Prince William School
School Improvement Plan 2022 – 2023

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. 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 enables all students to achieve well.

2. To implement and monitor strategies which support students' mental health and wellbeing so that they have high attendance and engagement at school, develop greater **resilience**, and can achieve well.

3. To ensure the 'Skills for Life' curriculum and the careers provision throughout the school is well-planned and sequenced so that students benefit from a rich, broad education which equips them to become successful, **respectful** adult citizens.

4. To empower leaders to implement strategies which promote equality of opportunity for all (including those with SEND and EAL and those who are DA) and support the wellbeing of the whole community so that all can achieve their best.

5. To implement a well-planned personal development programme for all 6th form students which supports their studies, their progress towards post-18 opportunities, and their development as young adults.

Blue font indicates EMAT Education priority. Red font indicates Ofsted priority.

1. Quality of Education

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

Objectives What do we want to achieve?	Actions What will we do?	Resp. Who?	Resources	Intended impact including milestones What do we want to see/be the case? How will we know we are succeeding? By end of Autumn/spring/summer? RAG rating: what have we achieved?	RAG
1.1 All departments have an ambitious and carefully sequenced curriculum which is understood and implemented by all staff.	**Autumn term** • Agree whole school curriculum strategy with KR • Meetings for reviewing and planning curriculum with each HoD supported by KR • Curriculum planning and sequencing discussed in department meetings to ensure all teachers understand the rationale behind the schemes of work • Department reviews with HoD supported by AIP, CCX, and LM of department • Shared best practice in Curriculum meetings	CCX	Cover for mtgs and reviews AIP time KR time	Milestones for Autumn term: • All departments have reviewed front-page overview, topics by term, progression of substantive knowledge, and vocabulary progression lists in place and have updated versions on website. • All teachers have a clear understanding of the planned curriculum • Most departments have had a review of their curriculum • Drop ins by HoDs confirm implementation of planned curriculum	
	Spring term • Curriculum planning and sequencing finished and discussed in department meetings to ensure all teachers understand the rationale behind them • Identify and share best practice (PiXL, OPEN partners, Trust) • Identify and plan any curriculum/course changes for next year			Milestones for Spring term: • All departments have reviewed and strengthened the progression of disciplinary knowledge and have it mapped and on website • All teachers have a clear understanding of the planned curriculum • All departments have had a review of their curriculum • Drop ins by HoDs confirm implementation of planned curriculum	
	Summer term • Shared best practice in Curriculum leaders' meetings • Review and refine curriculum plans in line with new courses			Milestones for Summer term: • All departments have completed a full review and strengthening of their curriculum • All departments have refined their curriculum in line with any new courses	
1.2 Embed the principles of the EMAT T&L	**Autumn term** • CCX to introduce the Walk Thru resources and demonstrate their link to the EMAT T&L framework and out previous training based on 'Every Lesson Counts' • All teachers agree with their LM during appraisal process an area of their pedagogy (one of 6 'Walk Thru' areas) to focus on	CCX	WalkThru resources	Milestones for Autumn term: • All staff understand the principles of effective pedagogy set out in the T&L framework and how it links to the WalkThru programmes • All teachers have selected a WalkThru area to focus on and discussed exactly what aspect they will work on and how in the T&L meeting	

framework to ensure the quality of teaching and learning is consistently good across all subjects.	• In T&L meeting teachers work in groups according to pedagogical area they have selected • UPS teachers volunteer to be coaches in specific area • CCX and ROC to provide coaching to the coaches so all are improving their pedagogy, including the coaches • SLT/AHT Drop ins to have a focus based on the principles of the T&L framework • LM/HoD drop ins to have focus of the selected 'WalkThru' aspect		AIP time Staff time T&L meeting time	• Coaches selected (final choice by SLT) • AIP worked with CCX and ROC on how to support coaches with WalkThrus • Drop in data gathered by SLT and AHTs evidences the implementation of the T&L framework (or reveals area for additional training) • Drop ins by HoD/LM confirm are of WalkThru is being worked on successfully.	
	Spring term • In T&L meeting all teachers share what they have worked on, sharing best practice. • In T&L meeting all teachers discuss what WalkThru they will work on next to improve their practice in their chosen area • CPD opportunities provided for non-specialists re teaching subject specific skills			Milestones for Spring term: • Drop ins by HoD/LM confirm are of WalkThru is being worked on successfully. • Drop in data gathered by SLT and AHTs evidences the implementation of the T&L framework (or reveals area for additional training)	
	Summer term • In T&L meeting all teachers share what they have worked on, sharing best practice. • In T&L meeting all teachers discuss what WalkThru they will work on next to improve their practice in their chosen area • Training on identified needs (in response to drop in data gathered)			Milestones for Summer term: • Drop ins by HoD/LM confirm are of WalkThru is being worked on successfully • Drop in data gathered by SLT and AHTs evidences the implementation of the T&L framework (or reveals area for additional training)	
1.3 All teachers have the expertise to adapt the curriculum to meet the needs of all students including those with SEND or EAL, and those who are DA.	**Autumn term** • Analyse results and identify areas for intervention • Staff training on use of student passports to help adapt the curriculum, support and challenge SEND, EAL, and DA students appropriately • Support teachers as necessary to improve practice	Tracking SWO SEND support KSX DA support APE	Staff time	Milestones for Autumn term: • SEND and DA data identify areas for development • Teachers support and challenge SEND, EAL and DA students effectively in lessons (drop in data) • Students with SEND, EAL and who are DA make good progress (student progress data for SEND, EAL, and DA) •	
	Spring term • Analyse data drops and identify students/areas for intervention • DA and SEND specific drop ins • Support teachers as necessary to improve practice			Milestones for Spring term: • Teachers support and challenge SEND, EAL and DA students effectively in lessons (drop in data) • Students with SEND, EAL and who are DA make good progress (student progress data for SEND, EAL, and DA)	
	Summer term • Analyse data drops and identify students/areas for intervention • DA and SEND specific drop ins • Support teachers as necessary to improve practice			Milestones for Summer term: • Teachers support and challenge SEND, EAL and DA students effectively in lessons (drop in data) • Students with SEND, EAL and who are DA make good progress (student progress data for SEND, EAL, and DA)	

1.4					
Ensure that reading is taught consistently well so that all students read fluently, with comprehension and develop a love of reading.	**Autumn term** • Re-structure tier 2 vocabulary strategy ("Vital Vocab") to "Words of the Week" to offer a whole school focus and highlight spelling patterns. Words mapped for the year with spelling patterns identified and guidance in place • Introduce guided reading in KS3 tutor time • Introduce reading as explicit part of homework for all years • Complete diagnostic testing for Y7 students not meeting end KS2 milestones and implement reading fluency intervention for identified Y7 students • Provide CPD opportunities for (UPS) staff 'reading champions' for their department. • Launch "Reading Buddies" with Y8 and Y9 students • Launch Y8 and Y9 reading intervention (NPQLT) using ART data	ROC	Staff time Diagnostic tests Intervention materials and staff time to deliver NPQLT	Milestones for Autumn term: • Teachers use 'words of the week' as much as possible in lessons and around the school and link to similar spelling patterns where possible • Students read age-appropriate texts and can discuss them with confidence (student voice evidence) • Student diaries log reading completed outside school • • Identified Y7 students attend phonics/reading fluency intervention (4 x 15mins lessons, 4 x 15 mins tutor time per fortnight) and make progress (progress data) • Teachers support reading across the curriculum (drop in data) • Y8 and Y9 students identified, matched with Y12 buddies, and attending • Data scrutinised, target group identified, research in place, and strategy for intervention outlined. •	
	Spring term • Establish subject specific library sessions encouraging cross-curricular and broader reading. • Launch whole school focus on "Reading for Pleasure" • Provide department level "Reading for Pleasure" CPD • Establish Y8 and Y9 reading intervention for identified students (NPQLT)			Milestones for Spring term: • Students' attitudes to reading is more positive and they read more widely (student voice evidence and library borrowing records) • January INSET focused on "Reading for Pleasure" • "Reading for Pleasure" leads identified (UPS) and access to CPD • Y8 and Y9 students for reading intervention identified and attending	
	Summer term • Complete reading fluency re-test for identified Y7 students to measure progress • Review "Reading for Pleasure" provision • Embed Y8 and Y9 reading intervention (NPQLT) • Embed Y8 and Y9 "Reading Buddies" provision			Milestones for Summer term: • Progress with reading fluency identified through re-testing Y7 target group • Clear culture of "Reading for Pleasure" in all subject areas with tangible knowledge, robust pedagogy, and inclusive communities evident in practice • Impact of Y8 and Y9 reading intervention and "Reading Buddies" (NPQLT) measured through ART testing	
1.5					
Improve the quality of teaching of the fundamentals of presentation, writing, mathematics, and oracy.	**Autumn term** • Establish high expectations of subject specific presentation • Staff training on effective marking for literacy •	ROC	Staff training time	Milestones for Autumn term: • Training complete • Teachers have consistently high expectations of presentation • Teachers mark for literacy effectively (drop in data)	
	Spring term • Staff training (Ma, Gg, Sc, Bus) on the teaching of common mathematics methodologies (calculations, data display etc.) • Complete Y9 writing assessment and identify students for intervention •	DCO ROC	Staff training time	Milestones for Spring term: • Teachers (Ma, Gg, Sc, Bus) teach maths methodologies consistently where relevant to their lessons (drop in data) • Y9 students needing intervention identified and attending intervention sessions •	

	Summer term • Embed Y9 writing intervention and monitor progress • Complete Y8 writing assessment and identify students for intervention • Identify opportunities for teaching of oracy across the curriculum and across all year groups • Staff training on effective teaching of oracy •	ROC	Intervention programmes (incl staff time)	**Milestones for Summer term:** • Progress data of Y9 students having writing intervention evidence progress • Y8 students needing intervention identified and attending interventions sessions • Audit of oracy opportunities and staff training on oracy completed • Drops ins evidence oracy being taught explicitly	
1.6 Ensure consistently high quality of feedback and effective use of assessment across all subjects.	**Autumn term** • Monitor use of AFL, questioning and verbal feedback and support teachers as necessary • Monitor adherence to assessment policy and support teachers as necessary to ensure compliance • Embed use assessment data through triage system	SLT SWO	Staff time	**Milestones for Autumn term:** • Drop in data evidences effective use of AfL, questioning and verbal feedback • Staff not implementing strategies effectively are supported to improve • Drop in data evidences compliance with assessment policy • Staff not complying are supported to improve • Students identified by triaging system make good progress and catch up	
	Spring term • Monitor use of AFL, questioning and verbal feedback and support teachers as necessary • Monitor adherence to assessment policy and support teachers as necessary to ensure compliance • Embed use assessment data through triage system	SLT SWO		**Milestones for Spring term:** • Drop is data evidences effective use of AfL, questioning and verbal feedback • Staff not implementing strategies effectively are supported to improve • Drop in data evidences compliance with assessment policy • Staff not complying are supported to improve • Students identified by triaging system make good progress and catch up	
	Summer term • Monitor use of AFL, questioning and verbal feedback and support teachers as necessary • Monitor adherence to assessment policy and support teachers as necessary to ensure compliance • Embed use assessment data through triage system	SLT SWO		**Milestones for Summer term:** • Drop is data evidences effective use of AfL, questioning and verbal feedback • Staff not implementing strategies effectively are supported to improve • Drop in data evidences compliance with assessment policy • Staff not complying are supported to improve • Students identified by triaging system make good progress and catch up	

2. Behaviour and Attitudes

Key Priority 2: To implement and monitor strategies which support students' mental health and wellbeing so that they have high attendance and engagement at school, develop greater **resilience**, and can achieve well.		Strategic Lead:	AKE	Evaluated by:	EDO	(School)
						(Trust)
						(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
2.1 To develop a culture of wellbeing	**Autumn term** • Establish a student wellbeing advisory body • Establish staff wellbeing groups • Posters and signposting around the school to support positive mental health messages • Create resource hubs with access for all students • To embed a definition of mental health across the school • Promote extra-curricular clubs as a means of achieving good mental health • Establish an LGBTQ+ group	AKE	Printing costs Staff time	**Milestones for Autumn term:** • Staff and student wellbeing groups created for staff, for interventions, for outreach publicity and events, for internal publicity and resources. • Students are trained and provide meaningful counselling or signposting as needed • Student voice confirms that the school has established raised awareness of mental health and how students can support their own wellbeing • LGBTQ+ group established and investigating key priorities	
	Spring term • Establish meaningful support for parents/carers on the school website and social media • Parent engagement event about mental health • Student feedback on own needs used to develop resilience • Assemblies, tutor time, and SfL lessons refer to 5 steps to wellbeing consistently		Website and PR support	**Milestones for Spring term:** • Website has useful support information which is accessed by parents/carers (number of hits?) • Positive feedback about the event • Students demonstrate better resilience • **5 steps to wellbeing (keep learning, give, be active, take notice, connect) embedded with staff and students** •	
	Summer term • School assessed for Lightbulb Award		St Andrew's assessment	**Milestones for Summer term:** • School attains the Lightbulb Award	
2.2 Establish intervention centre with tiered approach to support for students with mental health needs	**Autumn term** • TNI to identify appropriate strategy for each identified student. (Crisis support, sensory circuits, social communication coaching, mindfulness, CBT, zones of regulation, etc) • Tiered central record of all students receiving mental health support created and shared with staff to keep all informed of intervention being provided • Clear plans and outcomes provided for all identified students using student passports • Log all interventions on Edukey to monitor impact	AKE supporting ZDA and TNI	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	

	• Students trained as mental health mentors to provide support at break and lunch times				
	Spring term • Hub to develop into the centre of interventions for student mental health and wellbeing • Establish 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. •	
	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.	
2.3 Support and challenge DA students' parents/carers to ensure their children attend school regularly.	**Autumn term** • DA Lead to work with attendance officer to improve attendance Meetings with parents/carers of students who are not attending • Summer 2022 meetings with parents/carers of DA students with below 80% attendance reviewed and actions followed through • Frequent meetings with EIP and close monitoring • Fines and prosecutions as necessary	AKE supporting APE	Staff time EIP Governors' time (if available)	**Milestones for Autumn term:** • Plans for PA DA students demonstrate detailed evidence of actions taken to bring PA DA students into school so that the % of PA DA students falls compared to 2021-22 • Attendance for 21-22 target group of DA students improves through use of fines and court proceedings as necessary • Use of fines for in-term holidays acts as a deterrent and incidence of in-term holidays falls •	
	Spring term • Establishment of attendance meetings with parents, governors, and EIP to set 6-week targets in place with clear outcomes • DA lead to consider reward mechanism to encourage attendance for DA students			**Milestones for Spring term:** • DA student attendance improves through very frequent contact from school team • DA PA numbers are below 2021-22	
	Summer term • Ensure that all targets from earlier in the year have been followed up robustly • DA lead to use student voice data to inform school actions to reduce PA of DA students			**Milestones for Summer term:** • DA progress gap falls as attendance improves • Interventions implemented according to feedback from student voice and parent/carer contact	
2.4 Improve student attendance and punctuality.	**Autumn term** • Meetings with parents/carers of students who are not attending • 80-90% = HoY; <80% = AKE • Frequent meetings with EIP and close monitoring • Fines and prosecutions as necessary • Late gate to run frequently • Reintroduce positive reinforcement strategies – 100% = non-uniform, congratulation letters for most improved, frequent mention of positive attendance in assemblies • Embed the attendance action plan meeting document so that all PA students have an action plan	AKE supporting HoYs and JDX	Staff time EIP Governors' time (if available)	**Milestones for Autumn term:** • Attendance for all students returns to pre-pandemic levels and progress improves • Families of PA students work with the school and PA figures fall compared to 2021-22 • Families of PA receive appropriate sanctions from EIP • Punctuality improves with a reduction in the % of students reporting to school on an L code.	

	• JDX to ensure that tutors are completing registers accurately and eliminate use of N codes so that legal action can be taken against PA students				
	Spring term • Embed raising attendance group of pastoral staff and some curriculum leaders to review the attendance of specific groups of student			**Milestones for Spring term:** • All PA students and families have had meeting (including online) about attendance and targets are set for improvement	
	Summer term • Targeted inventions, including individual attendance plans and appropriate sanction, in place and being reviewed with EIP to judge progression needed.			**Milestones for Summer term:** • Range of individual targeted interventions is in reducing the % of PA students and improving the overall attendance of the school	

3. Personal Development

Key Priority 3: To ensure the 'Skills for Life' curriculum and the careers provision throughout the school is well-planned and sequenced so that students benefit from a rich, broad education which equips them to become successful, **respectful** adult citizens.		Strategic Lead	KHO	Evaluated by:		(School)
						(Trust)
						(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
3.1 Ensure there is a well-sequenced 7-year PD (Skills for Life, SfL) curriculum, which is taught well, covers all necessary topics in an age-appropriate way, and promotes secure learning.	**Autumn term** • Review of SfL curriculum to ensure it is well-sequenced across all year groups and includes FBV and SMSC, paying particular attention to the progression from KS4 to KS5 • Department meeting for SfL teachers provide training so staff can teach it well • Monitor implementation of topics taught across the curriculum	MCO	Jigsaw Staff time Support from KR	**Milestones for Autumn term:** • Reviewed SfL curriculum is on the website • Drop ins evidence the implementation of the SfL curriculum across all years • 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 • Further review of SfL curriculum and implementation • Monitor implementation of topics taught across the curriculum			**Milestones for Spring term:** • Reviewed SfL curriculum is on the website • Drop ins evidence the implementation of the SfL curriculum across all years • 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 • Further review of SfL curriculum and implementation as necessary • Monitor implementation of topics taught across the curriculum			Milestones for Summer term: • Drop ins evidence the implementation of the SfL curriculum across all years • 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. •	
3.2 Ensure students understand and remember opportunities to develop employability skills, their Spiritual, Moral, Social & Cultural (SMSC) education and their understanding of Fundamental British Values (FBV)	**Autumn term:** • Staff reminders/training about signposting students explicitly to SMSC and FBV learning and development of employability skills – log in diaries and then on Unifrog • Students have diaries to log temporarily and log permanently on Unifrog in SfL lessons. • Introduce knowledge organisers (in students' own area) into SfL lessons to remind students about what they have learnt (Careers, assemblies, SMSC, FBV, SRE, democracy, etc)	MCO	Staff time Student diaries Unifrog	Milestones for Autumn term: • The promotion of employability skills, SMSC and FBV across the school is good and evidence in student's Unifrog accounts • Students understand and record their development of employability skills (evidenced in Unifrog accounts) • Student voice evidences understanding of …SMSC, FBV, SRE, democracy etc	
	Spring term • Staff reminders/training about signposting students explicitly to SMSC and FBV learning and development of employability skills • Students have diaries to log temporarily and log permanently on Unifrog in SfL lessons.			Milestones for Spring term: • The promotion of SMSC and FBV across the school is good and evidence in student's Unifrog accounts • Students understand and record their development of employability skills (evidenced in Unifrog accounts)	
	Summer term • Staff reminders/training about signposting students explicitly to SMSC and FBV learning and development of employability skills • Students have diaries to log temporarily and log permanently on Unifrog in SfL lessons.			Milestones for Summer term: • The promotion of SMSC and FBV across the school is good and evidence in student's Unifrog accounts • Students understand and record their development of employability skills (evidenced in Unifrog accounts)	
3.3 Ensure students have a wide range of opportunities to develop their talent and interests beyond the classroom	**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 Student diaries Unifrog	Milestones for Autumn term: • Log of attendance at extra-curricular activities evidences take up is good in all groups of students • Students' diaries and Unifrog accounts evidence broad range of activities and personal development opportunities • Publish list of trips and fixtures that have occurred	
	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			Milestones for Spring term: • Log of attendance at extra-curricular activities evidences take up is good in all groups of students	

	• Encourage all departments to offer trips and visits • Students log activities undertaken outside school as well, in diaries and on Unifrog •		Support for EVC	• Students' diaries and Unifrog accounts evidence broad range of activities and personal development opportunities • Publish list of trips and fixtures that have occurred	
	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:** • Log of attendance at extra-curricular activities evidences take up is good in all groups of students • Students' diaries and Unifrog accounts evidence broad range of activities and personal development opportunities • Publish list of trips and fixtures that have occurred	
3.3 Ensure all year groups have age-appropriate careers information and guidance	**Autumn term** • 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	MCO	PiXl (Futures resources) Staff time Careers advisor Diaries Unifrog Parents / carers support with TYCTWD	**Milestones for Autumn term:** • Lessons completed for year 7 and year11 • 100% of Y13 have had 1-2-1 2careers guidance • Log kept of Y8s who have been receptionist • Log kept of Y9s who have been involved with interviews	
	Spring term • Deliver 'Futures' lessons across all subjects to Y9s • Introduce Y8 careers and personal development event • **Provide all Y9s with support during options process and all DA students in Y9 with individual guidance** • Pilot L2 EPQ Y9 – 10?			**Milestones for Spring term:** • Lessons completed • 100% of Y11 have had 1-2-1 2careers guidance • 100% of DA students in Y9 have had 1-2-1 options guidance (APE) • 100% of SEND students in Y9 have had 1-2-1 options guidance (KSX) • Log kept of Y8s who have been receptionist • Log kept of Y9s who have been involved with interviews	
	Summer term • Explore the use of virtual work experience with Y7 -Y9 (Unifrog) to broaden students' personal development and careers awareness • All Y10s to complete a Take Your Child To Work Day (TYCTWD) • All Y12s to complete a week of work experience.			**Milestones for Summer term:** • Some KS3 students have accessed virtual work experience • 100% of Y10 students complete TYCTWD • 100% of Y12 complete a week of work experience • 90% of year 8s (over course of year) have been receptionist for a day • As many Y9s as possible (depending on number of interviews conducted over course of year) have been involved with interviews	
3.4 Establish active citizenship and democracy programme which is well sequenced and progressive	**Autumn term** • Establish student council representative across all years using democratic process • Charity challenges set to KS3 and KS4 (most money raised for charities not counting whole school charity work) • **Provide opportunities for KS3 to support charities**	MCO	Time for student council meetings (with teacher)	**Milestones for Autumn term:** • **100% of students have taken part in a democratic vote** • 100% of KS3 students have supported a charity and participated in a charitable act (non-uniform, food banks, etc) • 60% of KS4 involved in volunteering within the community • **100% of KS5 have volunteered and led on an activity within school or the local community** • All experiences logged in student diaries and on Unifrog	

across the Key Stages	• Provide opportunities for KS4 students to volunteer within the community (student council, supporting with interviews, fundraising, student ambassadors for every subject) • Provide opportunities for KS5 students to volunteer and lead on community work within the school and the local community (Sports leaders, peer mentoring, maths buddies, reading buddies, breakfast club, debate club)			
	Spring term • Ensure secure teaching of UK political parties to KS3 • Ensure secure teaching of local and national political systems to KS4 • Continue with active citizenship work across all Key Stages	MCO	SoW Diaries and Unifrog	Milestones for Spring term: • SoW in place and lessons completed • Log of students' activities
	Summer term • Ensure secure teaching of international political systems to KS5 • Establish new KS5 leadership team using international model • Continue with active citizenship work across all Key Stages	JBT	Diaries and Unifrog Prizes	Milestones for Summer term: • SoW for KS5 • Log of students' activities • Awards presented at end of term

4. Leadership and Management

Key Priority 4: 4. To empower leaders to implement strategies which promote equality of opportunity for all (including those with SEND and EAL and those who are DA) and support the wellbeing of the whole community so that all can achieve their best.			Strategic Lead:	EDO	Evaluated by:		(School)
							(Trust)
							(Governor)

Objectives	Actions	Resp.	Resources	Intended impact including milestones	RAG
4.1 Leaders continuously track progress data to support identification of areas in need of intervention to support strong	**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	EDO LMs 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 documents evidence interventions implemented • Student progress data shows all groups of students making good progress	
	Spring term • HoDs and their line managers meet to discuss department's progress and to complete Department Evaluation Form 1s (DEF 1s)	LMs		Milestones for Spring term: • DEF 1s completed (evidence = DEF 1s on shared area)	

outcomes for all students, including those with SEND, EAL and those who are DA.	• Triaging system identifies students for intervention and identifies middle leaders to implement interventions	SWO		• 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	
	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	
4.2 Leaders ensure teaching is of consistently high quality by embedding the EMAT T&L framework through training and the creation teams of staff who can offer expertise, modelling, and coaching.	**Autumn term** • Staff provided with training on the EMAT T&L framework and WalkThrus • Identification of staff who can provide expertise in specific aspect of pedagogical practice • Identification of any staff who would benefit from support in any specific area of pedagogical practice	CCX	Staff time Meeting time WalkThru resources	Milestones for Autumn term: • All staff understand and implement the principles of effective pedagogy set out in the T&L framework and detailed in the WalkThrus resources • Expert teachers identified and paired with those needing more support • T&L meeting takes place – all discussing WalkThru area of focus • Some drop ins/coaching sessions in progress	
	Spring term • Continuous monitoring of the quality of teaching through drop ins • T&L meeting – further discussion about WalkThru focus areas	SLT CCX		Milestones for Spring term: • Drop in evidence shows progress with the quality of teaching (T&L framework) • Drop in evidence shows progress with quality of teaching (WalkThrus foci)	
	Summer term • Continuous monitoring of the quality of teaching through drop ins • T&L meeting – further discussion about WalkThru focus areas	SLT CCX		Milestones for Summer term: • Drop in evidence shows progress with the quality of teaching (T&L framework) • Drop in evidence shows progress with quality of teaching (WalkThrus foci)	
4.3 Leaders support all staff to manage their workload and their wellbeing effectively	**Autumn term** • INSET programme includes wellbeing activity • Staff wellbeing hubs created • Weekly staff wellbeing activities introduced (sport and yoga)	EDO	Staff yoga sessions	Milestones for Autumn term: • Staff feedback about the programme's mix of training and wellbeing is positive • Staff feedback about effectiveness of hubs is positive	
	Spring term • Staff wellbeing and response to hubs/ activities monitored • Actions agreed and implemented •			Milestones for Spring term: • Feedback from staff informs developments • Staff feedback about further developments is positive •	
	Summer term • Staff wellbeing and response to hubs/ activities monitored • Actions agreed and implemented •			Milestones for Summer term: • Feedback from staff informs developments • Staff feedback about further developments is positive •	

4.3 Curriculum leaders are supported to review and develop their curriculum intent and implementation effectively.	**Autumn term** • New lead for curriculum intent and implementation to work with HoDs to ensure all are well supported with the process • CCX to work alongside JL and KR to develop a methodology of robust monitoring of curriculum across the school • Monitoring of curriculum implementation through department reviews and drop ins	EDO and CCX	KR support AIP support Staff time	Milestones for Autumn term: • Curriculum leaders have developed overview and mapped progression of substantive knowledge in their departments • Feedback provided to identified departments about their curriculum intent and implementation •	
	Spring term • Monitoring of curriculum across the school continues and supports further development •			Milestones for Spring term: • Feedback provided to identified departments about their curriculum intent and implementation •	
	Summer term • Monitoring of curriculum across the school continues and supports further development •			Milestones for Summer term: • Feedback provided to identified departments about their curriculum intent and implementation •	
4.4 Ensure all staff and leaders understand how to safeguard all students, especially those with SEND, EAL, and those who are DA, so all can achieve their best.	**Autumn term** • Staff training for all staff (INSET and induction) • Ensure all staff have read all relevant documents	EDO and 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	
	Spring term • Monitoring of systems and processes • Governor visits to monitor			Milestones for Spring term: • Monitoring evidences processes are followed rigorously • Governor visits in accordance with calendar and reports completed •	
	Summer term • Safeguarding review			Milestones for Summer term: • Safeguarding review complete and actions taken as necessary •	
4.5 Establish an effective EAL strategy which ensures those who are NTS are supported well, and that staff have an understanding of the needs of EAL students so	**Autumn term** • Appoint a member of staff to lead on EAL and provide appropriate training • EAL lead implements admissions and induction process for NTS EAL students • Interventions are provided – depending on level of English acquisition • Parents/carers are communicated with regularly and supported	EDO	Staff time Resources for tests and DfE guidance	Milestones for Autumn term: • Admissions process for NTS EAL students is clear and thorough • All NTS EAL students are tested for English fluency using DfE descriptors • Interventions support EAL student to make rapid progress with English acquisition • EAL lead has reviewed all NTS EAL students' progress after 6 weeks	
	Spring term • NTS induction process is established and effective			Milestones for Spring term: • EAL position statement is published on website • EAL students make good progress	

they can support them to achieve their best	• Provide information to teachers about how to support EAL students better in class as appropriate			
	Summer term • Seek feedback from students and parents/carers about how to improve EAL strategy further •			Milestones for Summer term: • Survey completed •
4.6 Establish whole-school commitment to equality of opportunity for all by working towards attaining RACE charter mark	**Autumn term** • Apply to Apply for Race and Conscious Equality (RACE) Charter Mark training and resources with ssat (https://figtreeinternational.org.uk/race-charter-mark)	EDO	£2050	Milestones for Autumn term: • Plan for improving the work of the school with regard to the RACE charter and the LGTBQ+ in place
	Spring term • Training sessions for governors, senior leaders, and middle leaders for the RACE charter •			Milestones for Spring term: • Training for RACE charter complete
	Summer term • Evaluate the school against the RACE charter criteria, involving staff, governors, and parents/carers • Complete the RACE charter action plan • Apply for RACE charter mark within 6 months of training •			Milestones for Summer term: • Evaluation completed • Action plan completed and shared with staff, governors, & parents/carers
4.7 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 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 2023-24			Milestones for Summer term: • Meeting and visits completed as per monitoring calendar • Minutes of meetings demonstrate reviews undertaken •

5. Sixth Form

Key Priority: 5. To implement a well-planned personal development programme for all 6th form students which supports their studies, their progress towards post-18 opportunities, and their development as young adults.				Strategic Lead:	JBT	Evaluated by:		(School)
								(Trust)
								(Governor)

Objectives	Actions	Resp.	Time Scale	Intended impact including milestones	RAG
5.1 To ensure the KS5 PD curriculum is coherently planned and links with KS3 and KS4 PE curriculum appropriately.	**Autumn term** • Year 12 PD and 13 PD scheme of work revised and developed. • Update Sixth Form PD on website • Well-being lessons integrated into every PD lesson	JBT	JBT time Resources shared with other providers External speakers	Milestones for Autumn term: • New Scheme of work in place and being delivered • SoW on website	
	Spring term • Work with MCO to integrate more external speakers into PD scheme of work. • Student voice on PD lessons •			Milestones for Spring term: • External speakers booked • Student feedback is positive •	
	Summer term • Make links with other schools to develop PD scheme of work • Develop and adapt PD scheme of work in response to feedback			Milestones for Summer term: • Adaptations made as necessary •	
5.2 To ensure all KS5 students have purposeful opportunities for personal development.	**Autumn term** • All Yr12 students signed up for volunteering opportunities • Review and monitor tutor folders to ensure students are pursuing PD opportunities. • Add PD opportunities list to Sixth Form application process	JBT	Staff time Tutor folders Careers advisor support	Milestones for Autumn term: • 100% Y12 have done some volunteering in school or the community • New application form in use for next intake	
	Spring term • Introduce sports and extra-curricular activities. • Review tutor folders to ensure students are pursuing PD opportunities •			Milestones for Spring term: • 100% Y12 participate in some sports/extra-curricular activity • 90% Y13 participate in some sports/extra-curricular activity •	
	Summer term • Yr12 work experience • Review PD opportunities for following year • UCAS presentation to encourage summer holiday PD opportunities			Milestones for Summer term: • 100% Y12 participate in a week of work experience • UCAS presentation complete	
5.3	**Autumn term** • Yr13 UCAS applications			Milestones for Autumn term: • Information evening complete	

Careers advice and guidance, UCAS /apprenticeships etc	Meet with Oundle School UCAS adviser • UCAS/Apprenticeship Parent talk Yr13 • Meet with Careers Adviser about Apprenticeship opportunities	JBT	UCAS website Careers advisor	• 100% UCAS applications complete • 100% Y13 have 1-2-1 meeting with careers advisor	
	Spring term • In school Careers/University fair for Yr12 • Careers interviews Yr12 • Meet with Careers Adviser •			**Milestones for Spring term:** • Careers fair complete • 70% Y12 have 1-2-1 meeting with careers advisor •	
	Summer term • Begin Yr12 UCAS process for Year 12 • University visits • Meet with Careers Adviser			**Milestones for Summer term:** • UCAS process for Y12 in progress • 80% of those intending to go to university Y12 have done at least one university visit • 100% Y12 have had 1-2-1 meeting with careers advisor	
5.5 Behaviour and attitudes, attendance	**Autumn term** • Establish revised sixth form dress code • Any students not meeting dress code expectations spoken to and parents/carers contacted • 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 area and expectations of any in unsupervised areas. Sanction as necessary	JBT	ZLE time (attendance calls)	**Milestones for Autumn term:** • Dress code on website • Numbers of parents/carers needing to be contacted about dress code reduces • Attendance of Y12 and Y13 is better than Autumn 2021 • Punctuality of Y12 and Y13 is better than Autumn 2021 • Students expect to work hard in study periods – evidence is anecdotal and seen in student progress data.	
	Spring term • Any students not meeting dress code expectations spoken to and parents/carers contacted • 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 2022 • Punctuality of Y12 and Y13 is better than Spring 2022 • Students expect to work hard in study periods – evidence is anecdotal and seen in student progress data •	
	Summer term • Any students not meeting dress code expectations spoken to and parents/carers contacted • 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 Spring 2022 • Punctuality of Y12 and Y13 is better than Spring 2022 • Students expect to work hard in study periods – evidence is anecdotal and seen in student progress data • •	

Blank

Key Priority:				Strategic Lead:		Evaluated by:		(School)
								(Trust)
								(Governor)

Objectives	Actions	Resp.	Time Scale	Intended impact including milestones	RAG
6.1	**Autumn term** •			Milestones for Autumn term: •	
	Spring term • •			Milestones for Spring term: • •	
	Summer term •			Milestones for Summer term: • •	
6.2	**Autumn term** •			Milestones for Autumn term: • •	
	Spring term • •			Milestones for Spring term: • •	
	Summer term •			Milestones for Summer term: • •	

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