pre and post QA, train key staff on what effective marking and feedback looks like for key sub-groups, and provide them with practical techniques, with a focus on live marking. (LED, MSK SLA)</p>	<p>- Line Management Meetings</p> <p>- Data Meetings</p> <p>- SEEC Meetings</p>	<p>- SLT QA Procedures for the Autumn Term produce: 100 recorded lesson visits, all scheduled Deep Dives completed, calendared Book Looks undertaken, Middle leader book looks and learning walks completed.</p> <p>- Lesson Visits generate individual feedback via email/face to face depending on type of observations.</p> <p>- Deep Dives and Book Looks produce key actions and Impact Reports</p> <p>- Middle Leader Learning Walks produce individual feedback. Impact measured in next Learning Walk.</p> <p>- Evidence of proactive department QA in prep for SLT QA.</p> <p>- Evidence of feedback informing subject pedagogy meetings.</p> <p>- CPD Twilights focused on QFT for Sub-Groups to include Marking and Feedback. 75% of Sub-Group book looks to show implementation of this training. Data points show a closing of the achievement gap to others.</p> <p>- 100% of PPE papers will assess what has been taught both in recent times, and through teaching over time. All papers will only assess what students already know.</p>	<p>47 Lesson Visits in September 21% 70% Proficient</p> <p>New Staff Observations complete Autumn Schedule of Deep Dives and Boom Looks Produces DOLs Training on internal QA and Learning Walks</p> <p>PPEs Discussed in Exam Analysis Meetings</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<ul style="list-style-type: none"> - Train Directors of Learning and Subject Leaders to ensure that upcoming Year 11 and Year 13 PPE 1 assessments are fit for purpose and assess relevant components and composites. Hold assessment talks with all. (REA, SLA, MCH) - Ensure that assessment for and of learning is a key facet of the new Monday Briefing model, with staff presenting to each other about practical strategies and techniques. (MSK) - Review GCSE and A Level marking and log reviews of marking with examination boards, where appropriate. (KMA, MMI) - Amend Reporting Template to include feedback from Parents & Carers Survey (SCR) - Ensure baseline assessments for Year 7 and new students are conducted, in order to ascertain strengths and individual needs. (SCR, REA) 		<ul style="list-style-type: none"> - 60% of briefings delivered by non-SLT teachers identified to share good practice. Effective assessment for learning techniques are observed in 75% of lessons across the school, through the various mediums of Quality Assurance. - There is a possible uplift in the whole-school Progress 8 and Attainment 8 scores. New KS4 Timelines with NEA Deadlines are robustly adhered to. - Parent & Carer surveys will show an even greater level of satisfaction than the previous academic year. - 100% of departmental curriculums are amended as a consequence of being aware of what students know and can do. Evidence of SATs and Baseline Testing triangulating to inform setting, identify knowledge gaps and inform teaching. 	<p>Learning walk process launched with DoLs</p> <p>Discussion held with DoLs regarding planning for SLT QA</p> <p>New reports, templates, guidance and further support given. Now distributed digitally for easier access.</p> <p>Done within subjects and on a whole school level for Literacy. Data shared with Staff.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.2	Ensure curriculum intent and implementation meets the needs of all students, in relation to challenge and independence.	<ul style="list-style-type: none"> - Finalise Curriculum Intent documents, which have specific references to meeting needs, challenge and independence. - Deliver CPD to staff on practical strategies for challenge and independence, during CPD Days, and relevant focus weeks. (MSK, REA) - Quality Assure Subject Curriculum Intent documents to ensure there is a correlation between intent and implementation of key school priorities such as Independent Learning, and/or Stretch and Challenge. (SLA) - Plan for the launch of the Link area on the school website that provides practical support strategies for staff that relate directly to facilitating challenge and independence. (PED, BAU, SCR) - QA Curriculum Adherence and Class Consistency to show delivery of the planned content. (REA) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - Data Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - RFSS Curriculum Sharepoint and School Website evidence the curriculum intent documents and implementation plans for 100% of subjects. - Positive evaluation from 80% of staff on the effectiveness of CPD Days. CPD Programme effectively reinforces the key messages in the Staff Handbook with consistency evidenced by QA procedures. - 100% of Subject Curriculum Intent Statements pass the QA Checklist to align with the Whole School Intent Statement. - Overall hits on The Link rise in an upwards trajectory, with 70% of stakeholders feeling that the curriculum area allows them to understand what is being learned and when. - Deep Dives, Book Looks and Learning Walks show student work matches the planned intent and that 90% of each class are accessing key knowledge. 	<p>All subjects have quality assured curriculum intent documents which address priorities outlined in whole-school intent. On Sharepoint and Websites</p> <p>Documents to be revisited based on Curriculum adherence/quality QA and challenge and review meetings</p> <p>The Link shared with PCAB and DoLs and trialed with small number of students prior to launch preparation</p> <p>Curriculum drop in form and follow-up discussion proformas created. 100% of DOLs dropped in on this term have showed curriculum adherence</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.3	Ensure the curriculum enables high expectations and accessibility for all, especially those who may need components framed differently, such as PP, SEND and/or EAL.	<ul style="list-style-type: none"> - SCPs to be disseminated through Classcharts. (NDY) - Deliver CPD to staff on explicit teaching and learning strategies for PP, HPA, Boys, SEND and EAL students. (MSK, LCA, NDY, MLA) - Plan and implement targeted Quality Assurance episodes that are explicitly focused on sub-groups. (STB) - Review and amend the curriculum based on Quality Assurance findings. (SLA, DoLs) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - Data Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - The Deep Dive procedures and the Curriculum Adherence section of Book Looks measure the success of curriculum implementation to achieve the outlined curriculum intent. 80% of Subject Deep Dives and Year Group Book Looks show strong adherence to individualised plans. - At least 80% positive feedback from staff feedback following sub-group CPD in HT1. - 100% of Book Looks contain specific Sub-Group analysis including lesson visits, work scrutiny and student voice. Effectiveness measured in the Impact Reports. - Subject 'Curriculum Reflection and Amendment' updated as a live document but formally reviewed termly to show how the curriculum has evolved following QA and assessment data. 	<p>Ongoing – EAL (inset day), SEND, Disadvantaged (8.11.23)</p> <p>All subjects completed curriculum amendments documents for Autumn Term.</p>
1.4	Ensure that students in need of academic interventions receive these in a timely and effective manner.	<ul style="list-style-type: none"> - Ensure baseline assessments for Year 7 and new students are conducted, in order to ascertain strengths and individual needs in relation to literacy. Results to be disseminated to staff. (SCR, SLA) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews 	<ul style="list-style-type: none"> - 100% of departmental curriculums are amended as a consequence of being aware of what students know and can do. Evidence of SATs and Baseline Testing triangulating to inform setting, identify knowledge gaps and inform teaching. 	<p>STAR reading tests completed. Email to staff with reading test data on. SCR will have reading ages live on Bromcom and Class Charts seating Plans on</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<ul style="list-style-type: none"> - Organise and schedule meetings with Key Stage 3 leads in core subjects to finalise intervention plans for Term 1. (REA, BAU) - Investigate plans to re-join the National Tutoring Programme (either Wave 1 or Wave 3) (BAU) - Undertake a correlational analysis of Performance data v Attitude to Learning data in all year groups. (SCR) - Ensure Y11 Achievement Plan launched and implemented effectively, with a focus on after school revision and intervention for specific subjects. (LED/REA) - All strategies monitored between data points to monitor impact. (LED/REA) - Undertake a correlational analysis of Attitude to Learning and QoE typicality data in all year groups on a weekly basis. (BAU) 	<ul style="list-style-type: none"> - Student Voice - Appraisal - Line Management Meetings - Data Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - NTP will be rejoined, and plans will be in place for implementation. 80% of students selected will be Disadvantaged. - Focus 5 intervention groups will begin post-Data Capture Window 1, and appropriate students will be targeted for ATL and / or catch-up interventions. - 50% of Year 11 students are attending at least one revision and /or intervention session per week in HT1 - Core Subject Morning Reg intervention positively evaluated and measured at Data Points - Diamond Intervention targeted intervention assessed for impact in the classroom and at after school intervention in HT2 - NEA monitoring leading to adherence to completion timelines and improved quality of work. - Ratio to be at least 95% - 5% in terms of positive to negative. 	<p>Monday 2nd October.</p> <p>All data analysis features HQs showing trends between ATL and Progress, all subjects and year groups.</p> <p>60% of Year 11 have attended one or more sessions (104/181)</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
					Current whole school behaviour ratio at 96% and 4% on average in September
1.5	Improve the provision of literacy across the curriculum, to enable students to develop skills in reading, writing and oracy.	<ul style="list-style-type: none"> -Deliver CPD to all staff to share the feedback from the previous academic year. (SLA) -Deliver CPD to outline the reading strategy. (SLA, JCO, NDY) -Create a checklist of literacy strategies for Quality Assurance purposes. (SLA, MSK) -Implement marking for literacy codes that staff are expected to adhere to. (SLA) -Timetable quality assurance episodes that are explicitly focused on literacy. (SLA) -Implement baseline reading and spelling assessments and disseminate results to staff. (SLA, SCR, NDY) -Launch writing club. (SLA) -Launch reading club. (SLA) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - Data Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - 80% positive feedback from staff feedback following Literacy CPD in Autumn Term. - All drop ins comment on the implementation of literacy strategies. 75% of drop-ins show evidence of literacy strategies introduced. - 75% of Book Looks show implementation of this policy - Literacy learning walks and Book Looks are completed termly - Year 7-9 complete STAR reading test at 3 points in the year. Updated data is shared with staff after each assessment point. Spelling tests completed and RAG rated for new Year 7 students. Red and Amber students flagged to SENDCo for phonics screening. - Writing club running from HT1 (ITR) - Debate club running from HT1. (LME) 	<p>Delivered on September INSET to all teaching staff.</p> <p>Reading strategy introduced in Sept INSET. To be developed over the course of the year.</p> <p>Implementation of literacy strategies now evident on QA proformas.</p> <p>Shared in whole-staff CPD, and added to book look proforma.</p> <p>Baseline assessments completed. Results emailed to staff. SCR to put reading ages on Bromcom.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
					Both clubs now on enrichment timetable.
1.6	Improve underperforming subjects and staff identified through internal Quality Assurance and external reviews and / or data.	<ul style="list-style-type: none"> - Implement a series of lesson observations for new staff members at the outset of the academic year. (MSK, STB) -Ensure a plan is in place for those who require additional support (MSK, REA, STB) -Design a waved approach to Quality Assurance (REA, STB, MSK) - Share and implement the QA Programme with staff. (REA) - Implement Quality Assurance frameworks to ensure a picture of typicality from SLT and Middle Leaders, to decide next steps. (SLT & DoLs) - Create bespoke CPD pathways for staff who require additional support in specific aspects of TGTT. (REA, SLA, MSK) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - Data Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - 100% of new staff will be observed by the end of September 2023. At least 75% of these will be judged to have been Proficient+. - QA Flowcharts produced to show pathways for those whose excellent practice needs sharing and those who are in need of additional support to meet and exceed expectations. - QA Programme shared with staff on September CPD Days. - QA becomes a fortnightly agenda item at SLT meetings. Half Termly reports produced to track typicality, with bespoke actions and targets set for Departments and /or staff. - At least 75% of lessons to be judged as Proficient+, with bespoke support implemented for 100% of staff who are not yet Proficient, linked to key facets of TGTT. 80% of those colleagues identified for support show improved performance with 70% moving to Proficient+. - Half Termly QA reports show bespoke CPD and the impact on performance following further performance analysis. 	<p>New staff obs schedule complete w/c 2/10/23 80+% of new staff identified as proficient in first observation Follow-up observations planned and have taken place.</p> <p>Flow Charts produces for follow up process after a QA episode Support plan being developed for one member of staff.</p> <p>General plans of support are prepared – personalizing for relevant staff to occur as obs continue</p>

Behaviour and Attitudes:

B&A 1.1 Increase opportunities for personalisation of the curriculum for those students who are the most 'at risk'.

B&A 1.2 Increase the focus on students gaining skills in organisation and self-regulation, so they take greater ownership of their learning (including Home Learning).

B&A 1.3 Further improve the consistency of structures and routines in lessons in order to improve students' engagement.

B&A 1.4 Improve the attendance of those students who are Emotionally Based School Avoiders (EBSA) and those who are Persistently Absent (PA).

B&A 1.5 Ensure that students in need of pastoral interventions receive these in a timely and effective manner.

B&A 1.6 Ensure that there is a rewards-focus within school that praises positive behaviours for learning.

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.1	Increase opportunities for personalisation of the curriculum for those students who are the most 'at risk'.	<ul style="list-style-type: none"> - Update the school website to incorporate a section that enables educational provision through a VLE-style approach, and launch this to students, parents and carers. (PED, SCR, BAU) - Launch the personalisation process and directory for students who are requiring additional support, such as Alternative Provision. (BAU) - Plan for a streamlined system that allows for connections to be made between IRR, lessons, inclusion and reintegration. (BAU, NTA) - Undertake a correlational analysis of Attitude to Learning and QoE typicality data in all year groups on a weekly basis. (BAU) - Undertake a pastoral team 'daily review' that reviews personalisation for the next day. (JDH, BAU) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Website Hits 	<ul style="list-style-type: none"> - Update the school website in order to showcase educational provision, and launch 'The Link' VLE to support learning at home. Hits will rise from their baseline. - Students with appropriate needs will have AP provided, where applicable. - A system is in place for the sharing of work across all platforms, and this is being utilised by students. - Attendance of key students improves from their relative baseline position. - Ratio to be at least 95% - 5% in terms of positive to negative. 	<p>'Catch up Curriculum' area trial completed with small number of students with feedback from key stakeholders driving development</p> <p>Daily Debriefs now happening on a daily basis with KS3 and KS4 teams completing</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<ul style="list-style-type: none"> -Implement systems that enable work to be personalised for key students who require this. (NTA) 			<p>daily analysis of Class Charts</p> <p>System designed and ready to go</p>
1.2	<p>Increase the focus on students gaining skills in organisation and self-regulation, so they take greater ownership of their learning (including Home Learning).</p>	<ul style="list-style-type: none"> - Implement the Bootcamp sessions linked to values and LORIC principles, in order to outline expectations and ownership. (SLT) - Review the Bootcamp provision and evaluate with all stakeholders. (BAU) - Plan for 2024 version of the Bootcamps based on immediate stakeholder feedback. (BAU) - Launch updated version of the Tutor Time programme for all year groups in Tutor time, in order to promote LORIC principles, and QA its effectiveness. (BAU, MMI) - Launch the 'The Link' for all year groups, as a one stop shop for revision and intervention plans. (PED, SLA) - Relaunch expectations around home learning, and the content students require. (REA) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - Update the school website in order to showcase educational provision, and launch 'The Link' VLE to support learning at home. Hits will rise from their baseline. - 100% of tutor time activities are fully resourced and are effectively implemented by 75% of staff. - Feedback from stakeholder voice shows at least 75% satisfaction levels. - Classcharts data will show that at least 75% of students complete home learning that is set. Stakeholder voice around home learning improves from its satisfaction baseline of 52%. 	<p>86% of staff feel they have a better understanding of LORIC and 85% of students were able to identify them and 100% of students surveyed understood their importance</p> <p>Evaluation completed and revised plans for 2024 shared with SLT and PCAB</p> <p>Deadline for uploading: 6th October.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.3	Further improve the consistency of structures and routines in lessons in order to improve students' engagement.	<ul style="list-style-type: none"> - Enhance the focus on starts to lessons, ensuring that students focus on what they know, remember and can do from the previous lesson / sequence. (MSK) - Implement QA on lesson starts and structures as part of the SLT QA process. (SLT) - Implement Bootcamp sessions that outline expectations around structures and routines in lessons. (SLT) - Bespoke ITT & ECT CPD focusing on building Relationships for Learning and Consistent Classroom routines (BAU) - Update the Attitude to Learning Matrix so it fits further with TGTT Learning Environment section. (SCR) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - Quality Assurance specific to lesson starts will show effective routines in 75% of lessons. - QA T&L Drive on Set for Learning, Consistent Classroom Procedures, Student Presentation, Values for Learning and Book Expectations. - Quality Assurance specific to lesson starts will show effective learning behaviours from at least 75% of students. - There will be a reduction in instances of low-level disruption strikes, and lateness to lessons. - Updated ATL Matrix to be shared with, and explained to, 100% of parents and carers. 	All data analysis features HQs showing trends between ATL and Progress, all subjects and year groups.
1.4	Improve the attendance of those students who are Emotionally Based School Avoiders (EBSA) and those who are Persistently Absent (PA).	<ul style="list-style-type: none"> - Ensure all EBSA students have individualised transition and reintegration plans. (MMI, JDH, KDA) - Plan and implement a series of visits to EBSA students, that are in public places. (MMI, JDH, KDA) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice 	<ul style="list-style-type: none"> - 100% of EBSA students will have reintegration plans signed by parents / carers. The overall number of EBSA students will reduce from x to x, as a consequence. - Records and meeting notes show progress and an increase in visits. 	These have begun but need some updating from last year. 8 students have been referred to the "Flexible Learning Team"

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<ul style="list-style-type: none"> - Launch an EBSA-focused coffee evening with a view to bringing students back into school. (JDH, KDA) - Ensure EBSA students have personalised and bespoke timetables. (JDH, KDA, MMI) - Visit another school to explore best practice in this area. (MMI, KDA) - Increase 1:1 meetings with parents and carers who have attendance concerns, supported by Attendance & Pastoral teams. (KDA) - Introduce interim attendance reviews at 92%, with students receiving a 4 week intervention plan. (JDH, KDA) - Implement a clear staged approach to attendance concerns overall. (KDA) - Increase use of social media to push attendance and progress messages. (KDA, JDH, JAL) 	<ul style="list-style-type: none"> - Appraisal - Line Management Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - At least 50% of EBSA students attend the coffee evening. - Targeted threshold students return to school on a part-time Timetable and/or reintegration plan. - Revise plans where appropriate. - One Pastoral Line Management meeting per month will be specifically and explicitly focused on year group attendance and patterns. Attendance in each year group will rise from the baseline, as a consequence. - Attendance in each year group will rise from the baseline, as a consequence. 	<p>14 EBSA 28th September vs 20 in the last academic year.</p> <p>EBSA student visit in public places struggling due to staffing</p> <p>Plans for coffee evening Weds 18th October to introduce online classrooms and support</p> <p>KDA has written a letter and a leaflet</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
					which is ready to go out
1.5	Ensure that students in need of pastoral interventions receive these in a timely and effective manner.	<ul style="list-style-type: none"> - Ensure SDQ for all year groups and new students are conducted, in order to ascertain strengths and individual needs. (MMI) - Investigate plans to re-join the National Tutoring Programme (either Wave 1 or Wave 3) (BAU) - Relaunch the intervention referral process within the Pastoral team (BAU/KLE) - Undertake a review of the current waves of interventions and their tracking and monitoring (BAU/KLE) - Undertake a correlational analysis of Performance data v Attitude to Learning data in all year groups. (SCR) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - SDQ will inform action and intervention plans, and appropriate timelines. Students will be targeted for specific interventions, as a result. - NTP will be rejoined, and plans will be in place for implementation. 80% of students selected will be Disadvantaged. - Focus 5 intervention groups will begin post-Data Capture Window 1, and appropriate students will be targeted for ATL and / or catch-up interventions. 	All data analysis features HQs showing trends between ATL and Progress, all subjects and year groups.
1.6	Ensure that there is a rewards-focus within school that praises positive behaviours for learning.	<ul style="list-style-type: none"> - Implement weekly celebrations with the Headteacher through 'Fab Friday' meetings, with a year group focus initially. (IGR) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings 	<ul style="list-style-type: none"> - At least 50% of each weekly cohort will be SEND and Disadvantaged students. SEND and Disadvantaged ATL averages to rise from their baseline in Term 3 of 2022-23. 	

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		<ul style="list-style-type: none"> - Launch 'Fab Friday' through the Pastoral team, where focus students receive a positive phone call or email home. (HoY, AHoY) - Plan for House rewards celebrations across the duration of the academic year. (HoH) - Design Rewards Postcards for celebration events. (SCO, BAU) - Implement more short-term rewards strategies for students (BAU) - Meet with the new Student Leadership Team to plan to launch the 'Rewards Store' on Class Charts (BAU) 	<ul style="list-style-type: none"> - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings 	<ul style="list-style-type: none"> - 100% of students will have awareness of rewards linking to houses and whole school. 	

Personal Development:

PD 1.1 Increase opportunities to celebrate diversity and equality.

PD 1.2 Ensure all students have access to, and engage with, a high-quality Careers education.

PD 1.3 Ensure the PSHE curriculum tackles national and local issues.

PD 1.4 Ensure that students have access to a range of experiences in each year group, mapped to needs and national profiles.

PD 1.5 Implement a strategic approach to enrichment and ensure that this is tracked and measured.

PD 1.6 Ensure that the Junior Leadership Team plays a prominent role in school life.

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1.1	Increase opportunities to celebrate diversity and equality.	<ul style="list-style-type: none"> - Outline the whole school celebration and events calendar to staff, students and parents / carers. (BAU) - Outline Departmental celebration and events calendar to staff, students and parents / carers. (BAU) - Appoint a culture lead that will lead groups such as the Cultural Committee. (IGR) - Implement a focus on the 'No Racism Here' students through Student Voice feedback sessions with the Headteacher. (IGR, MMI) - Meet with Safeline to implement the new mentor training system for safeguarding (MMI) - Implement a whole school assembly rota which includes half termly Culture assemblies (BAU) - Explore the possibility of re-launching Equality Club. (IGR, MMI) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Enrichment Tracker - ATL Data 	<ul style="list-style-type: none"> - Over 85% of parents feel that we are a diverse and inclusive school. - Cultural Lead will re-establish the cultural committee, with actions shaping whole school improvement plan. - 90% of students on the programme feel that we are an inclusive, respectful and tolerant school, in which students are well-supported. - Equality Club will restart, and will have ambassadors from at least Year 7 and Year 8. 	QMI appointed as Cultural Lead for the school with a cultural assembly and events now planned across the academic year

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.2	Ensure all students have access to, and engage with, a high- quality Careers education.	<ul style="list-style-type: none"> - Replace Prospects with Careers Torch to enable new ways of working re: careers. (MCH, PED) - Deliver a careers assembly in each year group at the beginning of the academic year. (MCH, PED) - Deliver careers through PSHE as opposed to ICT, to enable more focused tracking through Unifrog. (PED, LCL) - Ensure students log careers skills linked to LORIC principles, through PSHE lessons. (LCL, PED) - Plan for the implementation of two careers fayres; one at Key Stage 3 and another at Key Stages 4 & 5. (PED, SBR) - Inform parents and carers of careers plans for the year ahead in a September 2023 launch. (MCH, PED) - Ensure careers are included within Parents' Information Evenings. (BAU, PED) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Enrichment Tracker - ATL Data 	<ul style="list-style-type: none"> - Careers Torch will outline their plans for the academic year, in conjunction with school staff. All staff involved will know their role and responsibility. - 100% of students will have access to careers information by the end of half-term 1, with at least 60% of students feeling more confident about their next steps as a consequence. - Tracking system will be utilised in 100% of PSHE lessons, as shown through Quality Assurance monitoring, with LORIC principles utilised by at least 80% of staff. - Key Stage 4 careers fayre will lead to a reduction in students who could possibly be NEET, whilst those students still at risk will be signposted towards additional support. 90% of Key Stage 5 students will organise work experience placements in response. - Careers overview and information added to Set for Life plans and disseminated. At least 60% of parents and carers feel their child's careers education is effective. - 100% of Year 11 Disadvantaged students have had at least one careers interview. 	<p>Careers Torch established as new careers provider for 2023/2024 meeting with Y11 in September once a week on a Tuesday.</p> <p>Unifrog reconfigured to allow all students to log skills, based on the LORIC principles.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<ul style="list-style-type: none"> - Implement careers interviews for all Year 11 students across Term 1, with Disadvantaged students an initial focus. (PED) 		<ul style="list-style-type: none"> Potential NEET figures have reduced by x as a result. 	
1.3	<p>Ensure the PSHE curriculum tackles national and local issues.</p>	<ul style="list-style-type: none"> - Adopt the Bell Foundation's National Learner Profiles and ensure that staff are aware of these through PSHE delivery. (LCL, PED) - Quality Assure the PSHE curriculum intent and implementation, following the switch to this being tutor-led. (SLT, LCL) - Commission a report into the local context that supports SLT and Middle Leaders with their planning. (IGR) - Map PSHE topics to Set for Life components and experiences. (BAU, LCL) - Ensure parents and carers are aware of events linked to national and local issues such as 'Prison Me, No Way' (BAU) - Create a directory of speakers and events for future planning. (BAU, LCL) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Enrichment Tracker - ATL Data 	<ul style="list-style-type: none"> - PSHE curriculum references National Learner profiles, especially within Intent and Implementation contextualisation. - At least 75% of PSHE lessons are judged to be at least Proficient. - Report is shared at all levels and is referenced in 100% of action plans across the school. - Mapping has taken place to connect key components. - 100% of parents and carers receive information about Personal Development events in Term 1. - Directory is in place for staff to utilise. 	<p>PSHE taken place on a Wednesday across the school.</p> <p>Scheduled for October 2023.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.4	Ensure that students have access to a range of experiences in each year group, mapped to needs and national profiles.	<ul style="list-style-type: none"> - Launch the RFSS Set for Life Roadmap with staff, students, parents and carers, so they are aware of the essential Personal Development journey from Year 7 onwards. (BAU) - Gather parental feedback on Set for Life Roadmap plans. (BAU) - Plan and launch an Enrichment Fayre for September 2023, in which students from all year groups sign up to enrichment clubs. (HoH) - Gather student feedback on the events within Term 1. (JDH, BAU) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Enrichment Tracker - ATL Data 	<ul style="list-style-type: none"> - 100% of stakeholders have Roadmap shared with them, and 60% of students, parents and carers can articulate and understand the personal development journey. - 60% of students have signed up to at least one enrichment activity in Term 1. This would be a rise of 16% from Term 3 in 2022-23. 	
1.5	Implement a strategic approach to enrichment and ensure that this is tracked and measured.	<ul style="list-style-type: none"> - Implement Absolute Education's Enrichment tracking software from September 2023. (SGO) - Deliver CPD to staff on this software, so they are aware of how it works and what it is used for. (SGO) - Plan and launch an Enrichment Fayre for September 2023, in which students from all year groups sign up to enrichment clubs. (HoH) - Devise a programme of academic enrichment for targeted HPA students. (RMA) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Enrichment Tracker 	<ul style="list-style-type: none"> - 100% of staff receive CPD on software and tracking packages. Tracking is effectively maintained in the areas in which it is being utilised. - 60% of students have signed up to at least one enrichment activity in Term 1. This would be a rise of 16% from Term 3 in 2022-23. - 90% of HPA students have received bespoke academic enrichment and support sessions. 	

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
			<ul style="list-style-type: none"> - ATL Data 		
1.6	<p>Ensure that the Student Leadership Team plays a prominent role in school life.</p>	<ul style="list-style-type: none"> - Appoint Head & Deputy students to lead the Student Leadership Team. (IGR, BAU) - Appoint House Leaders and Student Leaders to form the Student Leadership Team. (BAU) - Arrange Leadership training for the Student Leadership Team. (IGR, MMI, BAU) - Arrange for half termly Year Group 'Student Voice' groups to be held for Student Leaders to share views (BAU, HoYs) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - Enrichment Tracker - ATL Data 	<ul style="list-style-type: none"> - Junior Leadership Team in place, with Head Students selected at Key Stage 4 and Key Stage 5. - 100% of Junior Leadership Team have received bespoke CPD and training in leadership behaviours. 	<ul style="list-style-type: none"> - Year 11 and Year 13 leadership appointed. Other Student Leaders across year groups now appointed along with elections for House Leaders

Leadership and Management:

L&M 1.1 Improve outcomes for students at both GCSE and A Level, with a focus on HPA, male and Disadvantaged students.

L&M 1.2 Develop mental health support for both staff and students, with a view to becoming a Trauma Informed Attachment Aware school.

L&M 1.3 Maintain a culture of effective safeguarding across Secondary and Sixth Form.

L&M 1.4 Ensure CPD and Professional Development meets the needs of all staff.

L&M 1.5 Ensure workload, wellbeing and stakeholder voice continues to be priority for the Senior Leadership Team.

L&M 1.6 Evaluate the impact and effectiveness of the Specialist Resource Provision.

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.1	Improve outcomes for students at both GCSE and A Level, with a focus on HPA, male and Disadvantaged students.	<ul style="list-style-type: none"> - Schedule data meetings with DoLs and SLs to discuss performance data from 2023 summer examinations series. Create Departmental action plans as a consequence. (IGR, REA, MCH, LED) - Ensure Year 12 students are baseline assessed for course viability. (MCH) - Ensure Year 11 students have data modified by staff in order to reflect the most accurate position before PPE1. (SCR) - Undertake a whole school review with the SIA to ascertain the quality of provision in all five Ofsted areas. (SLT) - Launch a fresh approach to provision to raise outcomes for Disadvantaged Students through the Pupil Premium Funding Statement focusing heavily on Quality First Teaching, Targeted 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - ARC Meetings 	<ul style="list-style-type: none"> - 100% of data meetings, completed by end of September, result in a Departmental Action Plan, which evolves as the academic year progresses. - 100% of students are on appropriate courses before Census. - 100% of Year 11 students have bespoke actions around next steps and aspirations, before PPE1. - 100 % of Senior Leaders are scrutinised during the review, with at least 50% being scrutinised on the headline topic areas. - PP Statement in place by the end of September. Staff CPD in first half term. Impact monitored at data points and compared with previous year at the same 	<ul style="list-style-type: none"> - Challenge & Review meetings now 85% complete. - Baseline suitability ongoing. - Year 11 Data Amendments in calendar and explained to DOLs and Staff, to take place before Half-term week. - Review timetable written and agreed with all stakeholders.

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<p>Intervention and Wider Strategies. (REA)</p> <ul style="list-style-type: none"> - New Raising Boys' Achievement Staff Guidance produced in Staff Planner and expanded at staff cpd. Targeted RBA Group to run in Y11 supported by Peer Mentoring.(REA) - New HPA Staff Guidance produced in Staff Planner and expanded at staff cpd to raise challenge and thinking hard opportunities. - New HPA Y11 Fine for Nine HPA Scheme running for English and Maths to provide additional challenge in lesson and extension activities for home learning. 		<p>stage. Book Look analysis and Student Voice QA.</p> <ul style="list-style-type: none"> - Progress of Boys monitored at each data point and compared with previous year at same stage. Deep Dive and Book Look sub-group analysis and Student Voice QA. Progress of HPA monitored at each data point and compared with previous year at same stage. Deep Dive and Book Look sub-group analysis and Student Voice QA. 	
1.2	Develop mental health support for both staff and students, with a view to becoming a Trauma Informed Attachment Aware school.	<ul style="list-style-type: none"> - Develop a timeline and a set of resources for effective mental health support and signposts for both inside and outside of school. (MMI, JBR) - Begin work on becoming a Trauma Informed Attachment Aware School, as part of our training and networking. (MMI) - Arrange visits to other schools to see best practice. (IGR) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings 	<ul style="list-style-type: none"> - 100% of students are on appropriate courses before Census. - 100% of staff experience TIA CPD sessions, with at least 75% utilising strategies linked to TGTT 'Green' domain. - At least one counsellor is appointed in order to support mental health concerns. 	<p>Ongoing. Shared on social media platforms.</p> <p>Trauma Informed project launched on Thursday 27th September 2023.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<ul style="list-style-type: none"> - Appoint a Counsellor to support Mental Health provision. (IGR) - Implement Pastoral team CPD on trauma-informed strategies. (MMI) - Ensure regular posts on social media platforms are made that support mental health awareness. (MMI) - Plan for the implementation of awareness of World Mental Health Day in October 2023 (MMI). 	<ul style="list-style-type: none"> - SEEC Meetings - ARC Meetings 		<ul style="list-style-type: none"> - Resources created and ready to post.
1.3	Maintain a culture of effective safeguarding across Secondary and Sixth Form.	<ul style="list-style-type: none"> - Relaunch the Student Voice platform with staff and students, to ensure that students are aware of the full system features. (MMI) - Implement suggestions based on feedback, such as Year 7 space. (MMI) - Develop a roadmap and a set of resources for effective safeguarding both inside and outside of school. (MMI) - Audit current safeguarding provision against the new Ofsted Safeguarding criteria re: what effective safeguarding in schools looks like. (MMI) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - ARC Meetings 	<ul style="list-style-type: none"> - 100% of students have access to training and information, through assemblies and the tutor programme. - RFSS safeguarding protocols correlate with Ofsted's version of what effective safeguarding is deemed as. - Safeguarding provision is deemed to be effective during whole-school review. 	<ul style="list-style-type: none"> - Student Voice feedback a standing item in B&A meetings. Year 7 provision shaped as a result. Whilst not released, an external audit has been conducted, with a further one planned with the LA.

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.4	Ensure CPD and Professional Development meets the needs of all staff.	<ul style="list-style-type: none"> - Implement revised approach to CPD provision for 2023-24, ensuring that subject-specific pedagogy is a key focus. (MSK) - Implement bespoke support for staff who may require this, via a separate pathway. (MSK) - Baseline Leadership Competencies across members of SLT to inform leadership development across the school. (IGR) - Implement a programme of CPD for Senior Leaders, through external reviews and SLT meetings, in order to further enhance effectiveness. (IGR) - Ensure key staff have access to NPQ qualifications in areas linked to the SIP. Continue with the timetable for those staff on existing NPQ leadership qualifications to present current progress and position to SLT in a uniformed manner. (IGR) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - ARC Meetings 	<ul style="list-style-type: none"> - 75% of lessons to be typically Proficient+, on a regular and consistent basis, following lesson visits, work scrutiny, and other QA episodes. - Staff receiving support will improve from their baseline position, by at least one typicality grade. For example, moving from Emerging to Proficient. - SLT will demonstrate the same levels of rigour, expectations and accuracy during internal and external QA episodes. - Staff will work on a chosen component of pedagogy, informed by the school priorities. 	<p>New Staff Observations show that two members of new staff need additional support.</p> <p>Additional follow-up observations for 2 members of staff, with one existing staff member requiring a support plan.</p> <p>Whole School Review scheduled for October 2023, with developmental opportunities.</p> <p>Six staff identified and interviewed for NPQs.</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		- Create a pathway of bespoke CPD for those staff who are within Pastoral, SEND, Inclusion and the SRP (MSK, NDY, JHA, EET, BAU)		- Sub-group staff will show more confidence in dealing with supporting students, as identified through an additional staff voice, as well as feeling supported in terms of career development.	
1.5	Ensure workload, wellbeing and stakeholder voice continues to be priority for the Senior Leadership Team.	<ul style="list-style-type: none"> - Calendar wellbeing weeks in the overarching calendar. (KMA) - Share the new Summative Assessment Calendar with staff, in response to their feedback in the previous Summer Term, to outline how this supports workload and wellbeing. (REA) - Ensure a reduction in teacher allocations across the board, so that staff have an additional non-contact per fortnight. (IGR, SCR) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal - Line Management Meetings - SEEC Meetings - ARC Meetings 	<ul style="list-style-type: none"> - 100% of Half-Terms include a wellbeing week. - Staff wellbeing group continues to meet to shape the RFSS 'You Said, We Did' approach. - Staff wellbeing questionnaires and surveys show that 75% of staff feel happy, safe and well supported. 	<p>SAC shared with staff with mire evenly-spaced data drops to support wellbeing.</p> <p>All general teaching staff have received an additional PPA.</p>
1.6	Evaluate the impact and effectiveness of the Specialist Resource Provision.	<ul style="list-style-type: none"> - Ensure the SRP is part of the school's Quality Assurance programme. (STB) - Develop a CPD package that is explicitly linked to SRP staff, and the challenges that staff and students in this area may face. (MSK, EET) - Implement the WCC Rubric tool in order to Quality Assure aspects of the 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal 	<ul style="list-style-type: none"> - The SRP will at the very least be judged to be 'Developing' in all areas by school and local authority leaders. - Sub-group staff will show more confidence in dealing with supporting students, as identified through an additional staff voice, as well as feeling supported in terms of career development. 	<p>Date for WCC visit 1 to be confirmed upon request.</p> <p>SCR working regularly with SRP to allocate students</p>

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
		<p>SRP, as part of the QA process. (IGR, NDY)</p> <p>- Ensure SRP students have individualised timetables. (SCR)</p> <p>- Integrate students from the SRP into mainstream lessons by October half-term, via the development of a confidence tool. (NDY, EET)</p> <p>- Implement visits to other SRPs in order to ascertain best practice. (IGR)</p>	<p>- Line Management Meetings</p> <p>- SEEC Meetings</p> <p>- ARC Meetings</p>	<p>- At least 50% of SRP students have experienced some form of mainstream education.</p>	<p>to appropriate classes. Have organised time with specialist teachers to deliver subject sessions in SRP weekly. Currently Art, Music, Science and PE.</p> <p>IGR and BAU visited Saltley Academy and fed back to SEND & SRP team.</p>

Sixth Form:

SF 1.1 Ensure that retention of students is strong, both from Year 11 into Year 12 & Year 12 into 13.

SF 1.2 Ensure curriculum intent and implementation meets the needs of all students, in relation to challenge and independence.

SF 1.3 Ensure the curriculum enables high expectations and accessibility for all, especially those who may need components framed differently, such as PP, SEND and/or EAL.

SF 1.4 Prepare students for future success in education, employment or training by providing unbiased information about next steps and opportunities for meaningful encounters with the world of work.

SF 1.5 Ensure that students develop a culture of independence and wider reading in preparation for their next steps.

SF 1.6 Ensure that the Student Leadership Team plays a prominent role in school life.

No.	Objective	Action	Monitoring Methods	Success Criteria	September 2023
1.1	Ensure that retention of students is strong, both from Year 11 into Year 12 & Year 12 into 13.	<ul style="list-style-type: none"> - Review curriculum offer to ensure that it caters to our Year 11 cohort, taking into consideration local labour market information. (MCH) - Conduct student voice with Year 11 leavers on reasons for leaving – establish patterns and review curriculum offer. (MCH) - Increase HPA provision in the Sixth Form to ensure a higher percentage of more able students stay on (Further Maths, EPQ, academic enrichment, University access programmes for law, medicine, dentistry etc.). (SPI, RMA, MCH) - Continue to conduct transition interviews at the end of Year 12 and ensure flexibility of Year 13 options for underperforming students (vocational options, Extended Certificates to be completed in one year for students who are unlikely to pass A Level options) (MCH, PED, SPI, VLO) 	<ul style="list-style-type: none"> - NEET figures - Student voice - Sixth Form interview forms & data - DoLs & SL meetings for courses - SLT Meetings - CPD Offer & Provision - QoE Meetings - B&A Meetings 	<ul style="list-style-type: none"> - 95% or above retention rate of students from Year 12 – 13 - 65% of Year 11 cohort to apply for a place in the Sixth Form for September 2024 - September 2024 Year 12 cohort to be made up of at least 60% RFSS internal students 	<p><u>2022/2023 figures:</u></p> <p>Year 12 – Year 13 retention figure 86%</p> <p>Current Year 12: 70 internal and 57 external students (55%)</p> <p>MC external assemblies and internal assemblies taking place</p>
1.2	Ensure curriculum intent and implementation meets the needs of all students, in relation to challenge and independence.	<ul style="list-style-type: none"> - Implement Curriculum Intent documents, which have specific references to meeting needs, challenge and independence. (DoLs, REA, SLA) - Deliver CPD to staff on practical strategies for challenge and independence within the Sixth Form, during Professional Development Days. (MSK, MCH) 	<ul style="list-style-type: none"> - SLT Meetings - CPD Offer & Provision - QoE Meetings - DoLs & SL Meetings - QA Episodes - External QA Reviews - Student Voice - Appraisal 	<ul style="list-style-type: none"> - High levels of challenge to be evident in 85% of lessons on learning walks - A/A* grade work available to students in all lessons where appropriate - 100% of curriculum intent documents to make reference to challenge and independence for Sixth Form courses 	<p>Documents in place and meet needs of students. Some will need amending based on impact data.</p>

		<ul style="list-style-type: none"> - Quality Assure Subject Curriculum Intent documents to ensure there is a correlation between intent and implementation of key school priorities such as Independent Learning, and/or Stretch and Challenge. (MCH, REA, SLA) - To create a culture of independent learning within the Sixth Form. This should come from teachers' methods of delivering lessons but also student attitudes, work rate and independence. (MCH, SPI, PED) 	<ul style="list-style-type: none"> - Line Management Meetings - Data Meetings - SEEC Meetings 		Documents to be revisited based on Curriculum adherence/quality QA and challenge and review meetings
1.3	Ensure the curriculum enables high expectations and accessibility for all, especially those who may need components framed differently, such as PP, SEND and/or EAL.	<ul style="list-style-type: none"> - All student SCPs to be reviewed and updated. Meet with SEND team to assess student needs and review curriculum and support accordingly. (NDY, JHA, VLO) - Implement a system to effectively record and monitor SEND intervention and support across the whole school and SRP. (NDY) - Continue to develop Level 2 pathway provision with additional support for EAL & SEND students in particular. (MCH, STB, SLA, LCL) - Ensure all PP students are accessing the bursary and using this effectively for educational resources. (AJA, MLA) 	<ul style="list-style-type: none"> - SCPs - Curriculum Mapping Documents - Bursary Payment Log 	<ul style="list-style-type: none"> - Accessible curriculum to be evident in 85% of lessons on learning walks - 100% of curriculum intent documents to make reference to differentiation for sub-groups - 100% of students stating that the curriculum is accessible to them in student voice data 	
1.4	Prepare students for future success in education, employment or training by providing unbiased information	<ul style="list-style-type: none"> - Mirror successful UCAS programme from last academic year (100% offer rate), including parental events and university visits. (SPI) 	<ul style="list-style-type: none"> - UCAS acceptance and offer rate - NEET Figures - Student Voice 	<ul style="list-style-type: none"> - All Year 12 and 13 students to receive at least 1 careers interview with Careers Torch during the academic year 	All Early applications are in progress for competitive admissions

	<p>about next steps and opportunities for meaningful encounters with the world of work.</p>	<ul style="list-style-type: none"> - Review work experience process and ensure that 100% of Level 3 Year 12 students undertake a work experience placement by developing further links with local employers and investing in a range of virtual work experience placements for those unable to find their own. (MCH, PED, SPI) - Develop the use of mentoring and tutor time to be more focused around next steps, personal statements and applications. (VLO) - Further develop links with top apprenticeship providers (JLR, Rolls Royce etc.) to ensure that apprenticeship application provision matches UCAS support. (MCH, PED, SBR) - Develop assembly programme to include more employer engagement and talks from local employers, universities etc. (SPI, PED) - Proficient new careers advice service to ensure that all students in Sixth Form are receiving 'hands on' impartial, unbiased advice. (MCH, PED) 	<ul style="list-style-type: none"> - Parental Voice 	<ul style="list-style-type: none"> - All students to attend at least two careers linked external visit (UCAS fayre, University visit, apprenticeship provider etc) - All students to engage with the careers fayre - All Year 13 students to have submitted an application to UCAS or alternative by the end of the academic year - At least 3 external speakers/employers to deliver assemblies during the academic year 	<p>Warwick University (pathways) have delivered their launch assembly</p>
1.5	<p>Ensure that students develop a culture of independence and wider reading in preparation for their next steps.</p>	<ul style="list-style-type: none"> - Ensure that attendance to Independent Study sessions can be monitored and at a high level (95% or above). (MCH) - Deliver further CPD to staff around independent learning strategies within lessons e.g. flipped learning and 	<ul style="list-style-type: none"> - Attendance data to IS sessions - Learning Walks - Student Voice - CPD Calendar 	<ul style="list-style-type: none"> - Attendance to independent study sessions to be at least 95% - Independent work/learning to be evident in 85% of student folders during QA and learning walks - All Sixth Form teachers to attend CPD on independent learning strategies 	

		<p>monitor lessons for impact. (MSK, MCH)</p> <ul style="list-style-type: none"> - Create a culture of independent learning within the Sixth Form. This should come from teachers' methods of delivering lessons but also student attitudes, work rate and independence. (MSK, REA) 		<ul style="list-style-type: none"> - Setting of independent work to be evident in 85% of lessons during learning walks 	
1.6	<p>Ensure that the Student Leadership Team plays a prominent role in school life.</p>	<ul style="list-style-type: none"> - Give greater profile and voice to the Student Council through more regular, formalised meetings. Ensure at least 2 representatives from each tutor group in Year 12 & 13. (SPI) - Give Prefects additional responsibilities and duties around the school at break, lunch & after school clubs to raise their profile and give them the opportunity to be positive role models for younger students. (SPI) - Launch a student mentoring programme (HPA) with Year 12 students working with selected Year 11's on revision activities in Maths, English & Science. (MCH, SPI, PED) - Launch a reading buddies programme in tutor time. Year 12 students to work with selected students from Year 7 & 8. (MCH) 	<ul style="list-style-type: none"> - Student Council Meeting Minutes - Student Voice Data - Enrichment Timetable 	<ul style="list-style-type: none"> - New student leadership structure to be established effectively - Extra responsibilities such as duties and mentoring attended by 100% of students - Raised Sixth Form student profile among lower year groups - Impact of reading buddies programme evident in Key stage 3 reading data, showing an improvement from x to x from baseline data. 	<p>Head students from Y13 appointed and promoted</p> <p>Reading buddies planned as part of enrichment programme between SPI / JCO</p>