Prince William School
School Improvement Plan 2023 – 2024

At Prince William School the students are at the centre of all we aim to do to ensure that every child can be the best they can be.

Our key school improvement priorities are:

1. **Quality of Education:** To ensure that all students have access to an **ambitious** and well-planned curriculum, which promotes **'learning for life'**, is taught consistently well across all subjects, and challenges all students to achieve well.

2. **Behaviour and Attitudes:** To implement and monitor strategies which support students' **resilience** so their attendance improves, and their **respect** so that their behaviour and engagement at school is excellent, so they can achieve well.

3. **Personal Development:** To ensure the Personal Development provision (including careers) throughout the school is well-planned, sequenced and monitored so that all students, including the Disadvantaged, benefit from a rich, broad education which equips them to become successful, **respectful** adult citizens.

4. **Leadership and Management:** To improve the cohesion and strategic impact of all leaders to support all to improve standards further in their areas of responsibility.

5. **Sixth Form:** To ensure all sixth form students receive a hihgh quality and well-taught curriculum, including a personal development programme, which supports their progress towards post-18 opportunities and their development **ambitious, resilient, and respectful** as young adults.

6. **Special Educational Needs and Disabilities (SEND):** To ensure all SEND students, their parents/carers, and the staff who work with them know, understand, and implement strategies which enable them to succeed and make progress.

1. Quality of Education

Key Priority 1: To ensure that all students have access to an **ambitious** and well-planned curriculum, which promotes 'learning for life', is taught consistently well across all subjects, and challenges all students to achieve well.		Strategic Lead:	SWO	Evaluated by:	EDO	(School)
						(Trust)
					Alan Measures	(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
1.1 To ensure all departments have an ambitious and carefully sequenced curriculum, which promotes 'learning for life', and which is understood and implemented by all staff.	**Autumn term** • HoDs to discuss curriculum documents with staff to ensure all understand them and their importance. • HoDs have one-to-one coaching session with AIP to further strengthen monitoring of departments and articulation of curriculum rationale. • Work scrutinies monitor quality of implementation of curriculum, including assessment. • HoD / SLT drop ins monitor quality of implementation of the curriculum, including promotion of 'learning for life'.	SWO	Cover for mtgs and reviews AIP time HoD / SLT time	Milestones for Autumn term: • All one-to-one coaching sessions for HoDs complete. • 90% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • 90% work scrutinies show written feedback in line with policy. • 40% work scrutinies show written feedback in line with policy, students responding to it, and staff checking their response. • 80% HoD / SLT drop ins find at least one 'learning for life' element being taught. • 20% HoD / SLT drop ins find some form of AfL (retrieval, questioning, coloured pages in planner etc)	
	Spring term • Work scrutinies monitor quality of implementation of curriculum, including assessment. • HoD / SLT drop ins monitor quality of implementation of the curriculum, including promotion of 'learning for life'.		HoD / SLT time	Milestones for Spring term: • 95% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • 95% work scrutinies show written feedback in line with policy. • 60% work scrutinies show written feedback in line with policy, student responding to it, and staff checking their response. • 90% HoD / SLT drop ins find at least one 'learning for life' element being taught. • 30% HoD / SLT drop ins find some form of AfL (retrieval, questioning, coloured pages in planner etc)	
	Summer term • Work scrutinies monitor quality of implementation of curriculum, including assessment. • HoD / SLT drop ins monitor quality of implementation of the curriculum, including promotion of 'learning for life'.		HoD / SLT time	Milestones for Summer term: • 100% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • 97% work scrutinies show written feedback in line with policy. • 75% work scrutinies show written feedback in line with policy, student responding to it, and staff checking their response.	

			• 90% HoD / SLT drop ins find at least one 'learning for life' element being taught. • 50% HoD / SLT drop ins find some form of AfL (retrieval, questioning, coloured pages in planner etc)	
1.2 To embed the principles of the EMAT T&L framework to ensure the quality of teaching and learning is consistently good across all subjects so that student remember more and integrate their knowledge into larger ideas.	**Autumn term** • Provide brief reminder of Cognitive Load theory and Rosenshine's Principles of Instruction • Provide training on schema. • HoDs and SLT monitor and support staff who are not meeting expectations.	CCX	Training time HoD and SLT time	Milestones for Autumn term: • Training complete. • 60% HoD / SLT drop ins show recognition of cognitive load theory. • 50% HoD / SLT drop ins show understanding of schema theory. • 60% HoD / SLT drop ins see at least one of Rosenshine's Principles of Instruction being used.	
	Spring term • HoDs and SLT continue to monitor and support staff who are not meeting expectations.		HoD and SLT time	Milestones for Spring term: • 70% HoD / SLT drop ins show recognition of cognitive load theory. • 60% HoD / SLT drop ins show understanding of schema theory. • 70% HoD / SLT drop ins see at least one of Rosenshine's Principles of Instruction being used.	
	Summer term • HoDs and SLT continue to monitor and support staff who are not meeting expectations.		HoD and SLT time	Milestones for Summer term: • 80% HoD / SLT drop ins show recognition of cognitive load theory. • 70% HoD / SLT drop ins show understanding of schema theory. • 80% HoD / SLT drop ins see at least one of Rosenshine's Principles of Instruction being used.	
1.3 To improve the quality and consistency of teaching further by refining the bespoke CPD programme through the use a coaching model.	**Autumn term** • All teachers agree with their LM during appraisal process an area of their pedagogy (1 of 6 'WalkThru' areas) to focus on. • Selected coaches receive initial training on being coaches. • Staff have one-to-one coaching session with their coaches and first WalkThru drop in is completed.	CCX	AIP time and cost of cover	Milestones for Autumn term: • 100% WalkThru areas agreed and submitted on appraisal documents. • Training session 1 of coaches complete. • 70% of first WalkThru drop ins complete.	
	Spring term • Selected coaches receive follow-up training on being coaches. • Staff have one-to-one coaching session with their coaches and second WalkThru drop in is completed during Spring or Summer term.		Meeting and observation time	Milestones for Spring term: • 100% of first WalkThru drop ins complete. • 50% of second WalkThru drop ins complete.	
	Summer term • Staff have one-to-one coaching session with their coaches and second WalkThru drop in is completed during Spring or Summer term.		Meeting and observation time	Milestones for Summer term: • 100% of first and second WalkThru drop ins complete.	
1.4 All teachers have the expertise to	**Autumn term** • Introduce a 'three wave approach' to support for SEND and DA students.			Milestones for Autumn term: • Training complete. • 20% HoD / SLT drop ins show teachers have teachers' file and use it.	

adapt the curriculum to meet the needs of all students, including those with SEND or EAL, and those who are DA.	• Analysis of student progress data identify areas for intervention. • Discuss teaching strategies for identified students and share with all teachers.	SWO	Training time Staff time Staff time	• 60% HoD / SLT drop ins show teachers are using pupil passports. • 40% HoD / SLT drop ins show teachers using scaffolding or other adaption. • Student progress data: 70% students on or above flight path in Y7, Y8, Y9, Y10, Y12; Est P8 in Y11 -0.75; Est VA in Y13 – 0.5 • Gap between SEND and non-SEND, DA and non-DA, and EAL and non-EAL is <10% (% students on flight path) or <0.6 (estimated P8/ VA)	
	Spring term • Analysis of student progress data identify areas for intervention. • Discuss teaching strategies for identified students and share with all teachers.			Milestones for Spring term: • 50% HoD / SLT drop ins show teachers have teachers' file and use it. • 75% HoD / SLT drop ins show teachers are using pupil passports. • 50% HoD / SLT drop ins show teachers using scaffolding or other adaption. • Student progress data: 70% students on or above flight path in Y7, Y8, Y9, Y10, Y12; Est P8 in Y11 -0.5; Est VA in Y13 – 0.2 • Gap between SEND and non-SEND, DA and non-DA, and EAL and non-EAL is <7% (% students on flight path) or <0.5 (estimated P8/ VA)	
	Summer term • Analysis of student progress data identify areas for intervention. • Discuss teaching strategies for identified students and share with all teachers.			Milestones for Summer term: • 75% HoD / SLT drop ins show teachers have teachers' file and use it. • 90% HoD / SLT drop ins show teachers are using pupil passports. • 60% HoD / SLT drop ins show teachers using scaffolding or other adaption. • Student progress data: 70% students on or above flight path in Y7, Y8, Y9, Y10, Y12; Est P8 in Y11 > 0.; Est VA in Y13 >0 • Gap between SEND and non-SEND, DA and non-DA, and EAL and non-EAL is <5% (% students on flight path) or <0.4 (estimated P8/ VA)	
1.5 Develop the expertise of staff in promoting students' oracy to foster engagement with learning and build confidence of speaking in public.	**Autumn term** • Introduce 'The Day' as a resource to be used across the curriculum for promoting oracy. • Conduct an audit of oracy opportunities provided by subjects across the school. • Monitor oracy opportunities though HoD / SLT drop ins. • Identify oracy lead and establish priorities • Explore potential to become a 'Talk 21' school	ROC	The Day Training time	Milestones for Autumn term: • 10% HoD / SLT drop ins see oracy opportunity. • Training provided for all staff re. accessing and using 'The Day'. • All students have induction to 'The Day' through Library • Oracy lead identified and priorities agreed. • Application to become 'Talk 21' school submitted (as appropriate). • Two x half termly oracy updates published for staff.	
	Spring term • Curriculum Leaders consider outcome of audit and how they can increase opportunities for oracy in their subject area. • Monitor oracy opportunities though HoD / SLT drop ins. • January INSET session focused on oracy and reading.		Staff time	Milestones for Spring term: • 20% HoD / SLT drop ins see oracy opportunity. • Students speak with more confidence to visitors to the school. • Two x half termly oracy updates published for staff. • Conduct student voice re. attitudes towards oracy.	
	Summer term • Monitor oracy opportunities though HoD / SLT drop ins.			Milestones for Summer term:	

	• Curriculum leaders to review curriculum/sow to include explicit opportunities for oracy development.		Staff time	• 30% HoD / SLT drop ins see oracy opportunity. • Two x half termly oracy updates published for staff. • Repeat student voice re. attitudes towards oracy with improved outcomes seen.	
1.6 Ensure that reading is taught consistently well, and that students needing additional support have those needs addressed, so that all students read fluently, with comprehension, and develop a love of reading.	**Autumn term** • V for Vocab embedded as part of tutor lessons. • Embed guided reading in KS3 tutor time • Embed reading as explicit part of homework for all years • Conduct reading age tests for Y7s and diagnostic testing for Y7 students not meeting end KS2 milestones. • Implement reading fluency intervention for identified Y7 students. • Staff 'Reading champions' promote 'reading for pleasure' within their department • Embed "Reading Buddies" with Y8 and Y9 students • Embed Y8 and Y9 reading intervention. • Identify phonics lead and all new TA's familiar with chosen phonics programme.	ROC	Staff time Diagnostic tests Intervention materials and staff time to deliver	Milestones for Autumn term: • 70% tutor lesson drop ins show V for Vocab and guided reading being taught when and as it should be. • 70% student diaries log reading completed outside school. • Students read age-appropriate texts and can discuss them with confidence (student voice evidence) • Testing complete. • Identified Y7 students attend phonics/reading fluency intervention (4 x 15mins lessons, 4 x 15 mins tutor time per fortnight) • Teachers support reading across the curriculum (drop in data) • Y8 and Y9 students identified, matched with Y12 buddies, and attending. • Target group identified and strategy for intervention implemented. • Two x half termly disciplinary reading updates published for staff. • Phonics lead identified, all new TA's complete training in phonics provision.	
	Spring term • Embed subject specific library sessions encouraging cross-curricular and broader reading.			Milestones for Spring term: • 80% tutor lesson drop ins show V for Vocab and guided reading being taught when and as it should be. • 80% student diaries log reading completed outside school. • Students' attitudes to reading is more positive and they read more widely (student voice evidence). • Library borrowing evidence shows students are reading a greater variety of genres and authors. • Two x half termly disciplinary reading updates published for staff.	
	Summer term • Complete reading fluency re-test for identified Y7 students to measure progress • Complete reading age tests for approx. weakest third of KS3 to measure progress.			Milestones for Summer term: • 90% tutor lesson drop ins show V for Vocab and guided reading being taught when and as it should be. • 90% student diaries log reading completed outside school. • Reading ages of identified Y7s has improved by at least 3 months more than their chronological age on average. • Reading ages of identified KS students has improved by at least 3 months more than their chronological age on average. • Two x half termly disciplinary reading updates published for staff.	
1.7 Develop the implementation	**Autumn term** • Ensure new MFL curriculum is implemented effectively. • Use student survey data to inform further development.		Staff time	Milestones for Autumn term: • Increased number choosing MFL for KS5 • Initial student survey complete	

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
of the MFL curriculum to improved student engagement and increase numbers choosing MFL at KS4 and KS5.	• Develop extra-curricular activities and trips	ROC and SBA		• Extra-curricular activities in place	
	Spring term • Modify curriculum as necessary. • Aim to increase take up of extra-curricular activities			Milestones for Spring term: • Increased number choosing MFL for KS4 (>15%) • Increased numbers taking part in MFL extra-curricular activities	
	Summer term • Complete second student survey			Milestones for Summer term: • Improved student engagement seen in survey feedback	

2. Behaviour and Attitudes

Key Priority 2: To implement and monitor strategies which support students' resilience so their attendance improves, and their respect so that their behaviour and engagement is excellent, so they can achieve well.

Strategic Lead:	AKE	

Evaluated by:	EDO	(School)
		(Trust)
	Emma Tansley	(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
2.1 To establish the PWS Behaviour Curriculum to embed a culture of excellent behaviour and attitudes	**Autumn term** • Provide staff training about the Behaviour Curriculum. • Teach students about the Behaviour Curriculum. • Introduce a Bus Contract for all who use school buses. • Remind teachers about active questioning styles ('no opt out') to engage all students. • Remind teachers about variety, pace, and challenge. • Monitor through HoD / SLT drop ins.	AKE	Training time	Milestones for Autumn term: • 75% HoD / SLT drop ins see no LLD and no students not engaged. • 60% HoD / SLT drop ins see challenge for all students. • 60% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen) • ParentView data improves: >70% agree/strongly agree 'The school makes sure its pupils are well behaved'. Training given to all staff and assemblies and tutor time on day one given to reinforcing behave curric doc.	
	Spring term • Monitor through HoD / SLT drop ins.		Staff time	Milestones for Spring term: • 80% HoD / SLT drop ins see no LLD and no students not engaged. • 70% HoD / SLT drop ins see challenge for all students. 70% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen)	
	Summer term • Monitor through HoD / SLT drop ins.		Staff time	Milestones for Summer term: • 90% HoD / SLT drop ins see no LLD and no students not engaged. • 80% HoD / SLT drop ins see challenge for all students. • 80% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen)	
2.2	**Strategies to be used throughout the year:** • Attendance Officer to conduct frequent meetings with EIP.			Milestones for Autumn term: • % attendance of **all** students is better that Autumn term 2022. (93.4%)	

Support and challenge all students but particularly DA students' parents/carers to ensure their children attend school regularly.	• DA Lead to work with attendance officer to identify DA students whose attendance is poor. • HoYs to work with attendance officer to identify students in their year group whose attendance is poor. • Issue letters to parents/carers of students whose attendance is below 95%. • Conduct meetings with parents/carers of students whose attendance is below 90%. • Issue fines and warn of prosecution as necessary.	AKE supporting JDX, APE, and HoYs	Staff time EIP Governors' time (if available)	• % attendance of DA students is better that Autumn term 2022. (88.24%) • % of all students who are PA is lower than Autumn term 2022. (18.5%) • % of DA students who are PA is lower than Autumn term 2022. (34.8%) Milestones for Spring term: • % attendance of all students is better that Spring term 2023. (92.9%) • % attendance of DA students is better that Spring term 2023. (88.8%) • % of all students who are PA is lower than Spring term 2023. (17.9%) • % of DA students who are PA is lower than Spring term 2023. (31.4%) Milestones for Summer term: • % attendance of all students is better that Summer term 2023. (93.25%) • % attendance of DA students is better that Summer term 2023. (88.7%) • % of all students who are PA is lower than Summer term 2023. (16.7%) • % of DA students who are PA is lower than Summer term 2023. (34.2%) • Incidence of in-term holidays over the year is lower than for 2022-23.	
2.3 Further develop the pastoral team's processes and communication to ensure students feel confident that the school will do all it can to address their concerns.	Strategies to be used throughout the year: • Reorganise the pastoral office staffing so that there is a 'triaging' system in place so all students feel able to go there to report concerns. • Introduce an anonymous 'Concerns' inbox for students. • Improve communication with students to include checking back with them to ensure they are confident the matter is resolved. • Ensure all communications with students and parents/carers are logged to create accurate timelines. • Introduce a 'Fortnightly Update' from each HoY to staff about students in their year group summarising actions and interventions implemented. • Introduce My Voice to enable anonymous student referrals • Ensure students are taught about what bullying is (and isn't) and what action to take should they experience/witness it	AKE	My Voice	Milestones for Autumn term: • New staffing and structure in place. • Concerns inbox established and communicated to students. • Student voice confirms students are feel better supported by the pastoral team. • Parent View data improves >75% agree/strongly agree 'My child is happy at this school'. >80% agree/strongly agree 'My child feels safe at this school'. <15% disagree/strongly disagree 'My child has been bullied and the school dealt with it quickly and effectively' Pastoral office reorganised. Communication added to job description of senior head of year. Milestones for Spring term: • Student voice confirms students are feel better supported by the pastoral team. • Parent View data improves: >80% agree/strongly agree 'My child is happy at this school'. >90% agree/strongly agree 'My child feels safe at this school'. <10% disagree/strongly disagree 'My child has been bullied and the school dealt with it quickly and effectively'. Milestones for Summer term:	

			• Student voice confirms students are feel better supported by the pastoral team. • Parent View data improves: >85% agree/strongly agree 'My child is happy at this school'. >93% agree/strongly agree 'My child feels safe at this school'. <8% disagree/strongly disagree 'My child has been bullied and the school dealt with it quickly and effectively'.	

3. Personal Development

Key Priority 3: To ensure the Personal Development provision (including careers) throughout the school is well-planned, sequenced and monitored so that all students, including the Disadvantaged, benefit from a rich, broad education which equips them to become successful, respectful adult citizens.			Strategic Lead	KHO	Evaluated by:	EDO	(School)
							(Trust)
						Gerald Egbury	(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
3.1 To ensure all staff and students understand what the Personal Development curriculum includes and what its importance is.	**Autumn term** • Make it clear to staff and students that the PD curriculum is delivered though 6 strands – SfL lessons, the broader curriculum, tutor lessons, assemblies & guest speakers, extra-curricular & super curricular events. • Staff use PowerPoint 'header slide' to remind students of all activities which contribute to their Personal Development. • Staff to make it clear to students when they are teaching something related to the PD curriculum (including SMSC and FBV) • Tutors to ensure students log their reading, extra-curricular activities, and wellbeing activities in their diaries weekly. • SfL teachers to ensure students log all PD learning on Unifrog and reflect on their learning	KHO		Autumn term • Presentation complete. • Use of PowerPoint slide 'header': Personal Development - Assembly, Personal Development – Tutor Lesson, etc established. • 70% of tutor drop ins show students are recording reading, extra-curricular activities, and wellbeing activities in their diaries weekly. • 70% of students are logging PD activities on Unifrog. (not consistently done across tutor groups and Skills for Life lessons)	
	Spring term • Continue with strategies above			• Spring term • 80% of tutor drop ins show students are recording reading, extra-curricular activities, and wellbeing activities in their diaries weekly. 80% of students are logging PD activities on Unifrog.	
	Summer term • Continue with strategies above			• Summer term • 90% of tutor drop ins show students are recording reading, extra-curricular activities, and wellbeing activities in their diaries weekly. 90% of students are logging PD activities on Unifrog.	

3.2	Autumn term	MCO	Staffing	Milestones for Autumn term:	
To ensure the Skills for Life (SfL) curriculum is taught well and promotes secure learning so students learn and remember more.	- Enable a bespoke team teachers to deliver the SfL curriculum. - Ensure schemes of work for SfL provide opportunities for retrieval etc to ensure students learn and remember more. - Monitor implementation with drops ins, book scrutinies, and checking Unifrog.		Unifrog	70% drop ins on SfL lessons see strong teaching which uses the principles of the T&L framework. 75% HoD / SLT drop ins see no LLD and no students not engaged. 60% HoD / SLT drop ins see challenge for all students. 60% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen) 75% books seen show appropriate amount of written work and pride in presentation. 70% students have logged PD learning on Unifrog. - Student voice evidence confirms improved enjoyment of SfL lessons and students in all year groups have an age-appropriate understanding of RSE, protected characteristics, and how to keep themselves safe.	
	Spring term - Monitor implementation of SfL curriculum with drops ins, book scrutinies, and checking Unifrog. - Review and update SfL curriculum as necessary.			Milestones for Spring term: 80% drop ins on SfL lessons see strong teaching which uses the principles of the T&L framework. 80% HoD / SLT drop ins see no LLD and no students not engaged. 70% HoD / SLT drop ins see challenge for all students. 70% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen) 80% books seen show appropriate amount of written work and pride in presentation. 80% students have logged PD learning on Unifrog. - Student voice evidence confirms improved enjoyment of SfL lessons and students in all year groups have an age-appropriate understanding of RSE, protected characteristics, and how to keep themselves safe.	
	Summer term - Monitor implementation of SfL curriculum with drops ins, book scrutinies, and checking Unifrog. - Review and update SfL curriculum as necessary.			Milestones for Summer term: 90% drop ins on SfL lessons see strong teaching which uses the principles of the T&L framework. 85% HoD / SLT drop ins see no LLD and no students not engaged. 80% HoD / SLT drop ins see challenge for all students. 80% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen) 85% books seen show appropriate amount of written work and pride in presentation. 90% students have logged PD learning on Unifrog. - Student voice evidence confirms improved enjoyment of SfL lessons and students in all year groups have an age-appropriate understanding of RSE, protected characteristics, and how to keep themselves safe.	

3.3 Ensure all students have appropriate careers information and guidance.	**Autumn term:** • All departments display career information related to their subjects. • Deliver 'Futures' lessons across all subjects to Y7s and Y11s • Provide all Y11s and Y13s with 1-2-1 careers guidance with independent advisor. • Year 8s work on 'student reception' for a day. • Year 9s to be student panel for all interviews, including SEND and DA students.	MCO and KAL	Staff time	**Milestones for Autumn term:** • 100% departments have careers display. • 100% of Y11s have met with careers advisor. (on going!) • 100% Y13s have met with careers advisor. • 35% Y8s have been student receptionist. (22% have been a student receptionist – some days there is no need for a receptionist – not enough days in Autumn Term for Yr8 students to hit this target) If Y9s have had opportunity to do interviews/tours, some were DA / SEND.	
	Spring term • Deliver 'Futures' lessons across all subjects to Y9s • Y9s who are DA to have 1-2-1 meeting with DA Lead about options. • Y8 Careers event. • Year 8s work on 'student reception' for a day. • Year 9s to be student panel for all interviews, including SEND and DA students.			**Milestones for Spring term:** • 60% Y8s have been student receptionist. • If Y9s have had opportunity to do interviews/tours, some were DA / SEND.	
	Summer term • Other careers events / trips to uni etc? • Year 8s work on 'student reception' for a day. • Year 9s to be student panel for all interviews, including SEND and DA students. • Explore the use of virtual work experience with Y7 -Y9 (Unifrog) to broaden students' personal development and careers awareness. • All Y10s to complete a World of Work Day. • All Y12s to complete a week of work experience.			**Milestones for Summer term:** • 95% Y8s have been student receptionist. • If Y9s have had opportunity to do interviews/tours, some were DA / SEND. • Some KS3 students have accessed virtual work experience. • 100% of Y10 students complete the 'World of Work' day. • 100% of Y12 complete a week of work experience.	
3.4 Further develop the rich extra-curriculum offer, including establishing opportunities for students to **develop their oracy, and ensure disadvantaged students are involved.**	**Autumn term** • Log attendance of students at extra-curricular activities in school • Analyse groups of students to monitor take up • Encourage all departments to offer trips and visits • Students log activities undertaken outside school as well, in diaries and on Unifrog	KHO	Staff time Support for EVC	**Milestones for Autumn term:** • 95% of students in all year groups involved in at least one extra- or super-curricular event. • 90% DA students in all year groups involved in at least one extra- or super-curricular event. (Currently at just over 85% - trips and visits still on going!) • 80% of DA students involved in at least one extra-curricular activity or trip (not provided to whole year group).	
	Spring term • Log attendance of students at extra-curricular activities in school • Meet with groups of students who are not doing any extra-curricular activity and encourage them to take part in something • Encourage all departments to offer trips and visits			**Milestones for Spring term:** • 98% of students in all year groups involved in at least one extra- or super-curricular event. • 95% DA students in all year groups involved in at least one extra- or super-curricular event.	

	• Students log activities undertaken outside school as well, in diaries and on Unifrog			• 85% of **DA students** involved in at least one extra-curricular activity or trip (not provided to whole year group).	
	Summer term • Log attendance of students at extra-curricular activities in school • Meet with groups of students who are not doing any extra-curricular activity and encourage them to take part in something • Encourage all departments to offer trips and visits • Students log activities undertaken outside school as well, in diaries and on Unifrog			Milestones for Summer term: • 100% of students in all year groups involved in at least one extra- or super-curricular event. • 98% **DA students** in all year groups involved in at least one extra- or super-curricular event. • 90% of **DA students** involved in at least one extra-curricular activity or trip (not provided to whole year group).	
3.5 Establish whole school commitment to equality of opportunity for all by working towards the RACE Charter Mark.	**Autumn term** • Apply for Race and Conscious Equality (RACE) Charter Mark • Ensure training is completed by Middle Leaders, Governors, & SLT.	TKA (supported by MCO)	Cost of RACE Charter Cost of Equality & Diversity Lead Staff time	Milestones for Autumn term: • Application made. • Training completed by all three groups.	
	Spring term • Actions to be confirmed after initial audit is complete			Milestones for Spring term: •	
	Summer term • Actions to be confirmed after initial audit is complete			Milestones for Summer term: • Achieve the RACE charter mark.	
3.6 Develop the use of the Hub as an intervention centre with tiered approach to support for students with mental health needs	**Autumn term** • Embed systems of implementing appropriate strategy for each identified student. (Crisis support, sensory circuits, social communication coaching, mindfulness, CBT, zones of regulation, etc). • Keep rigorous central record of all students receiving mental health support and share with staff to keep all informed of intervention being provided. • Provide clear plans and outcomes for all identified students using student passports. • Log all interventions on Edukey to monitor impact. • Develop training of students as mental health mentors to provide support to others at break and lunch times.	AST (supported by KHO)	Edukey Staff time	Milestones for Autumn term: • Staff have up to date information about the needs of students and interventions which work well with each enabling the students to make better progress. • Tiered central record of all students receiving mental health support in place and updated monthly. Staff aware of interventions and differentiate accordingly. • Edukey logs monitor impact effectively. • Evidence of students being able to reintegrate into lessons.	
	Spring term • Further develop into the centre of interventions for student mental health and wellbeing. • Embed regular mental health case-review meetings in which each student is discussed, and interventions reviewed.			Milestones for Spring term: • Staff are well informed about students and interventions in place. • All students with interventions are reviewed half-termly. • Edukey logs monitor impact effectively. • Evidence of students being able to reintegrate into lessons.	
	Summer term • Expand intervention programme as necessary.			Milestones for Summer term:	

			Intervention planning and monitoring can be demonstrated to have influenced provision of interventions so that all students' needs have an appropriate intervention available. • Edukey logs monitor impact effectively. • Evidence of students being able to reintegrate into lessons.	

4. Leadership and Management

Key Priority 4: To improve the cohesion and strategic impact of all leaders to support all to improve standards further in their areas of responsibility.				Strategic Lead:	EDO	Evaluated by:		(School)
								(Trust)
							Richard Fincher	(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
4.1 To ensure all leaders continuously track progress data to support identify intervention needs and so support strong outcomes for all students, including those with SEND, EAL and those who are DA.	**Autumn term** • HT mtgs with each HoD to scrutinise summer results. • HoD write Department Improvement Plans (DIPs) • Triaging system identifies students for intervention and identifies middle leaders to implement interventions. • Introduce Strategic Student Progress meetings to discuss teaching strategies which will support better progress for those who are behind and share information with all teachers.	EDO SWO	Staff time	Milestones for Autumn term: • Results analysed and actions for development identified for each HoD. • DIPs written and shared with department (evidence = DIPs and department minutes). • Triaging completed for each year group. • Initial SSP meetings completed. • Student progress data shows all groups of students making good progress (see section 1.4 above).	
	Spring term • HoDs and their line managers meet to discuss department's progress and to complete Department Evaluation Form 1s (DEF 1s) • Triaging system identifies students for intervention and identifies middle leaders to implement interventions. • Continue Strategic Student Progress meetings to discuss teaching strategies which will support better progress for those who are behind and share information with all teachers.	LMs SWO		Milestones for Spring term: • DEF 1s completed (evidence = DEF 1s on shared area). • Strategies implemented in response to DEF1s (evidence = department and LM mtg minutes). • Triaging documents evidence interventions implemented. • Student progress data shows all groups of students making good progress (see section 1.4 above). • Students previously triaged for intervention/discussion in SSP meetings make improved progress.	
	Summer term • HoDs and their line managers meet to discuss department's progress and to complete Department Evaluation Form 1s (DEF 2s) • Triaging system identifies students for intervention and identifies middle leaders to implement interventions	LMs SWO		Milestones for Summer term: • DEF2s completed (evidence = DEF 2s on shared area). • Strategies implemented in response to DEF2s (evidence = department and LM mtg minutes). • Triaging documents evidence interventions implemented. • Student progress data shows all groups of students making good progress (see section 1.4 above).	

				• Students previously triaged for intervention/discussion in SSP meetings make improved progress.	
4.2 To develop the consistency of Middle Leadership expertise to drive further improvement in the quality and consistency of teaching across the school.	**Autumn term** • HoDs provided with 1-2-1 coaching session with AIP to discuss curriculum rationale, preliminary evidence of implementation, and guidance on effective on-going monitoring. • Student survey, drop-ins, and a book scrutiny to be completed before each meeting ready for discussion.	EDO	Staff cover AIP time	Milestones for Autumn term: • All HoDs have had 1-2-1 coaching session. • Student voice surveys, drop ins and work scrutinies completed prior to each coaching session. • See impact data in section 1.1 above.	
	Spring term • Continuous monitoring of the quality of teaching through drop ins and work scrutinies.		Meeting time	Milestones for Spring term: • See impact data in section 1.1 above.	
	Summer term • Continuous monitoring of the quality of teaching through drop ins and work scrutinies		WalkThru resources	Milestones for Summer term: • See impact data in section 1.1 above.	
4.3 To ensure leaders quality assure every decision to ensure it supports staff to manage their workload and wellbeing effectively	**Autumn term** • Clear and effective communication of meetings and events through a calendar that is fixed in June the previous academic year. • Calendar minimises data drops and evening events as much as possible and ensures as good a spread of the workload as possible across the year. • INSET days incorporate some personal preparation time and some team building / wellbeing activities. • Weekly staff wellbeing activities embedded (sport and yoga).	EDO	Staff yoga sessions	Milestones for Autumn term: • Calendar issued in June '23. Directed Time calendar issued with it. • Staff feedback about the programme's mix of training and wellbeing is positive. • Staff feedback about wellbeing and workload is positive.	
	Spring term • Middle Leader meetings embed culture of considering every decision with a view on workload and wellbeing.			Milestones for Spring term: • Staff feedback about wellbeing and workload is positive.	
	Summer term • Middle Leader meetings embed culture of considering every decision with a view on workload and wellbeing.			Milestones for Summer term: • Staff feedback about wellbeing and workload is positive.	
4.4 To ensure a smooth transfer from SIMS to Arbor so that all are supported with the change and school	**Autumn term** • Ensure all staff, students, and parents/carers are well-informed about the changes and when they will happen. • Ensure staff receive adequate training and have time to familiarise themselves with new systems. • Support staff, students, and parents/carers as necessary. • Ensure online systems (HW setting, parent evenings, payment methods etc) run smoothly and any problems are resolved quickly.	SWO	Arbor support	Milestones for Autumn term: • Timetables and registers work effectively. • Attendance monitoring works effectively. • Online systems work effectively. • Staff, students and parents are using systems easily. • Assessment systems set up	

improvement in unimpeded.					
4.5 To ensure all staff, leaders, and governors understand how to safeguard all students so all can achieve their best.	**Autumn term** • Staff training for all staff (INSET and induction). • Ensure all staff have read all relevant documents. • Safeguarding review.	AKE	Staff training time EMAT review team	**Milestones for Autumn term:** • All staff trained and training records updated. • **All staff have read documents and signed training log to confirm.** • Safeguarding review complete and actions taken as necessary.	
	Spring term • Monitoring of systems and processes. • Governor visits to monitor.			**Milestones for Spring term:** • Monitoring shows processes are followed rigorously. • Governor visits in accordance with calendar and reports completed.	
	Summer term • Monitoring of systems and processes. • Governor visits to monitor.			**Milestones for Summer term:** • Monitoring shows processes are followed rigorously. • Governor visits in accordance with calendar and reports completed. •	
4.6 To ensure governors understand and plan their role in monitoring the provision for all students, including those with SEND, EAL, and those who are DA, to ensure all achieve their best.	**Autumn term** • Review monitoring calendar and agree governor roles. • Review results and plans for further improvement. • Review curriculum improvement work conducted within the school.	EDO and CoG	Governors' time and meetings Staff time to complete reports	**Milestones for Autumn term:** • Meeting and visits completed as per monitoring calendar. • Minutes of meetings demonstrate reviews undertaken.	
	Spring term • Review student progress data. • Review curriculum improvement work conducted within the school.			**Milestones for Spring term:** • Meeting and visits completed as per monitoring calendar. • Minutes of meetings demonstrate reviews undertaken.	
	Summer term • Review student progress data. • Discuss plans for curriculum and school development for 2024-25.			**Milestones for Summer term:** • Meeting and visits completed as per monitoring calendar. • Minutes of meetings demonstrate reviews undertaken. •	
4.7 To increase the proportion of students taking MFL at KS4 in order to increase the proportion of students achieving the EBacc at KS4	**Autumn term** • HT and LM of MFL meet with HoD MFL to discuss strategies for raising profile of, and KS3 students' engagement with, MFL • LM of MFL oversees implementation of strategies and monitors impact	EDO and ROC		**Milestones for Autumn term:** • Meeting complete – strategies agreed • Student survey data scrutinised	
	Spring term • Review impact of strategies through available data e.g. uptake of extra-curricular, student survey, options.			**Milestones for Spring term:** • Increased proportion of Y9 students choose MFL for KS4 (>15%) •	
	Summer term • Complete 2nd student survey and review data.			**Milestones for Summer term:** • Improved student feedback	

	• Consider strategies to improve engagement with MFL further.			•	

5. Sixth Form

Key Priority: 5. To ensure all sixth form students receive a high quality and well-taught curriculum, including a personal development programme, which supports their progress towards post-18 opportunities and their development as **ambitious, resilient, and respectful** young adults.		Strategic Lead:	JBT	Evaluated by:	EDO	(School)
						(Trust)
					Stephen Dachtler	(Governor)
Objectives	Actions	Resp.	Time Scale	Intended impact including milestones		RAG
5.1 To ensure the KS5 PD provision is coherently planned and delivered effectively so that students appreciate its importance and remember more.	**Autumn term** • Revised year 12 & 13 PD curriculum on website. • Bespoke team of teachers delivering SfL lessons as part of PD programme. • Ensure consistent and effective delivery of SfL lessons using drop ins and student voice.	JBT	JBT time Resources shared with other providers External speakers	Milestones for Autumn term: • PD curriculum on website. • SfL timetabled for bespoke team. • 70% drop ins on SfL lessons see strong teaching which uses the principles of the T&L framework. • 75% HoD / SLT drop ins see no LLD and no students not engaged. • 80% HoD / SLT drop ins see challenge for all students. • 70% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen)	
	Spring term • Integrate external speakers into PD provision (assemblies). • Ensure consistent and effective delivery of SfL lessons using drop ins and student voice.			Milestones for Spring term: • External speakers booked. • Student feedback is positive. • 80% drop ins on SfL lessons see strong teaching which uses the principles of the T&L framework. • 80% HoD / SLT drop ins see no LLD and no students not engaged. • 85% HoD / SLT drop ins see challenge for all students. • 75% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen)	
	Summer term • Make links with other schools to develop wider PD provision. • Ensure consistent and effective delivery of SfL lessons using drop ins and student voice.			Milestones for Summer term: • Adaptations made as necessary. • 90% drop ins on SfL lessons see strong teaching which uses the principles of the T&L framework. • 85% HoD / SLT drop ins see no LLD and no students not engaged.	

			• 90% HoD / SLT drop ins see challenge for all students. • 80% HoD / SLT drop ins see 'no opt out questioning' (when questioning seen) •	
5.2 To ensure all KS5 students have purposeful opportunities for personal development beyond the delivered curriculum.	**Autumn term** • All Yr12 students signed up for volunteering opportunities. • All Y12 students signed up for a weekly extra-curricular activity. • Review and monitor tutor folders to ensure students are pursuing PD opportunities.	JBT	Staff time Tutor folders	Milestones for Autumn term: • 100% Y12 have done some volunteering in school or the community. • 100% Y12 are involved with a weekly extra-curricular activity.	
	Spring term • Review tutor folders to ensure students are pursuing PD opportunities •			Milestones for Spring term: • 100% Y12 participate in some sports/extra-curricular activity.	
	Summer term • Support Y12 students to find work experience for a week. • UCAS presentation to encourage summer holiday PD opportunities.		Careers advisor support	Milestones for Summer term: • 100% Y12 participate in a week of work experience. • % of Y12s complete a PD opportunity during the summer holidays.	
5.3 To provide all 6th form students with excellent impartial careers advice and guidance.	**Autumn term** • Support Y13s applying to university with UCAS applications. • Y13s applying to university meet with Oundle School UCAS adviser. • Provide UCAS/Apprenticeship talk to parents of Y13 students. • Y13s meet with Careers Adviser about post-18 opportunities.	MCO and KAL	UCAS website The Oundle School adviser Careers adviser	Milestones for Autumn term: • 100% Y13 who are applying to university meet with either the Head of Sixth or the independent careers advisor • 90% UCAS applications complete. • Information presentation complete. Positive feedback. •	
	Spring term • In school Careers/University fair for Y12/13 • Y12s meet with Careers Adviser • Provide opportunities for university visits. • Provide information about Apprenticeships, universities, and employment opportunities.			Milestones for Spring term: • Careers fair complete. Positive feedback. • 100% UCAS applications complete • 70% Y12 have 1-2-1 meeting with careers adviser. • % of students considering university post-18 have visited at least one university.	
	Summer term • Parent information evening / presentation for Y12 students' parents re post-18 choices. • Provide opportunities for university visits. • Provide information about Apprenticeships, universities, and employment opportunities. • Y12s continue to meet with Careers Adviser.			Milestones for Summer term: • Parent information evening complete. • 100% Y12 students who wish to apply to university have started UCAS application. • % of students considering university post-18 have visited at least one university. • % students considering Apprenticeship post-18 have made an application.	

				• 100% Y12 have had 1-2-1 meeting with careers adviser.
5.4 To ensure 6th form lessons are of consistently high quality and monitor progress of all 6th form students rigorously to inform timely interventions and enable all to succeed.	**Autumn term** • Head of 6th to work with HoDs to monitor quality of 6th form lessons. • Work scrutinies monitor quality of implementation of curriculum, including assessment. • HoD / Ho6 drop ins monitor quality of teaching in 6th form lessons, ensuring same high quality as the rest of the school. • Ho6 to attend Strategic Student Progress meetings to discuss interventions for any students not making expected progress. .	JBT	Monitoring time	Milestones for Autumn term: • 90% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • 90% work scrutinies show written feedback in line with policy. • 40% work scrutinies show written feedback in line with policy, students responding to it, and staff checking their response. • 20% HoD / SLT drop ins find some form of AfL (retrieval, questioning, coloured pages in planner etc)% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • Student progress data (see section 1.4 above) shows students are making good progress. • SSP meetings identify students for intervention and strategies are shared with teachers.
	Spring term • Head of 6th to work with HoDs to monitor quality of 6th form lessons. • Work scrutinies monitor quality of implementation of curriculum, including assessment. • HoD / Ho6 drop ins monitor quality of teaching in 6th form lessons, ensuring same high quality as the rest of the school. • Ho6 to attend Strategic Student Progress meetings to discuss interventions for any students not making expected progress.			Milestones for Spring term: • 95% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • 95% work scrutinies show written feedback in line with policy. • 60% work scrutinies show written feedback in line with policy, student responding to it, and staff checking their response. • 40% HoD / SLT drop ins find some form of AfL (retrieval, questioning, coloured pages in planner etc)% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • Student progress data (see section 1.4 above) shows students are making good progress. • Students previously identified for intervention have made progress. • SSP meetings identify further students for intervention and strategies are shared with teachers.
	Summer term • Head of 6th to work with HoDs to monitor quality of 6th form lessons. • Work scrutinies monitor quality of implementation of curriculum, including assessment. • HoD / Ho6 drop ins monitor quality of teaching in 6th form lessons, ensuring same high quality as the rest of the school. • Ho6 to attend Strategic Student Progress meetings to discuss interventions for any students not making expected progress.			Milestones for Summer term: • 100% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • 97% work scrutinies show written feedback in line with policy. • 75% work scrutinies show written feedback in line with policy, student responding to it, and staff checking their response. • 50% HoD / SLT drop ins find some form of AfL (retrieval, questioning, coloured pages in planner etc)% work scrutinies show correct curriculum being taught, or clear rationale for deviation from it. • Student progress data (see section 1.4 above) shows students are making good progress.

Objectives	Actions	Resp.	Time Scale	Intended impact including milestones	RAG
				• Students previously identified for intervention have made progress. • SSP meetings identify further students for intervention and strategies are shared with teachers.	
5.5 To ensure 6th form students have excellent attendance & attitudes and develop a positive mindset towards their studies.	**Autumn term** • Contact parents/carers of any sixth form student not in school (without reason provided) by 10am daily. • Sanction students who are late to school or lessons. • Establish supervised study areas and expectations of any in unsupervised areas. Sanction as necessary	JBT	ZLE time	**Milestones for Autumn term:** • Attendance of Y12 and Y13 is better than Autumn term 2022. • Punctuality of Y12 and Y13 is better than Autumn term 2022. • Students have positive mindset and expect to work hard in study periods – evidence is anecdotal and seen in student progress data. (Section 1.4)	
	Spring term • Contact parents/carers of any sixth form student not in school (without reason provided) by 10am daily • Sanction students who are late to school or lessons • Students work hard in study periods - sanction as necessary			**Milestones for Spring term:** • Attendance of Y12 and Y13 is better than Spring 2023. • Punctuality of Y12 and Y13 is better than Spring 2023. • Students have positive mindset and expect to work hard in study periods – evidence is anecdotal and seen in student progress data. (Section 1.4)	
	Summer term • Contact parents/carers of any sixth form student not in school (without reason provided) by 10am daily • Sanction students who are late to school or lessons • Students work hard in study periods - sanction as necessary			**Milestones for Summer term:** • Attendance of Y12 and Y13 is better than Summer 2023. • Punctuality of Y12 and Y13 is better than Summer 2023. • Students have positive mindset and expect to work hard in study periods – evidence is anecdotal and seen in student progress data. (Section 1.4)	

6. Special Educational Needs and Disabilities (SEND)

Key Priority: 6. To relentlessly maintain our passion and commitment towards meeting the needs of students with SEND, provide them with access to a full, inclusive, and enriched curriculum, and enable all to thrive and make progress.		Strategic Lead:	KSX	Evaluated by:	KHO	(School)
						(Trust)
					Clare Oliver	(Governor)

Section 6.1: Whole school leadership and management of SEND provision					
Objectives	Actions	Resp.	Time Scale	Intended impact including milestones	RAG
6.1.1 Ensure all students with SEND and their parents / carers are well informed about their provision.	**Autumn term** • Ensure all information on the website is accurate and up to date. • Involve parents/carers are involved with the construction of the SEN Information report and understand it. • Ensure students are involved in the construction of their pupil passport and understand how the strategies in it will help them to become successful learners.			**Milestones for Autumn term:** • SEND section of website is compliant and accurate. • SEN Information report on website • Parental feedback is positive about SEN Information report. • 100% of SEND students involved in the construction of their pupil passport and have a copy of the strategies to which they can refer. • 100% of pupil passports are shared with parents on Arbor. • Parental feedback is positive about pupil passports, and some have filled in the 'Parent Voice' box on them.	

	• Ensure all parents/carers have seen and had an opportunity to comment on their child's pupil passport in the 'Parent Voice' section. • Hold a Y7 SEND Parent Forum to gain feedback. • Invite all EHCP students and parents to a termly Interim or Annual Review. • Share Pupil Passports with parents via Arbor.			• Positive parental feedback from Parent Forum (minutes available).	
	Spring term • Hold a SEND Parent Forum to gain feedback (focus TBC). • Termly SEND newsletter. • SEND Parental Survey. • Invite all EHCP students and parents to a termly Interim or Annual Review. • Share a flowchart of the identification process to support parents to know how to raise concerns and resulting actions.			**Milestones for Spring term:** • Positive parental feedback from Parent Forum (minutes available). • High engagement and positive Parental feedback from survey • EHCP student provision is targeted and reflects Section F of their Plan.	
	Summer term • Hold a SEND Parent Forum to gain feedback. • Review and update all Pupil Passports with student input. • Termly SEND newsletter. • SEND Parental Survey. • Invite all EHCP students and parents to a termly Interim or Annual Review.			**Milestones for Summer term:** • Positive parental feedback from Parent Forum (minutes available). • High engagement and positive Parental feedback from survey. • EHCP student provision is targeted and reflects Section F of their Plan.	
6.1.2 Ensure all staff understand their responsibilities with regard to students with SEND and are supported to meet those responsibilities	**Autumn term** • Meet weekly with Hub and Pastoral team to promote strong communication and coordinated support for students. • Ensure all staff implement strategies in pupil passports and consult students about any developments of those strategies. • Review staff training needs. • '5 a day' Training Sessions for TAs • SENDCo to work with T&L lead and Sci department on metacognition			**Milestones for Autumn term:** • Meetings completed (minutes available) and shared with SEND and Pastoral staff. • Drop-ins and observation feedback identify effective implementation of strategies. • Drop-ins confirm that 50% of SEND students can articulate what strategies are in place to support them and how teachers met their needs. • TA staff meet need for effectively in the classroom and students make progress.	
	Spring term • Whole staff Trauma training on INSET day • Meet weekly with Hub and Pastoral team to promote strong communication and coordinated support for students. • Review staff training needs.			**Milestones for Spring term:** • Drop-ins confirm that staff apply trauma training to adapt their practice to meet the specific needs of students who have experienced childhood trauma. • Drop-ins confirm that 70% of SEND students can articulate what strategies are in place to support them and how teachers met their needs. • Drop-ins and observation feedback identify effective implementation of strategies	

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
	Summer term • Meet weekly with Hub and Pastoral team to promote strong communication and coordinated support for students. • Review staff training needs.			**Milestones for Summer term:** • Drop-ins confirm that 90% of SEND students can articulate what strategies are in place to support them and how teachers met their needs. • Drop-ins and observation feedback identify effective implementation of strategies	
6.1.3 Ensure governors understand the SEND budget and development plan and their role in monitoring them.	**Autumn term** • Present SEND report for 2022-23 to governors together with the SEND development plan for 2023-24. • Present the SEND budget for 2023 – 24 to governors. • Termly meeting with SEND link governor		26/9/23	**Milestones for Autumn term:** • Governors understand development plan and budget (minutes of meeting available). • Lead understands details of the SEND planned provision.	
	Spring term • Provide information for governors about progress with the SEND development plan, including student progress data. • Termly meeting with SEND link governor.			**Milestones for Spring term:** • Governors understand progress with development plan (minutes of meeting available).	
	Summer term • Provide information for governors about progress with the SEND development plan, including student progress data. • Termly meeting with SEND link governor.			**Milestones for Summer term:** • Governors understand progress with development plan (minutes of meeting available). • SEND Development Plan forms part of the Annual SEND Review	

Section 6.2: Effective identification, assessment, and monitoring

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
6.2.1 Introduce a 3-wave approach to referrals and assessment of SEND identification, need and provision.	**Autumn term** • Introduce to staff the 3-wave referral system to staff. • Staff training to ensure SEND identification process and timelines are fully understood. • Monitor HoDs are responding to referrals made to them. • Respond to referrals made by HoDs to SENDCo . • Launch Hub ELSA referral system for all staff. • Identification of Wave 2 and Wave 3 students requiring ELSA interventions. • Timetabled ELSA 1:1 and group interventions in place • SENDCo to work with NIA SENDCo to select appropriate assessment tools to improve SEND identification. • New member of Hub team to be ELSA trained.	KSX	Staff time Time at NIA ELSA training	**Milestones for Autumn term:** • Training complete and referral systems in place. • Drop ins monitor Wave 1 HQFT provision and show that 60% staff are using pupil passports and adapting teaching to meet needs. • Quality of referral forms demonstrates effective departmental interventions. • Edukey logs of responses, assessments undertaken, and identifications made demonstrates referrals have been responded to. • Staff use of ELSA referral system results in more students with SEMH needs being identified earlier and supported through the Hub. • Comparison of ELSA baseline and end assessments demonstrate student progress and inform future interventions.	
	Spring term • Launch and implement an appropriate range of assessments to support detailed identification of need.		Assessments	**Milestones for Spring term:** • Drop ins monitor Wave 1 HQFT provision and show that 80% staff are using pupil passports and adapting teaching to meet needs.	

	• Identification of Wave 2 and Wave 3 students requiring ELSA interventions. • Timetabled ELSA 1:1 and group interventions in place. •	Interventions	• Student assessments to identify need result in improved student progress and well-being. • Staff use of ELSA referral system results in more students with SEMH needs being identified earlier and supported through the Hub. • Comparison of ELSA baseline and end assessments demonstrate student progress and inform future interventions.	
	Summer term • Implement an appropriate range of assessments to support detailed identification of need. • Identification of Wave 2 students requiring ELSA interventions. • Timetabled ELSA 1:1 and group interventions in place.	Assessments Interventions	**Milestones for Summer term:** • Drop ins monitor Wave 1 HQFT provision and show that 100% staff are using pupil passports and adapting teaching to meet needs. • Student assessments to identify need result in improved student progress and well-being. • Staff use of ELSA referral system results in more students with SEMH needs being identified earlier and supported through the Hub. • Comparison of ELSA baseline and end assessments demonstrate student progress and inform future interventions.	
6.2.2 Develop use of Edukey in monitoring intervention strategies and support quality assurance of them.	**Autumn term** • Further training for all staff on use of Edukey. • Staff access to be changed to access all features.	Staff time	**Milestones for Autumn term:** • Staff use Edukey messages log to enable more effective communication to support learners with SEND.	
	Spring term • SENDCO to have training on Edukey to ensure effective costing of provision maps. • Further actions in response training.	Edukey training	**Milestones for Spring term:** • Training complete. • Further actions implemented.	
	Summer term • Further actions TBC		**Milestones for Summer term:** •	
6.2.3 Monitor provision of interventions, including in the classroom, to ensure SEND students' needs are being met.	**Autumn term** • Conduct drop-ins on lessons with SEND students on Wave 1. • Add to drop-in sheet that SEND students have strategies in their passports and can articulate how teachers meet their needs.	Staff time	**Milestones for Autumn term:** • Drop ins show 60% staff are using pupil passports to meet the needs of SEND students. • Drop in analysis shows that 50% of SEND students can articulate how teachers met their needs.	
	Spring term • Conduct drop-ins on lessons with SEND students on Wave 1. • Evaluate progress of students on Wave 2 and 3	Staff time	**Milestones for Spring term:** • Drop ins show 80% staff are using pupil passports to meet the needs of SEND students. • Drop in analysis shows that 70% of SEND students can articulate how teachers met their needs. • ATL scores improve, and progress data shows SEND students are making good progress.	
	Summer term • Conduct drop-ins on lessons with SEND students on Wave 1.	Staff time	**Milestones for Summer term:** • Drop ins show 100% staff are using pupil passports to meet the needs of SEND students.	

| | • Add to drop-in sheet that SEND students have strategies in their passports and can articulate how teachers meet their needs.
• Review training needs of all staff and plan future staff CPD. | | | • Drop in analysis shows that 90% of SEND students can articulate how teachers met their needs.
• ATL scores improve, and progress data shows SEND students are making good progress.
• | |

Section 6.3: Ambitious curriculum and high-quality teaching					
Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
6.3.1 Ensure the curriculum is successfully adapted to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence.	**Autumn term** • Conduct drop-ins on lessons with SEND students. • All teachers and TAs trained, using mosaic to support, on one of EEF 5 a day. • SENDCo to work with T&L lead and Sci department on metacognition.			**Milestones for Autumn term:** • Drop ins show 60% staff are using pupil passports to meet the needs of SEND students. • Student progress data demonstrates SEND students are making good progress.	
	Spring term • Conduct drop-ins on lessons with SEND students. • All teachers and TAs trained, using mosaic to support, on another of EEF 5 a day. • SENDCo to work with T&L lead and English department on metacognition. • Develop metacognition strategies through the Curriculum Leaders' group.			**Milestones for Spring term:** • Drop ins show 80% staff are using pupil passports to meet the needs of SEND students. • ATL scores and drop-ins demonstrate SEND students have better independent learning strategies.	
	Summer term • Conduct drop-ins on lessons with SEND students. • All teachers and TAs trained, using mosaic to support, on a third of EEF 5 a day. • SENDCo to work with T&L lead and MFL department on metacognition. • Further develop metacognition strategies through the Curriculum Leaders' group.			**Milestones for Summer term:** • Drop ins show 100% staff are using pupil passports to meet the needs of SEND students. • ATL scores and drop-ins demonstrate SEND students have better independent learning strategies. •	

KEY

RAG for **actions**: white = Not yet started, past start date but not begun, started but not complete, completed

RAG for **impact**: achieved / partially achieved / not achieved

Explanatory notes