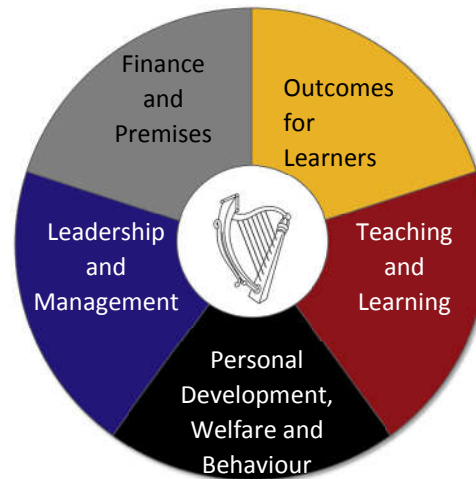


Outcomes for Learners

1. Progress
2. Disadvantaged Students
3. Monitoring Pupil Progress
4. SEND
5. Careers

Teaching and Learning

6. Planning
7. Mastery and Differentiation
8. Subject Knowledge
9. Schemes of Learning
10. Marking, Assessment and feedback
11. Homework
12. Literacy and Numeracy
13. Expectations
14. Academic Resilience
15. Stretch and Challenge
16. Assessment



Personal Development, Welfare and Behaviour

17. Attendance
18. Behaviour
19. Alternative Provision
20. Safeguarding
21. Student Leadership and Participation
22. SEMH
23. SMSC / PSHE

Leadership and Management

24. Expectations and Ethos
25. Leadership Capacity
26. Understanding the school
27. Improving Accountability
28. Governance
29. Curriculum
30. Safeguarding
31. Marketing and Primary Liaison

Finance and Premises

- F1. Staffing Efficiencies
- F2. Buildings and Maintenance
- F3. Balancing the Budget

Appendix 1 - Links to 'Good' criteria

Outcomes for Pupils

Teaching and Learning

Personal Development, Welfare and Behaviour

Leadership and Management

Outcomes

Progress

Section 1 - Across all year groups and in a wide range of subjects, including English and Maths, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points

Success Criteria
All pupils make progress in line with or above national expectations.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1.1 Improve outcomes at GCSE for all Children so that progress for Maths is +0.25 or above on the P8 measure	1.1.1 Fortnightly meetings between JSc and TVA to monitor curriculum delivery and pupils assessment and monitoring.	By Sept 1 st 2017	JSc (MAT Assistant head IC of Maths) / TVA(Leader of Innovation for Maths) / LP	07/17 – LP to allocate time in fortnightly timetable cycle for meeting and inform JSc and TVA	Support and guidance in delivery and assessment of Maths curriculum	Record of meeting between JSc and TVA JSc to report to KH	Travel expenses for JSc JSc and TVA staff time	Weekly meetings in place and monitoring progress of students using MET
	1.1.2 Implementation of common SOL and assessment system from MAT	By Sept 2017	JSc/ TVA	07/17 – All staff teaching KS4 Maths using common SOL and Assessment materials	Greater consistency in teaching and learning. Ability to judge progress of pupils using assessment system and ability to inform pupils of areas of strength and weakness.	SOL from MAT available to all interested parties on school 'Staff Share'	Printing cost for new assessment resources	New SOL and MET assessment in place from February this is supported by tutorial activities
	1.1.3 Monitoring of student progress throughout KS4 via completion of progress checks recording student progress against expectations	1 year	TVA/ GP/ KH	3 progress checks per year group per year	Secure judgements about current progress of pupils which will inform whole school progress forecasts and that of groups of students	Progress checks completed in line with data calendar and used in whole school and department monitoring	No additional cost	2nd progress check show increase in 1 expected results. Significant improvement

						purposes		nt in outcomes expected compared to 2017
	1.1.4 Completion of Faculty/ Subject review (MER) for all curriculum areas that underperformed in KS4 in 2017	1 Year	TVA/KH/JSC	Science - Sept Business - Oct Music and Drama -Nov Hums and MFL - Dec Maths and Numeracy - Jan Art, DT and PE - Mar Eng and Media - April	Reflection and evaluation of performance within Faculty/ Subject areas with the production of key areas for improvement.	MER outcomes and development points presented to and ratified by SLT	Possible cover costs for lesson observations. HOF time for analysis and write up.	All areas of concern completed external reviewers. Action plans in place
	1.1.5 Monitoring of KS3 progress checks to identify pupils displaying negative progress	1year	LP	Conducted following each progress check	Teachers record and implement intervention strategies for pupils who are performing below age related expectations	Under target pupils to be identified by LP following each progress check and recorded centrally	LP time	Completed on progress checks to date. Information shared with all staff
1.2 Improve outcomes at GCSE for all Children so that progress for English is +0.25 or above on the P8 measure	1.2.1 Sharing of good practice with in MAT schools	1 Year	LB	Moderation of assessment materials on a termly basis.	Consolidation of knowledge in grading pupil work in line with the new GCSE grading system.	Record of visits to partnership schools via CAF	Cover costs Travel costs	In progress
	1.2.2 Monitoring of KS3 progress checks to identify pupils displaying negative progress	1 Year	LP	Conducted following each progress check	Teachers record and implement intervention strategies for pupils who are performing below age related expectations	Under target pupils to be identified by LP following each progress check and recorded centrally	LP time	Completed on progress checks to date. Information shared with all staff
1.3 Improve outcomes at GCSE for all Children so that progress for the EBAC is +0.25 or	1.3.1 Sharing good practice across the MAT schools and other secondaries in History, Geography, Computer Science, Languages	1 Year	LP/JM/RM/SE/BRB	By end of Autumn term investigation into sharing of assessment materials have taken place By end of summer	Consolidation of knowledge in grading pupil work in line with the new GCSE grading system	Record of visits to partnership schools via CAF	Cover costs Travel costs	Computer Science - shared teaching resources and NH

above on the P8 measure	and Science			term assessment materials have been used and moderation has taken place				staff delivery Science - significant input and support from MAT MFL, Geog, Hist action plan in place
	1.3.2 Completion of Faculty/ Subject review (MER) for all curriculum areas that underperformed in KS4 in 2017	1 year	KH	Science - Oct 2nd Business - Oct 9th Music and Drama -Oct 30th Hums and MFL - Dec 4th Maths and Numeracy - Jan 15th Art, DT and PE - Mar 5th Eng and Media - April 16th	Reflection and evaluation of performance within Faculty/ Subject areas with the production of key areas for improvement.	MER outcomes and development points presented to and ratified by SLT	Possible cover costs for lesson observations. HOF time for analysis and write up.	Music, Drama, Humanities and Science completed. Maths, English, DT & PE still to complete
	1.3.2 Monitoring of KS3 progress checks to identify pupils displaying negative progress	1 Year	LP	Conducted following each progress check	Teachers record and implement intervention strategies for pupils who are performing below age related expectations	Under target pupils to be identified by LP following each progress check and recorded centrally	LP time	Completed on progress checks to date. Information shared with all staff

Disadvantaged Students

Section 2 - In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/ or disabilities currently on role is close to or improving towards that of other pupils with the same starting points.

Success Criteria

All disadvantaged pupils make progress at least in line with national expectations and progress gaps compared with all students is less than 10%.

Impact, Evidence, Progress towards Success Criteria.

All of Year 11 PP underachievers are having weekly intervention in core subjects. Gap has closed from P1 and P2.

PP Removing Barriers Programme in place for all KS£ PP students who are P- in three or more subjects
 Changed ethos of student support from Pastoral focus to learning focus. A full timetable of interventions sessions in now in place
 All students with a reading age of below 10 years in KS3 are participating in Read, Write, Ink programme to accelerate their reading progress
 All SEN students with reduced options timetable are now participating in weekly literacy and mathematics intervention programs
 Year 11 Personal Intervention Plans distributed to all staff so that all are aware of interventions, strategies and needs
 CPD re Working with TAs and also TA checklist distributed to allow for more effective use of TA in the classroom based on a model of developing resilience and independence
 Regular CPD relating to individual students is sent out to all staff to make everyone aware of strategies
 Staff CPD plan in place

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
2.1 Monitor progress of disadvantaged students and track impact of interventions	2.1.1 Review interventions and effectiveness of provisions for pupil premium students in English and Maths	12/11/2017	BRB/LMB/MB	12/11/2017 - Impact evaluation completed	Clear action plans for disadvantaged students will be in place so that there are no disadvantaged students working below target	BRB report to SLT	BRB/LMB?MB meeting time	Completed New schedule in place
	2.1.2 Develop an effective intervention plan based around the advocacy model	21/10/2017	BRB AHT	01/09/2017 – Staff are allocated mentoring sessions on their timetables. Each staff will be completing monitoring/evaluation sheets after each session and sending to BRB 15/09/2017 – BRB will have spoken with all parents of students with P- in any subject to encourage additional support from home	All disadvantaged students will be attending advocacy meetings with a specific mentor. The advocate will have clear impact measures and will be reporting to the AHT fortnightly All parents of disadvantaged students with at least one T- will have been informed of the additional intervention that is in place and will have had the opportunity to contribute to the PIP	BRB report to SLT	BRB Time Staff timetabled mentoring sessions	Focus changed as not enough capacity to advocate. BRB conducted interviews post mock with PP. SLT group responsibilities set up
	2.1.3 Develop Personal Intervention Plans (PIPs) for all PP pupils	15.12.2017	BRB AHT	15/12/2017 - All PP students will have a PIP in place and shared with all staff and parents	All staff will have easy access to relevant information including teacher interventions, SEN data, meeting outcomes to support them with their planning	BRB report to SLT	BRB Time Staff time to complete sections of the PIP	Year 11 complete ILP. KS3 in place - KS4 will continue with old. Next PIP will use

								ILP format
2.2. Develop parental engagement for parents of all disadvantaged pupils	2.2.1 Conduct an action Research project entitled Strategies to improve parental engagement at St. Dunstan's	21/05/2018	BRB AHT	15/12/2017 – BRB will have spoken with all parents of disadvantaged students and shared PIPs 15/12/2017 – Action plan to increase parental engagement will be in place 12/06/2017 – Attendance at parents evenings will have increased for All groups including SEN, PP and underperforming students in all years from last year and all parts of the Parental Engagement Action Plan will have been implemented	Parents will report that they are able to communicate/engage with the school in a regular and systematic format Parents evening Attendance figures will be higher compared to the last academic year	Regular updates to KH Termly report to SLT	BRB Time	Postponed due to job role changes Parent forum number 1 due to take place in Term 4. It was due in term 3 but was cancelled as it was the same day that I fell and chipped the bone in my ankle
2.3 Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils to be in line with others nationally Improve the outcomes for PP students to be in line with others	2.3.1 All disadvantaged students will have a Personal Intervention plan in place which will include interventions for underperforming students, SEN information, other relevant information from PARS	01/01/2018	BRB AHT	October half term: Years 10 and 11 PEP will be completed and shared with all teaching and support staff End of term 2: Years 7, 8, 9 PIP will be completed and shared with all teaching staff	Heads of Faculty accountable for the progress of PP students within their faculties and support subject teachers to ensure no PP students are working below target	HoF to complete impact report and send report to BRB termly. BRB to discuss impact report with HoF BRB report to KH at LM meeting	Time: BRB, HoFs, Subject Teachers, SENCO	Year 11 complete Year 10 following Data Capture 2 LP collecting information about KS3 interventions
	2.3.2 PP Faculty reviews	01/09/2017						LM meeting records with

nationally	will form part of the fortnightly monitoring meeting with heads of Faculty during line management meetings. New proforma for meetings with fixed agenda will be used for all meetings				fixed agenda will be available for each fortnightly meeting, completed at the meeting and shared with all present and LM. ST will have records of all meetings.			
	2.3.3 Agree best working practice for PP students in all MAT schools	1 year	BRB	31/10/2017 - BRB will have liaised with PP Lead in NH and Somervale to share practice across the MAT	Clarity of expectation across MAT of how to support improved outcomes for PP children	BRB report to LM	BRB Time	BRB has liaised with NH re interventions for Maths and English - strategies similar but work within the context of the schools
	2.3.4 Monitoring of KS3 progress checks to identify pupils displaying negative progress	1 Year	LP	Conducted following each progress check	PIPs will be completed and shared with all staff	LP to share progress data. BRB to share PIPS	LP/BRB Time	Complete-Removing Barriers Programme in place
	2.3.5 Use of PARs for the creation of seating plans which display PP information for class	1 year	All Staff	Evidence of seating plan provided for observations and cover lessons	All seating plans have PP students clearly identified	LP		Complete
2.4 All school leaders are monitoring disadvantaged student's attendance on trips and extra-curricular activities.	2.4.1 Disadvantaged students are actively encouraged by all trip leaders to attend. Barriers for attendance to be removed by trip leader with the support	Throughout School Year	AHT BRB/ Hof/Trip Leaders	Termly: Trip attendance analysis completed with future actions included for specific individuals, where necessary and shared with HoFs	Disadvantaged pupil are routinely attending subject related trips and extra-curricular trips	BRB to monitor trips record and share with SLT	BRB Time Hof/Trip Leader time	SE has 2 trips (March/June) which have been offered to whole year groups
2.5 BRB to monitor all school trips and activities to ensure	2.5.1 Keep an up to date record of all trips and activities that are going	Throughout the school year	AHT BRB	10/09/2017 Proposed trip calendar in place / Extra Curricular	All year groups will be given equal opportunity to attend trips and visits	BRB to monitor trips record and share with SLT	Time: BRB	MS is keeping a spreadshe

an even spread of opportunities for all year groups	out. Liaise with HoF to ensure that trips are being provided to meet the needs of all students			timetable shared with all students/All proposed trips and activities will be submitted to BRB to check on feasibility	relating to the subjects that they study and as extra-curricular provision throughout the year.			et with trips and attendees
	2.5.2 Monitor extra curricular activities to ensure that there is not a negative effect on other subject areas				Subject areas will not be disadvantaged by students attending excessive amounts of trips and clubs in other areas	BRB to liaise with KH		Trips now monitored via LOAF forms as PE activities were impacting on P5 lessons

Monitoring Pupils Progress

Section 3 - A broad and balanced curriculum will provide pupils with a wide range of opportunities to learn. The courses on offer help the pupils to acquire knowledge, understanding and skills in all aspects of their educations. The curriculum also contributes well to the pupils behaviour and welfare.

Success Criteria

Pupils complete courses which allow them to progress into further education with levels of achievement which are above national for their ability. The levels of pupils successfully completing the EBacc qualification is in line with national figures.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
3.1 Staff are trained in the use of SISRA to monitor progress with in KS3 classes and subjects	3.1.1 Staff training opportunities are used to ensure that all teaching staff and HOF are able to use SISRA to monitor the progress of students and classes	1 year	LP	By end of Autumn term	All teaching staff are able to use SISRA to monitor the progress of students within their classes/ subjects areas and make key comparisons against key measures.	Staff and HOF are able to use SISRA to obtain data for monitoring of progress	Staff training during CPD	Not completed HOF have used SISRA to set targets for PM
3.2 New system of	3.2.1 Replacement of	1 year	LP	By first progress check	Staff use grading system	Implementation of	No	Completed

grading progress introduced	T-,T and T+ system with P-,P and P+ outlined and explained to staff			in Oct	to consistently describe the progress that students are making within subjects	new system for first progress checks in Nov	additional cost	
3.3 Review of KS3 data by SLT and Governors	3.3.1 Familiarisation with MAT wide data analysis tools which provide information to senior leaders within school	1 year	LP	Data analysis to be conducted following each progress check.	Data analysis allows senior leaders to identify students/ groups of students who are not making progress against age related expectations.	Use of MAT wide data analysis tools to monitor subject, year group and whole school progress following each progress check	JRJ time	SLT and Governors have been provided with analysis of each progress capture to date using MAT reporting process
3.4 Student achievement is an agenda item during each Line Management meeting	3.4.1 Agenda for LM meeting drawn up and issued to all senior leaders.	1 year	KH	By Sept 17	Achievement of KS3 pupils discussed during every fortnightly LM meeting.	Minutes of meetings	Agreed time allocation for meetings	Completed
3.5 Use of Doodle to monitor progress at KS3	3.5.1 All subjects except Maths use Doodle to monitor progress at KS3	1 year	LP	All subjects to have completed RAG analysis across KS3 by Oct half term.	Subjects using doodle RAG pupils in terms of achievement across key knowledge and skills.	Progress of students recorded on Doodle	CPD training Doodle subscription	Completed
	3.5.2 CPD arranged utilising Doodle advisor where appropriate.		LP	CPD arranged by Oct half term.	Staff are offered tailored CPD regarding the use of Doodle	LP to monitor staff use and doodle use	Doodle subscription	CPD completed on 30th Jan
	3.5.3 Drop in sessions arranged for staff to enable issues to be discussed and resolved		LP	Opportunities for drop in sessions on a weekly basis.	Used to identify areas of strength and weakness and inform progress checks.	LP to monitor staff use and doodle use	Doodle subscription	Staff aware of opportunity to meet regarding Doodle

3.6 Staff are trained in the use of SISRA to monitor progress with in KS4 classes and subjects	3.6.1 Staff training opportunities are used to ensure that all teaching staff and HOF are able to use SISRA to monitor the progress of students and classes	1 year	LP	By end of Autumn term	All teaching staff are able to use SISRA to monitor the progress of students within their classes/ subjects areas and make key comparisons against key measures.	Staff and HOF are able to use SISRA to obtain data for monitoring of progress	Staff training during CPD	All SLT and HOF used SISRA to set PM targets.
3.7 Student achievement is an agenda item during each Line Management meeting	3.7.1 Agenda for LM meeting drawn up and issued to all senior leaders.	1 year	KH	29/9/17 - Line Management core agenda in place for line management	Achievement of KS4 pupils discussed during every fortnightly LM meeting. Feedback from book looks and learning walks regularly monitor achievement	Minutes of meetings Book looks Learning walk feedback	Agreed time allocation for meetings	Completed

SEND

Section 4 - In a wide range of subjects, the progress of pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.

Success Criteria

SEND interventions ensure academic standards are raised, so that their progress matches that of 'others'

Impact, Evidence, Progress towards Success Criteria.

Parents are better informed due to receiving ILPs and parental meeting with new SENCo

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
4.1 SEN students have an ILP that informs staff about need and interventions	4.1.1 ILPs for new Y7 students completed following planning meetings with parent / student	By end Term 2	SENCo	1/11/17 Yr 7 ILPs reviewed and updated 1/11/17 Y11 ILPs reviewed and updated 1/12/17 Y8 ILPs reviewed and updated 1/2/18 Y9 ILP's reviewed and updated 1/2/18 Yr 10 ILP's reviewed and updated	All students have a reviewed and accurate ILP in place Parents and staff fully informed of student needs and support strategies	Review of ILP's by line manager in regular line manager meetings	Additional SENCO time - new appointment 0.6 with some overlap	Complete
	4.1.2 Student ILPs in all Yr groups are reviewed / updated	By end of Term 3	SENCo					Complete
	4.1.3 ILP template needs to be revised to bring in							MNSP 'house style' implemented

	line with MNSP format (similar to SV / NH)					are aware of needs and interventions	meeting time	groups have been shared with staff by SB in MAT style
4.2 SENCO keeps staff up to date with training on how to support different needs	4.2.1 Review of current staff training needs prioritise training to area of need	By end of Term 1	SENCo	1/11/17 - Staff training needs identified	All staff feel more confident and informed around SEN issues	Line manager meetings Learning walks	SENCo time	Complete
	4.2.2 Training prioritised around staff feedback and presenting needs of specific students of concern: - managing Attachment Disorder - managing ASD and ADHD needs	Terms 2 - 4	Somerset Learning and Sensory Support Service	15/11/17 SEN Training Plan agreed 1/3/17 Training implemented (Training via INSET, T&L briefings or Twilight)	Identified students are more effectively supported – incidents of concern reduced	Incidents of Exit or Time Out Improving academic outcomes and attendance	INSET / Twilight time Somerset Support Services costs as applicable	Completed Attachment Disorder training for LSA completed with EP ASD and ADHD specialists identified. Student specific information shared. PL CPD covered ASD and ADHD characteristics. ASD and ADHD training in term 4
4.3 SEN interventions focus on progress as well as welfare	4.3.1 SENCo to conduct Learning Walks, Pupil Pursuit and analysis of current SEN Progress Data	All year	SENCo	3/1/18 and termly - SEN report to LT meeting with action plan	SENCO has a deep understanding of the needs of SEN students and provides support to staff and student (and	Line Manager LT report	SENCo time	Completed

					parents) to support their needs.			
	4.3.2 ILP strategies to focus on outcomes and attainment rather than provision and support			1/11/17 Yr 7 ILPs Strategies to support realistic, challenging targets agreed 1/11/17 Y11 ILPs Strategies to support realistic, challenging targets agreed 1/12/17 Y8 ILPs Strategies to support realistic, challenging targets agreed 1/2/18 Y9 ILP's Strategies to support realistic, challenging targets agreed 1/2/18 Yr 10 ILP's Strategies to support realistic, challenging targets agreed	SEN support culture focuses more on outcomes than provision	ILP sampling		Completed BRB introduced new LSA focus based on developing skills rather than task completion in Term 3 SB completed all ILPs by the end of term 3
	4.3.3 Additional TA training to provide the TA team with the expertise to help students develop their independent learning skills rather than teacher / TA over-reliance: effective questioning skills developing student resilience and learning confidence	Term 2	SENCo Somerset Support Services	3/1/17 Training completed and new styles of support trialled in the classroom	TA team more confident to support and develop independent learning skills – translates into improved student outcomes, attendance and attainment	Improving academic outcomes and attendance	INSET / Twilight training time	Completed - new protocols for TA and teaching staff 21.02.2017 Effective Questioning
4.4 SENCO works with other SENCO's across MAT to share good practice.	4.4.1 Establish regular termly secondary SENCo 'cluster' meetings with partner schools to: - share good practice	From term 1	MAT secondary SENCos	15/11/17 – agree meeting dates 1/3/17 - Termly meetings have improved practice, developed expertise	Shared good practice and resources result in improved systems in each school and improved student outcomes	Line Manager meetings	Travel within MAT schools SENCo time	Met SENCOs from both MAT schools in Term 2

	<ul style="list-style-type: none"> - share professional expertise - make use of shared resources - action planning - share practice gained in local networks within own LA areas <p>Each school to host x2 meetings / year</p>			sharing and created a support network for SENCO's				
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Careers Information, Advice and Guidance

<p>Section 5 - High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training</p>	<p>Success Criteria Students in all years will have attended dedicated, age appropriate careers sessions including workshops and assemblies. All students will have developed a careers action plan together with their tutors</p>
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Impact, Evidence, Progress towards Success Criteria.
KS4 students have all received independent advice and guidance
KS4 attended taster sessions to aid their next steps choices
Every student in the school has participated in age appropriate careers education whole day programme

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
5.1 Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life	5.1.1 A whole school CE Day will be delivered to all students in which they will be working toward and individual action plan based on their own emerging needs	by 04/12/2017	BRB	04/09/2017: CE Day plan completed and shared with all staff involved in delivery 04/12/2017:: CE Day will have been attended by all students	Students will have an individual action plan including actions related to their behaviour, learning and personal development which is focussed on their next transitions	BRB report to SLT	BRB plan and prepare Teaching staff planning time CE Day staffing	Completed
5.2 Pupils develop individual action plans with clear, focussed targets to	5.2.1 Action plans will be completed following the CE Day with the support of tutors			18/09/2017: Year 11 Students will have attended a Work Experience debrief to		Pastoral Leaders working with Tutors report to BRB BRB to report to		Tutor Time Allocation

support them in their development toward their next transition				embed learning experience allowing them to utilise the knowledge in their action planning 11/12/2017: Action Plans have been completed by all students - this will be followed by termly reviews and next steps actions		SLT PB	Time: PB	changed so that a complete careers programme was placed into the tutorial programme. This is due for evaluation in term 5
5.3 KS4 Pupils have independent careers advice and guidance support from external careers specialist	5.3.1 All of KS4 meet with SLT, share the careers action plans and discuss appropriateness of careers goals to ensure students are working toward an aspirational and appropriate level.	04/04/2018	BRB	21/12/2017: All of year 11 will have met with a member of SLT (PP-BRB, Boys Group - LP, Aspire - LB, SEN - JM, Others KH) to discuss career goals and aspirations and will have met with Jane McKinley to set up targets 04/04/2018: All of year 10 will have met with a member of SLT (PP-BRB, Boys Group - LP, Aspire - LB, SEN - JM, Others KH) to discuss career goals and aspirations and will have met with Jane McKinley to set up targets	KS4 will have received independent advice and guidance and will be working toward goals which are appropriate to the individual with a clear understanding of what they need to do to achieve their goals	Student Voice Activities Meeting record database BRB Report to SLT	JM Independent Careers Specialist	JM has met with ALL of Year 11. Post mock interviews have taken place with all
	5.3.2 Students meet with JM to discuss action plans and create targets that will support them to achieve their goals							All year 10 have met with PB
	5.3.3 Year 11 students will have the opportunity to attend independent careers Fairs to support them in decision making and broaden their	14/11/17	PB	11/10/2017: 14/11/2017: Year 11 will have attended a careers Fair at Yeovilton	Students will be aware of a broad range of opportunities available to them Post 16	PB Report to BRB	Time: PB plus staffing for trips (support staff)	Complete

	understanding of the job market/ educational opportunities available to them							
	5.3.4 Year 11 Students will have an opportunity to attend 2 Careers taster days at Strode and Bridgwater Colleges	1/12/2017	PB	16/09/2017: Year 11 will have attended a taster day at Bridgwater College 22/11/2017: Year 11 will have attended a taster day at Strode College	Students will be able to make informed choices about Post 16 college applications and course choices	PB report to BRB	Time PB plus staffing for trip (support staff)	Complete

Teaching and Learning

Planning

Section 6 - Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

Success Criteria

90% of lessons observed will show that pupils are focused on their learning. 90% of lessons observed will show that teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

Impact, Evidence, Progress towards Success Criteria.

89% of lessons observed up to the end of term 3 are showing pupils focused on learning and teachers having high expectations for conduct. 75% of observed lessons by end of term 3 set clear tasks that challenge pupils. 90% of lessons observed by end of term 3 show good behaviour for learning. Pupil voice survey shows pupils are conscious of higher expectations.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
6.1 Teachers plan lessons very effectively making maximum use of lesson time and coordinating lesson resources well	6.1.1 Insist on effective use of lesson time	01.09.17 – 5/10/17	LMB	04/09/17 introduce idea of everything with a purpose, no wasted lessons WS session on T&L 11/10/17 All teachers will have clear understanding of EWAP	Teachers aware of focus on maximising time in lessons so no wasted time/lost focus Good practice will be observed and shared through personal feedback and T&L briefings All teachers will gain insight into how to	Drop ins and Lesson observations Long and medium term plans in central register Drop ins/lesson observations and Pupil voice	Drop in time Improved drop in feedback sheet Cost of photocopying sheets Time for pupil voice	complete

					maximise lesson time			
6.1.2 WS CPD on effective planning	01.09.17 - 31.10.17	KH	31.10.17 WS CPD on planning for depth of learning	Faculty/subject plans will incorporate depth of learning and maximum use of lesson time	Teachers will understand how to incorporate depth of learning into planning	Time for KH to prepare Printing costs	complete - lesson observations and drop ins are showing planning for deeper learning	
6.1.3 Directed faculty time on depth of learning to build on CPD	01.09.17 - 31.07.18	LMB/HoFs	05.12.17 faculty planning time 31.12.17 85% of observed lessons will show that highly effective planning is impacting positively on lesson time 30/4/18 90 % of observed lessons show effective planning 31.7.18 at least 95% of observed lessons show highly effective planning	Teachers will develop and utilise strategies Pupils will develop deeper understanding and make sustained progress Pupil voice will show that pupils feel lessons are more effective	Schemes of learning will be updated Drop ins and lesson observations Pupil voice MER process	Time to update As for 6.1.1 above Time for pupil voice Time for observations and feedback	complete	
6.1.4 WS INSET by Jim Smith on 09.04.18	09.04.18	LMB	09.04.18 – all teachers will participate in INSET day	Teachers will be enthused Teachers will have, and use, a range of strategies at their disposal	Evaluation forms Drop ins and lesson observations	Cost of external speaker	Planned	
6.1.5 Give faculty time to implement strategies into planning	09.04.18 - 31.07.18	LMB/HoFs	10.04.18 faculty time to develop strategies from INSET day	Teachers will begin to incorporate strategies into marking, planning and teaching Lesson time will be used more effectively to develop depth of learning	Work scrutinies will show progress in books Drops ins and lesson observations	More detailed work scrutiny feedback sheets - time for LMB to meet with MT to create sheets	Work scrutiny sheet Complete	

					and progress		cost of printing	
6.2 Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.	6.2.1 Consistent application of behaviour policy	01.09.17 – 31.07.18	LMB/HoFs	04/09/17 All staff given copy of behaviour policy 12/09/17 all staff reminded of Behaviour for Learning strategies in Faculty meetings 31/10/17 at least 85% of observed lessons will incorporate behaviour for learning strategies 13/11/17 Pupil voice survey about expectations in lessons 28/02/18 90% of observed lessons will incorporate behaviour for learning strategies 31/07/18 95% of observed lessons will incorporate BFL strategies	Teachers will implement behaviour policy effectively Exits/detentions will decrease, progress will improve over time In the majority of lessons, pupil focus will improve and more challenging tasks (appropriate to class) will be undertaken Pupil focus will improve and more challenging tasks (appropriate to class) will be undertaken	Evidence from PARS behaviour reports Drop ins/lesson observations/Pupil voice Pupil voice will show that teachers reinforce expectations for conduct	Time to train all staff on effective use of PARS	complete PARS being used more effectively complete observations and drop ins are showing behaviour in the vast majority of lessons is good and pupils are focused
	6.2.2 Focus on well planned lessons avoiding “down time”	01.09.17 – 31.07.18	LMB/HoFs/LT	04/09/17 WS INSET introduce Everything with a Purpose (EWAP) 31/12/17 – at least 85% of observed lessons will show focus throughout 28/02/18 – at least 90% of observed lessons 31/07/18 – at least 95% of observed lessons 13/12/17 - pupil voice will be completed	Teachers will understand importance of pupils being on task from minute they enter classroom Areas of strength and for development will be identified and followed up Feedback will identify these areas and allow follow up/sharing of good practice Good practice will be shared in T&L briefings/	Lesson observations/drop ins Feedback sheets Briefing notes	Time for drop ins/feedback/ Preparing briefings and notes	booked in progress complete - good

					faculty meetings /MSO			practice being shared and implemented
					Pupils will recognise more pace in lessons	Pupil voice	Time for pupil voice and feedback to staff	complete - pupil voice recognises more pace in most lessons

Mastery & Differentiation

Section 7 - In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable almost all to catch up. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Success Criteria

Data capture will show that the majority of Pupils are making progress in line with their target
Central register will show evidence of interventions in place and positive impact of interventions

Impact Data capture to end of term 3 shows that the vast majority of pupils are making progress in line with their targets in the majority of subjects. 88% of lessons observed by end of term 3 show that differentiation is good or better

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
7.1 In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give	7.1.1 Develop good practice in depth of learning, in language for learning and in academic resilience	04.09.17 – 31.07.18	LMB/HoFs	31.12.17 85% of observed lessons will include language for learning 31.3.18 90% of observed lessons will show development and	Areas for strength and development will be identified Pupil progress will improve Pupils will become more	Drop in/lesson obs/MSO feedback Follow up on areas for development recorded	Time for observations and feedback Time for follow up on areas for development Time for pupil	complete in progress improvements in differentiation

sufficient time for pupils to review what they are learning and to develop further.				consolidation of KUS and sufficient time for pupil review of learning 30.04.18 pupil voice survey 08.05.18 feedback pupil voice to staff	reflective learners and take more responsibility for their learning	Pupil voice on their own learning	voice and for feedback to staff	tion and depth of learning being observed in MER and drop ins
	7.1.2 WS school CPD on language for learning/academic resilience	10.10.17 - 31.07.18	LMB/KH	10.10.17 Language for learning/academic resilience CPD	Teachers will understand concept and begin to use effective language for learning Teachers will understand the concept and how to plan for it.	Attendance register/evaluation sheet	Time to prepare CPD session Cost of potatoes and straws for experiment activity Cost of printing handouts	complete - observed lessons and drop ins show effective language for learning and encouragement of resilience
	7.1.3 Faculty time to incorporate language for learning strategies into planning	10.10.17 - 31.07.18	HoFs	17.10.17 - faculty meetings to include time to discuss how to embed strategies	Teachers will embed language for learning as part of their practice Teachers will be aware of the impact of language used with pupils and will use more positive language; pupils will be more resilient about learning from mistakes	Medium and long term plans in central register to be updated Schemes of learning to be updated Drop ins/lesson observations/work scrutinies/MSO feedback to be held in central register	Time to update schemes	complete
	7.1.4 CPD on depth of learning	31.10.17 - 31.07.18	KH/LMB	31.10.17 – all teachers will attend	Teachers will understand the concept and how to plan for this	Attendance register/evaluation sheet	Cost of printing any handouts	complete lesson obs and drop ins are showing

								more planning for depth of learning
7.1.5 Faculty time to discuss successful strategies	05.12.17 - 31.07.18	HoFs	5.12.17 – faculty time to prepare for speed dating session on successful strategies 31.01.18 pupil voice on depth of learning in lessons 07.02.18 feedback findings to staff	Good practice will be shared Teachers will have a range of new strategies at their disposal Pupils will develop understanding and make increased progress CPD changed to focus on differentiation	Schemes of learning updated Data capture points Pupil voice	Time to prepare for speed dating session Cost of printing posters/handouts	postponed planned - CPD sessions on differentiation have had an impact - successful strategies shared at start of sessions and implemented by others. Lesson obs and drop ins showing more evidence of differentiation	
7.1.6 Speed dating CPD to share successful strategies for language for learning /feedback /depth of learning	12.12.17 - 31.7.18	LMB/ALL	12.12.17 speed dating cpd	Good practice will be shared and spread across the school Lessons will challenge pupils at all levels of ability	Evaluation sheets Drop ins and lesson observation after CPD session	Time to set up	postponed	

	7.1.7 Focus on green pen response time being sufficient for meaningful review and development of next steps	01.09.17 – 31.07.18	LMB/HoFs	04.09.17 INSET day presentation to include reminder of school policy for marking 10.10.17 WS CPD to include cross curricular moderation of marking 18.09.17 and fortnightly thereafter, HoFs to conduct work samples	All teachers will understand expectations around feedback and pupil response Teachers will see good practice and Pupil progress across the curriculum. Teachers will implement good practice into own marking Teachers will understand areas for development and these will be followed up/monitored Quality of feedback will improve Pupil response to feedback will be detailed and evident. Improvement will be seen in progress made	Feedback/note sheets? HoF feedback sheets – follow up on areas for development within next marking cycle SLT termly work scrutiny: 02.10.17 04.12.17 29.01.18 12.03.18 14.05.18 25.06.18	Cost of printing feedback sheets Time for sampling	booked complete ongoing - regular book looks are showing improved formative assessment and pupil response in the vast majority of books
7.2 Teachers identify and support pupils who fall behind intervening quickly to help improve their learning	7.2.1 All staff are made aware of target grades for all Pupils in KS4 and banding for KS3	04.09.17 – 31.07.18	LP/HoFs	30.09.17 all teachers aware of targets	It will become apparent if specific subjects or across the curriculum which will inform intervention strategy Teachers will be accountable for implementing and monitoring impact of interventions in class Teachers will be aware of any pupils working below target	Minutes of faculty meetings Central records of interventions Mentoring session notes sheets	Time for updating records Time for mentoring Cost of printing feedback sheets	complete
	7.2.2 Faculty meetings have pupil concerns as standing item on their agenda	04.09.17 - 31.07.18	LMB/LP/HoFs	31.10.17 - initial concerns identified 30.11.17 – strategies in place and recorded 5.12.17 – first report back to HoFs about impact 27.2.17 – review of	Faculty discussions will be more focused on how to support these pupils All teachers will be aware of pupils falling behind in their classes Interventions will be put in place HoFs will be aware of progress	Minutes of faculty meetings to be sent to LMB and held in central file	Time to monitor minutes Time to follow up on/evaluate interventions Time to develop intervention sheets	complete minutes note pupils who are causing concerns. Pupils

				impact 31.07.18 – final impact evaluation of interventions	in subjects and areas for concern Some pupils will be identified as needing mentoring		Cost of printing	identified and interventions recorded
7.2.3 Heads of Faculty keep a record of interventions put in place	31.10.17 - 31.07.18	LP/LMB/Ho Fs	By 31.10.17 – HoFs LM meeting agenda item to discuss pupil progress and interventions being considered By 31.01.18 HoFs meeting agenda item to feedback on interventions put in place By 13.03.18 HoFs meeting agenda item to discuss impact of interventions so far	HoFs and LT will be aware of Pupils falling behind HoFs and LT will be aware of interventions in place HoFs/LT will be aware of success of interventions/need to review HoFs/LT will be aware of success of interventions/need to review	Minutes of meetings to be held in central file Update meetings to follow up on progress	Time to monitor Time to evaluate impact	complete	
7.2.4 Faculties /subjects develop rigorous assessment /tracking procedures; Doddle for KS3 and PLC for KS4	01.09.17 – 31.07.18	LP	30.09.17 all subject LTP including assessment dates on system Data Capture Points Within two weeks of data capture Data capture dates as follows: 25 th Sept – 18 th Oct – P1 all years. 2 nd – 5 th Jan – Y9 P2 5 th – 9 th Feb – Y7 P2 10 th - 13 th April – Y8 P2 23 rd April – 4 th May Y9 FSR 4 th – 15 th June – Y7 FSR 18 th – 29 th June – Y8 FSR	LT will be aware of when each subject is assessing Teachers and HoFs can monitor progress Pupils needing intervention will be apparent Interventions will be discussed and put in place	Plans on system Record of assessment Data capture/PLCs/Dod dle to be monitored by HoFs	£13000 for 3 yrs - Doddle	Complete d Following KS3 interventions, majority of subjects display a reduction in number of pupil being repeatedly P- (data available in monitoring folder) Curriculum info to go on the website	

	7.2.5 Mentoring for targeted KS4 Pupils	21.11.17 - 31.05.18	LMB/LP	21.11.17 – Pupils identified for mentoring 31.12.17 target Pupils in KS4 paired with mentors (LP for boys/LMB for girls?) 15/1/18 – calendar of regular mentoring meetings set up	Mentored Pupils will improve their attendance/effort/progress Mentored Pupils will show improvement in effort/attitude/attendance/progress	Mentoring feedback notes to be held in central file Teacher feedback Data Capture Regular reports to LT	Time to develop template Printing costs Time for mentoring sessions	planned
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Subject Knowledge

Section 8 - Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

Success Criteria

Teachers will have secure subject knowledge as shown in lesson observations. All pupils will be engaged in learning and pupils will take responsibility for their own learning. Teaching will address misconceptions so students make good progress.

Impact, Evidence, Progress towards Success Criteria.

Lesson observations and drop ins to the end of term 3 show that 100% of teachers have secure subject knowledge. 90% of lesson observations to end of term 3 show teachers addressing misconceptions. 90% show pupils engaged in learning and taking responsibility for own learning. 100% of lessons observed show good or better questioning

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
8.1 Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking.	8.1.1 Develop teachers' subject knowledge and planning through whole school CPD and through independent study in directed time	01.09.17 – 31.07.18	LMB	04.09.17 – introduction of depth of learning focus to whole staff 31.10.17 WS CPD session on planning for challenge/depth of learning	Teachers will understand focus and concept of depth of learning Teachers will begin to plan more challenging lessons with depth of learning catered for	Drop ins will show lessons are planned to challenge pupils Work scrutinies will show pupils are challenged and making progress	Time for drop ins Work scrutiny forms cost of printing	complete lesson obs and drop ins show improvement in planning
	8.1.2 MSO pairings to highlight strengths and to share good practice for areas for development	01.09.17 – 31.07.18	LMB	31.12.17 – observations and feedback completed for at least one half of each pairing 20.2.18 – all MSO pairing observations and feedback	Colleagues will be sharing good practice as a matter of course; open door policy will be established Good practice shared and embedded across subjects Teachers will develop areas of strength that will	LMB will hold feedback sheets centrally Drop ins will show good practice embedded LMB – pupil voice will show that Pupils are feeling more engaged in lessons and more	Cover for observations	pairings arranged

				complete	be shared across the school	able to develop their thinking		
8.1.3 Make use of partnership links to share subject knowledge and good practice	01.09.17 – 31.07.18	LMB		Shared meeting dates tbc; by 31.07.18 – all faculties will have had shared team time with one of the partner schools	Teachers will have access to shared training and resources	LMB to keep central record of visits and feedback	Cost of cover	ongoing Media Studies, Technology, Drama, Art and SEN have had visits by end of term 3 2018
PM Reviews used to identify areas for development leading to individualised CPD undertaken to develop specific areas – linked to PM review/targets	19.10.177 – 31.07.18	LMB/HoFs		19.10.17 all teachers will have completed PM review meetings and identified areas for development 31.10.17 shared faculty time dates agreed across the partnership 20.02.18 all teachers will have participated in MSO Observation / feedback 31.07.18 all teachers will have had subject specific CPD either external (where necessary or	Teachers will agree their areas for development Shared time across the partnership will encourage teachers to be more enthusiastic about developing their subject knowledge Lessons will be more engaging and will sustain pupils' interest/develop their thinking	PM review records will record areas for development Mid year reviews will show how teachers are improving areas for development MSO feedback sheets will show good subject knowledge Drop ins and lesson observations will note good subject knowledge Pupil voice will show that pupils recognise their teachers have good subject knowledge	Printing costs Time to monitor	PM reviews complete MSO pairings set up (term 3) ongoing - shared dates in place allowing more faculty time for planning

				appropriate) or in house				
8.2 Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.	8.2.1 Build on successful improvements in questioning from last year.	01.09.17 – 31.07.18	LMB/SLT	04.09.17 – reminder about effective questioning in WS T&L INSET time	Teachers will start year with clear idea about highly effective questioning		Cost of printing feedback sheets	complete 90% of observed lessons by end of term 3 show good or better questioning
				12.09.17 Faculty development time to include building in highly effective questioning	Faculties/subjects will develop questions on which to build in the classroom	Drop ins will show highly effective questioning in the majority of lessons	Time for drop ins Time for feedback	
	8.2.2 T&L briefings used to share good practice	11.09.17 - 31.07.18	LMB	02.11.17 T&L Briefing will include reminder of different types of questioning from online CPD course. Termly refreshers to be delivered	Teachers will begin to use a range of questioning styles to develop ways in which pupils think about subject content	PM observations/drop ins	Time for observations Cover costs printing costs	90% of lessons observed by end of term 3 show good or better questioning using a range of styles
8.2.3 Drop in, PM observation and MSO cycle to include focus on questioning	11.09.17 - 31.07.18	LMB/HoFs	21.10.17 – at least 85% of observed lessons will show evidence of highly effective questioning 23.3.18 – at least 90% 31.7.18 – at least 95%	Colleagues share good practice on areas for development Feedback shared with teachers encourages further development Pupils feel questioning is more incisive	MSO feedback forms Lesson observation forms Pupil voice	Time for observations Cover costs printing cost Time for pupil voice and feedback	90% of lessons observed by end of term 3 show good or better questioning using a range of styles	

8.3 Teachers identify pupils' common misconceptions and act to ensure they are corrected.	8.3.1 Encourage active teaching	01.09.17 – 31.07.18	LMB	04.09.17 – refresher on active teaching, marking and feedback in WS INSET session	Teachers will start year with clear idea about being proactive in identifying misconceptions during lessons as well as in marking/feedback Teachers will move around the class during lessons checking understanding while pupils are working	Drop ins/lesson observations/MO feedback sheets	Time for drop ins and feedback	complete - HoF feedback on book looks and SLT book looks show improvements in formative assessment. Lesson obs to end of term 3 show the vast majority of teachers proactive
	8.3.2 Ensure questioning and discussion in class allows correction of misconceptions	01.09.17 – 31.07.18	LMB	31.10.17 – drop ins will show that, in the majority of lessons, questioning and discussion is identifying and correcting misconceptions	Pupil understanding and progress will improve	Drop ins/lesson observations/MO feedback sheets	Time for drop ins and feedback Cover for MO	drop ins/lesson observations to end of term 3 show that in the majority of lessons, questioning is effective in correcting misconceptions
	8.3.3 Ensure marking is thorough and regular	01.09.17 – 31.07.18	LMB/HoFs/LT	18.09.17 and fortnightly thereafter, HoFs to conduct work samples	Teacher marking, feedback and pupil responses will show that the majority of misconceptions in books are identified and corrected.	Drop ins/Pupil voice Work sampling (18.09.17 and fortnightly thereafter, HoFs to conduct work samples and feedback))	Time in LT meetings for work samples and for feedback to teachers /HoFs	ongoing - HoFs completing regular samples. KH has met with all

						SLT work samples: 02.10.17 04.12.17 29.01.18 12.03.18 14.05.18 25.06.18		HoFs to complete joint samples.
	8.3.4 Foster a culture of moderation of marking by all	01.09.17 – 31.08.18	LMB	31.10.17 WS session on cross curricular moderation of marking	Teachers will see examples of good practice for identifying and correcting misconceptions and embed in own practice	Feedback sheets	Time for moderation and feedback either WS or faculty time	postponed but SLT and external review have been doing whole school checks and feeding back

Schemes of Learning

Section 9 - Teachers use effective planning to help pupils learn well with time in lessons being used productively with sufficient time being given for pupils to review what they are learning and develop further.

Success Criteria

The vast majority (at least 85%) of lesson observations will show that lessons are effectively planned to allow pupils to review and develop their learning

Impact, Evidence, Progress towards Success Criteria.

Lesson observations to end of term 3 show that 90% of lessons planned to allow time for reviewing and developing their learning

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
9.1 All subjects have developed detailed SOL for both KS3 and KS4	9.1.1 SOL are developed/ updated in line with new curriculum changes. They highlight key objectives and resources. SOL are made available to HOF/ Senior leaders for evaluation.	1 year	LP	21/10/17 All SOL are made available to HOF/ Senior leaders by Oct Half term 19/2/18 Evaluation of a KS3 and KS4 SOL by senior leaders by beginning of spring term.	SOL provide adequate support and scaffolding for staff to plan/ teach lessons which challenge/ support pupils with progress clearly evident.	Sample schemes of learning held in central electronic file	Time to update/develop schemes of learning in light of new GCSEs	LM to check SOL in each subject area

9.2 Collaboration takes place between MAT schools in the development of SOL	9.2.1 St Dunstan's staff work in collaboration with other MAT secondary schools to develop SOL	1 year	LMB	1/1/17 - Initial contact made by all interested department by end of Autumn term.	Where appropriate, SOL are developed across the MAT utilising expertise.	Requests to visit partner schools sent to LMB. Feedback sheets completed and returned to LMB	Cover costs	
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Marking, Assessment and Feedback

Section 9 - Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.

Success Criteria

At least 90% of books will show that effective feedback is given and that Pupils are using the feedback to improve their work. Pupil voice shows that pupils know what they need to do to improve and that they do it regularly in all subjects.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
10.1 Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.	10.1.1 Foster a culture of high expectations in terms of marking, feedback and pupil response	04.09.17 – 31.07.18	LMB/HoFs/SLT	12.09.17 faculty time to include reminder of school policy for marking and expectations of feedback and Pupil response 10.10.17 WS CPD to include cross curricular moderation of marking	All teachers will understand expectations around feedback and Pupil response	Pupil voice Record sheets for work sampling Feedback sheets to teachers HoFs/SLT to follow up on areas for development	Work sampling record sheets Pupil voice time Time to follow up with individual teachers	complete all HoFs have completed regular work sampling and fed back to teachers. As a result feedback and response has improved. External observers have commente

								ed on high standards
10.1.2 Bi weekly work sampling by HoFs	18.09.17 – 31.07.18	LMB/HoFs	18.09.17 and fortnightly thereafter, HoFs to conduct work samples	Areas of strength and for development identified Prompt feedback given Share good practice Follow up on areas for development Teachers will understand areas for development Quality of feedback will improve	Work sampling feedback sheets copied to LMB and held in central file Follow up shared with LT	Feedback sheets cost of printing Time for feedback and follow up	First sample completed results as above	
10.1.3 Termly work scrutinies by LT	02.1.0.17 – 31.07.18	LT	02.10.17 LT to conduct work sample and termly thereafter: 04.12.17 29.01.18 12.03.18 14.05.18 25.06.18	LT checks reinforce HoF scrutiny All are clear about expectations and standards for marking and feedback LT will follow up on areas for development if HoFs need support	Feedback sheets held in central file Follow up notes held in central file	Time for feedback	Evidence from SLT work sample shows high quality marking and feedback across the school taken to remedy areas of weakness.	
10.1.4 WS Cross curricular moderation of marking	10.10.17 – 31.07.18	LMB	10.10.17 moderation session 1 03.07.18 moderation session 2	Teachers see good practice and pupil progress across the curriculum. Teachers implement good practice into own marking	Attendance register/feedback sheets	Printing of feedback sheets	Cross partnership marking moderation held at Norton Hill on 7	

								December 2018.
	10.1.5 Feedback to teachers about strengths and areas for development	18.09.17 – 31.07.18	HoFs/LT	18.09.17 – first work scrutiny by HoFs completed 25.09.17 – first feedback completed 02.10.18 – first scrutiny by LT completed/focus on follow up	Areas of strength and for development identified Teachers aware of areas for development Follow up ensures areas for development acted on	Feedback sheets HoFs inform LMB when completed LT Notes of follow up	Printing costs	Evidence from SLT work sample shows high quality marking and feedback across the school taken to remedy areas of weakness.

Homework

Section 11 - Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come

Success Criteria

Weekly planner checks will show that homework is being set regularly across the curriculum. PARS will show that non completion of homework is followed up.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
11.1 Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.	11.1.1 Issue clear homework timetable with clear expectations for time assignments should take at KS3 and KS4	01.09.17 – 08.07.17	LP	08.07.17 – all subjects will be aware of tt and expected timing for assignments	Teachers will know when to set their subject homework	Planners are checked during registration by SLT and PL to check that homework is being set in accordance with the homework timetable.	No additional cost	TT issued with guidance on timings for Autumn term Update needed for new TT
	11.1.2 Faculties to have clear plans in place for	30.09.17 – 31.07.18	LP/HoFs	30.09.17 – all subjects will have set at least	Pupils will be in the routine of expecting	Weekly planner checks will show that homework	Tutor time for planner	Planners check each

	setting homework according to timetable and linked to consolidating learning and/or preparing for work to come			one piece of homework at KS3 and KS4 31.10.17 – all subjects will be setting regular homework 14.12.17 – pupil survey on homework 08.01.18 Results of survey shared with staff 26.02.18 – LT planner check	homework to be set according to timetable Understanding gained of pupil experience of hw – regularity, challenge, accessibility etc Clear view gained of areas for development Clear view if improvement being made	is being set according to timetable Survey results	checks – proforma for tutors to use Time to set up survey and analyse results Time to do planner check and to follow up	Monday by Tutors Home work monitored during work scrutiny Completed of student survey Use of Pars to monitor homework setting and completion
	11.1.3 Weekly planner checks by tutors to ensure homework being set	30.09.17 – 31.08.18	LP/Tutors	02.10.17 – first planner check for homework will show all pupils have been set hw by all subjects – weekly thereafter	Pupils will understand the importance of recording homework	Weekly planner checks will show that homework is being set according to timetable Tutors/Pastoral Leaders will note subjects not setting hw – PL or LT to follow up		Tutors monitor planners each Monday
	11.1.4 Records kept of homework not completed and sanctions applied	30.09.17 – 31.07.18	LP/Pastoral leaders	30.09.17 – all subjects will have set at least one hw according to tt 28.10.17 – any missed hw will have been noted on PARS and sanctions applied And thereafter: 30.11.17 20.12.17 31.01.18 28.02.18 31.03.18 30.04.18 31.05.18 30.06.18 31.07.18	Planner checks PARS records	Tutors will note any subjects where hw not set – HoFs to follow up PARS reports – Pastoral leaders/HoFs/subject teachers to follow up as per policy	Template for tutors	Homework set by all subjects Monitoring during HOF work scrutiny Records of homework logs on Pars. File saved centrally for access by all staff

Literacy & Numeracy								
Section 12 - Teachers develop pupils' reading, writing, and where appropriate mathematics, well across the curriculum.					Success Criteria 80% of KS3 pupils will improve their reading age. All KS3 pupils will have a reading age commensurate with their chronological age. Subject teachers will use texts that are accessible to pupils in line with their reading age. Numeracy will be coordinated across the curriculum where appropriate. Tutors Teachers across the curriculum will be aware of teaching strategies in maths.			
Impact, Evidence, Progress towards Success Criteria. <i>By end of term 3 62% of pupils tested had improved reading age by at least 6 months. By end of term 3, Numeracy project for tutor time has been set up and will be implemented from term 4</i>								
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
12.1 Teachers develop pupils' reading and writing well across the curriculum	12.1.1 DEAR to be implemented on a daily basis during morning tutor time	04.09.17 – 31.07.18	KAG/LMB/Tutors	15.09.17 DEAR is embedded as regular practice in morning tutor session 30.09.17 the majority of Pupils have a reading book for DEAR 31.12.17 all Pupils have a reading book for DEAR	Pupils will develop the habit of reading for a minimum of 10 minutes a day Pupils will develop consistency in reading on a daily basis	SLT drop ins to tutor time Tutors to keep a record of those not bringing a book and advise English teacher. English teacher to support Pupils in choosing a book that is appropriate for their interests and ability	Proforma for tutors Time for tutors to liaise with English teachers	in place; the vast majority of pupils have a reading book everyday
	12.1.2 Accelerated Reader to be used to monitor Pupils' reading ages and progress in improving	04.09.17 – 31.07.18	KAG/English	30.09.17 all KS3 Pupils will have completed first STAR reading test 30.01.18 all KS3 Pupils will have completed second STAR reading test 20.04.18 all KS3 Pupils will have completed third STAR reading test 31.07.18 all KS3 Pupils will have completed a final STAR reading test 18.10.17 all teachers to	Record of reading ages will allow identification of Pupils needing intervention 70% of Pupils (whose reading age was below chronological age) will have made at least three months' progress 70% of Pupils (whose reading age was below chronological age) will have made at least six months' progress 85% of Pupils will have a reading age commensurate with their chronological age	KAG to keep central register of star reading ages and update KAG to liaise with tutors about how to encourage reading	Time for KAG to set up and monitor central AR records Time for KAG to liaise with tutors (Literacy briefings?)	complete complete

				be made aware of where to find Pupils' reading ages	Teachers will have responsibility for knowing pupil reading ages and adapting planning accordingly			
12.1.3 WS briefing on AR	04.09.17 – 31.07.18	KAG		18.10.17 WS literacy briefing on how to access data from AR	Teachers will have an overview of information available on AR and how to access it /use to inform planning	HoFs to check all confident KAG to be available for extra help	Time for teachers to access data (termly slot in faculty time?)	complete
12.1.4 Accelerated Reader to be used to inform teachers about accessibility of texts for their subjects	04.09.17 – 31.07.18	KAG		30.11.17 – teachers will be able to access information and use to plan accordingly 28.01.18 – subjects will be adapting texts in light of AR information	AR analysis will inform teachers of text level suitable for Pupils Teachers will understand curriculum year that Pupils are working at and use to inform planning/differentiation Pupils will be able to access subjects more effectively and make sustained progress	-Drop ins/lesson observations will show teachers are adapting texts -Drop ins/lesson observations will show suitable reading material being used -Data capture will show progress being made	Time for teachers to source/adapt texts	ongoing - text analysis websites shared with staff
12.1.5 Reading intervention for those falling behind	04.09.17 – 31.07.18	LMB/KAG/SEN		31.12.17 all Pupils needing intervention will have read to an adult at least once 31.12.17 – Read, Write Inc in place for those needing intervention 28.02.18 Pupils needing intervention will have read to an adult at least twice	Pupils will develop confidence in, and enjoyment of, reading. Adults will ask questions about plot, character, predictions Specific intervention will allow Pupils to begin to catch up with peers Pupils will further develop confidence in, and enjoyment of, reading fiction	Teacher/TA to keep record of reading aloud sessions. Specific progress/problems to be noted – KAG to monitor	Time to create reading record and monitor	Read, Write, Inc interventions are in place. Reading ages for all pupils has improved according to the single word reading assessment. Term 4 BRB will be investigating next steps

								interventions package to move on from Read, Write, Inc
12.1.6 Improve support for reading at home	01.09.17 – 31.07.18	KAG/LMB	31.12.17 – parents given access to AR log in and encouraged to read with their children	Home and school will support pupils who need help to develop reading habits	Parents to log on AR any concerns/successes KAG/LMB to monitor	Training from AR for KAG/LMB on parental access Cost of letters to be sent home		
12.1.7 Effective use of AR quiz system to monitor progress	04.09.17 – 31.07.18	KAG/English/tutors	31.12.17 all KS3 Pupils have completed and passed at least one quiz on AR/met target set on accelerated reader software	Pupils will develop confidence in reading Pupils will receive housepoints / certificate for specific targets so reading will be a positive experience	AR records to be stored in central register and monitored by KAG/LMB		in progress 62% have made at least 6 months progress by term 3	
12.1.8 Develop academic voice in pupils' writing (in subjects where extended writing is appropriate) and teachers' marking	04.09.17 – 31.07.18	LMB	04.09.17 – reminder about academic voice and reasons for it in WS INSET day 13.09.17 T&L briefing on academic voice – written work and marking 27.01.18 written work and marking will show clear evidence of academic voice 28.02.18 pupil survey 31.01.18 feedback results of survey to teachers 31.03.18 all subjects will have embedded academic voice	Teachers will be aware of why academic voice is important and will start teaching towards this Teachers will see how academic voice can be applied across the curriculum Books will show improvement in academic voice in pupil writing (in subjects where extended writing takes place) and teacher marking Pupil voice will show recognition of higher expectations Teachers will identify successes and areas for development Teachers and pupils will be writing in a more sophisticated and academic style	Work sampling/drop ins/lesson observations/Pupil voice Work sampling Survey	Time to administer survey Time to analyse and feedback results Time to follow up on areas for development	ongoing - improvements noted in academic voice in some subjects by end of term 3	

	12.1.9 Develop academic voice in discussion topics	04.09.17 – 31.07.18	LMB	20.09.17 Literacy briefing on using sentence stems/academic voice in discussion tasks	Teachers will understand how academic voice can be used in discussion topics	Work sampling/drop ins/lesson observations/Pupil voice	Cost of printing sentence stems	complete
	12.1.10 Develop awareness of PAF in subjects where extended writing takes place	04.09.17 - 31.07.18	LMB	20.10.17 all classrooms will display PAF posters	Teachers will use posters as teaching resource when extended writing take place	Drop ins Pupil voice	Cost of printing and laminating posters	Posters distributed
	12.1.11 encourage pupils to self-assess for literacy	04.09.17 - 31.07.18	LMB	20.10.17 Yellow literacy self-assessment stickers will be used in English and Humanities By 30.01.18 stickers will be used in most subjects By 31.05.18 stickers will be used in all subjects	Pupils will be reminded to check their own literacy Pupils will develop good literacy habits Pupils will take responsibility for their own basic literacy across the curriculum	Work samples Pupil voice	Cost of stickers	Stickers distributed - observed being used in books - Humanities and English by end of term 3
	12.1.12 Monitor marking for literacy through literacy assessment books across the curriculum	20.09.17 - 31.07.18	KAG	20.10.17 Year 7 will complete first English assessment in literacy assessment books 20.12.17 Year 7 will complete History assessment in literacy assessment books 30.01.18 Year 7 will complete Science assessment in lit assessment books 31.03.18 Year 7 will complete PB assessment in literacy assessment books 31.05.18 Year 7 will complete Geography assessment in literacy	English will provide a model of marking for literacy Teachers across the curriculum will see good practice in marking for literacy Year 7 pupils will understand that literacy is important across the curriculum	KAG will sample books after each assessment Feedback given to teachers and to LMB to hold in central file	Cost of books Time for sampling and feedback	Ongoing - English and Geography completed (change to programme owing to staff illness) Clear progress seen in student work

				assessment books				
12.2 Teachers develop pupils' Mathematics well across the curriculum	12.2.1 Audit of Maths content in GCSE Subjects (google form)	01.09.17 – 31.10.17	TVA	31.10.17 audit completed Oct + Ongoing 2017	Overview of Maths content in GCSEs that needs specialist support	LMB/TVA to keep central register of audit results Follow up on non-returns	Time for TVA to set up audit	Audit completed, booklet completed for teachers on how Maths teaches topics
	12.2.2 Termly Numeracy briefings	04.09.17 – 31.10.17	TVA	04.10.17 first numeracy briefing Second week of each term thereafter	Raising profile of Maths and Numeracy strategies	Attendance register	Time to plan briefings	Numeracy briefings in place, new tutorial time activity in place
	12.2.3 "What I enjoy about Maths is ..." posters from ALL staff	01.09.17 – 31.08.18	TVA	04.10.17 Numeracy briefing to introduce poster template 31.01.18 all staff will have completed poster 08.02.18 posters laminated and on display	Raising profile of Maths, links to academic resilience and Language of learning.	LMB/TVA to monitor	Time to create template Costs of printing and laminating	Posters completed and displayed
	12.2.4 Planning individual HoD Support meetings	31.10.17 - 31/01.18	TVA	31.10.17 Plans for Science completed 28.02.18 Plan for Geography completed 30.04.18 Plans for Technology completed 31.07.18 Plans for PE completed	Appropriate support for HoDs in delivering Maths content in new GCSEs	TVA to keep central register of support in place	Time to create plans Cost of producing booklets	in progress
	12.2.5 Developing Mathematics Across the Curriculum (where appropriate)	30.09.17 – 31.07.18	TVA/Maths	30.11.17 draft activities presented to LT for approval 09.11.17 Numeracy	Team agreement on suitability of activities Tutors will understand expectation of undertaking	LT to assess activities	Time to create activities Cost of preparing	Tutor activity in place for term 4

	Numeracy activities for pm tutor time			briefing - activities launched for Friday pm tutor time 28.02.18 Numeracy activities embedded in tutor time	numeracy activities and format of activities Numeracy will become established across the school and pupils will enjoy the activities	LT drop ins	resources for all tutor groups	
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Expectations

Section 13 - Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitude to learning.

Success Criteria

90% of pupils make 3 levels of progress or more. Pupils take pride in their work, this is shown when books are scrutinised.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
13.1 Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitude to learning.	13.1.1 Foster a culture of high expectations	04.09.17 – 31.07.18	LMB	04.09.17 – reminder about academic voice and reasons for it in WS INSET day	Teachers will be aware of why academic voice is important and will start teaching towards this	Work sampling/drop ins/lesson observations/Pupil voice	Time	complete
	13.1.2 CPD on academic voice	04.09.17 – 31.07.18	LMB	13.09.17 T&L briefing on academic voice – written work and teacher feedback 30.11.17 – at least 70% of lessons observed will show language for learning and pride in work 30.04.18 – at least 85% of lessons observed will show will show language for learning and pride in work	Teachers will see how academic voice can be applied across the curriculum and in their feedback Pupils will make improved progress Pupils will rise to expectations and take pride in improving their work High expectations and	Work sampling Pupil voice	Time for work sampling Time for pupil voice and feedback	postponed - delivery in term 4 88% of lessons observed to end of term 3 show high expectation of quality of

				31.07.18 – all lessons observed will show will show language for learning and pride in work	pride in improving work will be embedded across the school			work and pupils responding to this
	13.1.3 CPD on higher order discussion	04.09.17 – 31.07.18	KAG	20.09.17 Literacy briefing on academic voice in discussion	Teachers will understand the link between discussion and writing	Drop ins	Printing of sentence stems	
	13.1.4 CPD on language for learning	04.09.17 – 31.07.18	LMB	10.10.17 WS CPD on language for learning 30.11.17 drops in will show an improvement in language for learning 30.01.18 pupil voice	Teachers will understand how to use effective language for learning Pupils will respond to language used and to high expectations Pupil voice will recognise different approach and higher expectations	Attendance register Drop ins	Time to prepare CPD Cost of printing handouts Cost of potatoes and straws for experiment activity	delivered 88% of lessons observed to end of term 3 show higher expectations through language for learning
	13.1.5 Whole School Policy on quality of work	04.09.17 – 31.07.18	LMB	03.11.17 T&L briefing on policy and how to administer	Teachers will be consistent in their expectations of quality of work Pupils will recognise increased consistency in expectation	Drop ins Work Samples Pupil voice	Time for pupil voice and feedback	delivered - some improvement in quality of work noted in work sampled to end of term 3 - revisit policy in term 4

<p>Section 14 - Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p>	<p>Success Criteria Pupils will be confident about making mistakes and see this as part of the learning process. Pupils will be independent learners. Teachers will encourage risk taking in lessons</p>
<p>Impact, Evidence, Progress towards Success Criteria. <i>Completed at end of school year</i></p>	

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
<p>14.1 Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most pupils are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p>	<p>14.1.1 WS approach based on academic resilience, learning from mistakes and taking risks</p>	<p>04.09.17 – 31.07.18</p>	<p>LMB</p>	<p>04.09.17 introduce language for learning and idea of “Golden Lessons”</p>	<p>Encourage embracing of mistakes as learning opportunities</p>	<p>Drop ins/lesson observations/Pupil voice</p>	<p>No extra cost</p>	<p>delivered - some evidence seen of Golden lessons in English, Geography, History by end of term 3</p>
	<p>14.1.2 T&L CPD on the concept of Golden Lessons</p>	<p>04.09.17 – 31.10.17</p>	<p>LMB</p>	<p>T&L Briefing on 01.11.17 31.03.18 at least 85% of lessons observed will incorporate the idea of “Golden lessons”</p>	<p>Encourage teachers to take risks in their own teaching and to share this with Pupils Teachers will embrace risk taking and be confident about inviting colleagues in to see their Golden lessons</p>	<p>Drop ins will show that teachers are taking risks in lessons MSO observation sheets will show risks are being taken</p>	<p>Time for drop ins Cover for MSO observations</p>	<p>ongoing - reminder to be delivered in term 4</p>
	<p>14.1.3 Faculty time for planning Golden lessons</p>	<p>04.09.17 – 19.10.17</p>	<p>LMB/HoFs</p>	<p>19.10.17 teachers to use part of twilight time as planning time for Golden Lessons 31.03.18 - 90% of</p>	<p>Teachers will be creative/take risks for all or part of at least one lesson a week. They will invite observers in to see this. Teachers will share with Pupils</p>	<p>MSO feedback sheets Lesson observations</p>	<p>Printing feedback sheets</p>	<p>ongoing</p>

				teachers will be confident about trying "golden lessons" and inviting observers in	that they are taking a risk. Pupils will develop confidence in risk taking as a result Teachers will reflect on level of success	Pupil voice Lesson observation wheel		
14.1.4 Teachers will share ideas about Golden Lessons	12.10.17 – 31.07.18	LMB	15.11.17 T&L Briefing feedback on risk taking/sharing ideas 31.07.18 - Golden lessons will be embedded into school culture	Pupils will understand that risk taking is a positive learning experience Faculty meetings/T&L briefings will have time to discuss/reflect on success/areas for development	Pupil voice Minutes of faculty meetings held in central file by LMB	Time for pupil voice and feedback Time in faculty meetings		delivered
14.1.5 WS culture of independent learning to be developed WS CPD on Depth of learning	04.09.17 – 31.07.18	LMB	31.10.17 Pupil voice on challenge/independent learning 31.10.17 CPD session delivered 31.12.17 85% of lessons observed will show willingness from pupils to deepen learning 30.01.18 Pupil voice 30.04.18 90% of lessons observed will show willingness from pupils to deepen learning 31.7.18 95% of lessons observed will show willingness from pupils to deepen learning	Pupils will be able to air views Teachers will understand how to encourage depth of learning Pupils will acknowledge higher expectations	Drop ins/lesson observations/Pupil voice			

Stretch and Challenge

Section 15 - Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills

Success Criteria

Pupils' books show that they are making progress
Pupil voice shows that Pupils feel they are being stretched
Data Capture will show good progress for all

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
15.1 Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. (good – amber)	15.1.1 Develop a culture of high expectations; introduce the idea of using an academic voice in pupils' work and in teachers' feedback	04.09.17 – 31.07.18	LMB/HoFs	04.09.17 – introduce in WS INSET session – reminder of expectations around presentation, feedback and Pupil response 31.12.17 85% of all books sampled show pupils committing to improving their work and being given time to apply knowledge /practise key skills 30.04.18 90% of all books sampled show pupils committing to improving their work and being given time to apply knowledge/ practise key skills 31.07.18 all books sampled show pupils committing to improving their work and being given time to apply knowledge/ practise key skills 10.10.17 WS session on cross curricular moderation of marking	Teachers will be reminded about importance of feedback, Pupil response Teachers will receive feedback on strengths and areas for development which will allow progress Teachers will see examples of good practice for identifying and correcting misconceptions and embed in own practice	18.09.17 and fortnightly thereafter, HoFs to conduct work sampling SLT to sample books termly Feedback to be given to individual teachers SLT/HoFs to follow up on areas for development	Time for scrutiny and feedback Printing of feedback sheets	complete work scrutinies underway Work samples by HoFs, SLT and external reviewers show progress is evident in most books sampled by end of term 3. Focus on making differentiation evident is needed
	15.1.2 CPD on academic voice	04.09.17 – 31.10.17	LMB	13.09.17 T&L briefing delivered on academic voice in pupil work and teacher marking	Teachers will understand rational and benefit of AV – higher expectations of extended writing and feedback	Work sampling Pupil voice	Time for sampling, feedback and pupil voice	briefing delivered - work samples show more focused formative assessment with some books showing evidence of academic voice.

	15.1.3 Give effective formative feedback that shows pupils how to improve and insists that they do	04.09.17 – 31.07.18	LMB	13.09.17 T&L on academic voice in pupil work and teacher feedback 30.01.18 at least 85% of books sampled will show academic voice being used by teachers and pupils 31.07.18 at least 90% of books sampled will show academic voice being used by teachers and pupils	Teachers will begin to model academic voice in feedback and will understand the difference between marking and formative feedback through examples used	Work sampling pupil voice	Time for sampling, feedback and pupil voice	briefing delivered
	15.1.4 Allow time to respond to feedback and to practise key skills	04.09.17 – 31.07.18	LMB/HoFs	04.09.17 WS INSET T&L briefing 23.11.17 T&L briefing on feedback	Teachers will be reminded of importance of response time and strategies for individualising feedback and practise of key skills	Work sampling Pupil voice	Time for sampling, feedback and pupil voice	Work samples to end of term 3 show a range of strategies being used for individualising feedback in most books
	15.1.5 Foster consistency of expectation across the curriculum	04.09.17 – 31.07.18	LMB	04.09.17 WS INSET Day – reminder of expectations 13.09.17 – T&L on academic voice expectations 20.09.17 – Literacy briefing on academic voice in discussion work	Teachers have clear understanding of expectations Teachers understand the importance of academic voice and have higher expectations of pupil work Teachers understand the importance of oracy and have higher expectations of pupil discussion work	Work sampling Drop ins MSO Pupil voice	Time for sampling, feedback and pupil voice	complete
	15.1.6 Apply school marking policy effectively	04.09.17 – 31.07.18	LMB/HoFs	From 18.09.17 and biweekly thereafter, HoFs will sample books and give formative feedback to	Teachers will understand the importance of marking policy. HoFs	Work sampling Follow up notes on areas for development to	Time for follow up	

				staff – HoFs will follow up to check feedback being followed 10.10.17 WS Cross curricular moderation of marking	will be more aware of strengths and areas for development in faculty.	be held by LMB in central file		
	15.1.7 Ensure pupils catch up any work missed to enable them to develop their thinking	11.09.17 – 31.07.18	LMB/HoFs	11.09.17 Meeting of leadership team and pastoral leaders to agree procedure 18.09.17 and biweekly thereafter HoFs will monitor books and include checking on catch up work 31.10.17 Pupil voice on catch up	Clear system will be in place for catching up after absence Pupils will understand that there is an expectation of catching up that will be followed through and checked Pupils will be less likely to take days off	Work sampling Pupil voice		

Assessment

Description (linked to OFSTED criteria)

Section 16 - Evidence is collected and analysed to allow teachers to accurately judge pupil progress for use in a variety of school and MAT based monitoring systems enabling sustained and consistent progress to be made by all pupils.
The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.

Success Criteria

Assessment of pupils provides a clear indication of progress in relation to national outcomes and at KS4 is comparable to the outcomes gained in external examinations

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
16.1 Assessment of progress against age related expectations	16.1.1 For Y7-9, three progress checks are completed annually. One of these is incorporated into a full school report.	1 year	LP	25 th Sept – 18 th Oct – P1 all years. 2 nd – 5 th Jan – Y9 P2 5 th – 9 th Feb – Y7 P2 10 th - 13 th April – Y8 P2	Progress data collected and analysed by data team to discover overall progress of cohort, progress within subjects and progress of student	Completion of progress checks by all teaching staff on SIMS marksheets for collation by JRJ	No additional cost	All progress checks completed to date 18/02. All KS3 pupils not

				23 rd April – 4 th May Y9 FSR 4 th – 15 th June – Y7 FSR 18 th – 29 th June – Y8 FSR	groups.			making expected progress have been identified to teachers and subject leaders. Interventions collated. KS4 data added to SISRA for comparisons All data analysed using MAT format. All stored in monitoring folder for reference. Remaining progress check to be completed in the same manner
16.2 Identification of pupils not making progress in line with age related expectations	16.2.1 Implementation of new grading system for monitoring progress using KS3 flightpath P+ - Making progress above expectations. P- - making progress below expectations. P – making progress in line with expectations	1 year	LP	See dates above	Progress of KS3 pupils against national expectations is collected and used to monitor over all progress of year group and students groups	Data from progress check collated by JRJ. LP identifies pupils who's progress is falling below age related expectations.	LP time	Completed
16.3 Identification of pupils making	16.3.1 Pupils who are judged to be P- in	1 year	LP	See dates above	Strategies being used by teachers to increase	Data from progress check collated by	LP time	Completed on

less than expected progress against national expectations	individual subjects are collated and teacher are asked to provide details of intervention strategies being put into place				progress of underachieving pupils is collated and reviewed after each subsequent progress check.	JRJ. LP identifies pupils who's progress is falling below age related expectations.		progress checks so far (18/02) Impact document in monitoring folder
16.4 Parents are informed about their child's progress and development	16.4.1 Progress reports are sent home to parents with information included on how to interpret the grading system. Pupil progress against age related expectations is included in the full school report along with subject comment.	1 year	LP	See dates above	Parents are informed about their child progress on a regular basis and are invited to respond to concerns raised.	2 progress reports and 1 full school report sent home for each academic year.	Printing costs Postage costs	Feedback form attached to all reports. No feedback to date but will continue to be issued.
16.5 All Ks4 pupils issued with an 'Aspirational target' which is, as a minimum inline with FFT20 targets	16.5.1 Use of FFT data to provide targets for staff. Targets available to all staff ia the SIMS platform. Where FFT20 target is adjudged to be too low, data manager is advised to increase it to an acceptable level.	1 year	LP	25 th Sept – 18 th Oct – P1 all years. 4 th Dec – 2 nd Jan Y11 FSR 19 th Feb – 2 nd March – Y10 FSR 12 th 18 th March = Y11 P2 2 nd – 6 th July Y10 P2	All pupils have a realistic aspirational target which is reported in each progress report and full school reports.	All Aspirational targets recorded on SIMS marksheets and SISRA for each subject	No additional cost	All KS4 aspirational targets checked following FSR and manually changed where staff had not indicated increase. All students at KS4 at or above FFT20
16.6 All KS4 pupils are given a 'projected grade' on three occasions throughout the year to advise on	16.6.1 Completion of data captures by staff with projection representing a most likely grade. Projection used by data teams to	1 year	LP	See dates above	Projection inform pupil of likely outcomes and inform staff and senior leaders of whole school, subject and student outcomes. Data used to	Projects are recorded at each progress check and collated for analysis on SIMS and SISRA	JRJ time	Data collated and analysed using MAT wide

likely outcomes.	predict whole school, subject and pupil outcomes at KS4				provide intervention where appropriate.			format. All records placed in monitoring folder
16.7 All data is applied to the EAP area of SISRA.	16.7.1 EAP area within SISRA used to monitor student progress and predict whole school, subject and student outcomes with information being used by SLT, Governors and HOF.	1 year	LP	See dates above	Senior leaders, HOF's and Governors use data to inform them of progress within the school and design and implement intervention where necessary.	SISRA contain all progress check completed during the academic year	SISRA subscription	Dates for training need to be set
16.8 Full school reports for all year groups developed to give more accurate and detailed feedback to parents	16.8.1 Collect examples of other MAT secondary schools full school reports and reporting procedure.	01.07.17-31.07.17	LP	July 17 Sample of MAT full school reports are collected and viewed by SLT.	Elements of other MAT schools Full School Reports are implemented if deemed appropriate	Parental feedback requested following issue to make sure the report provides the correct level of information.	no additional cost	Completed
	16.8.2 Methods of recording Full School report statements are investigated.	End of Nov 17	LP	Examples are shared between SLT members for further discussion and comment	Alternative method for writing and recording Full School Reports are implemented if deemed appropriate by Senior Leaders	All Full school reports are checked before issue. Staff feedback is sought regarding ease of use and effectiveness.	LP time	Completed
	16.8.3 Detailed checking and control methods are implemented to make sure school reports are accurate and give clear feedback about student progress and development	Sept 17	LP	LP to share methods for checking reports with senior leaders.	Reports are quality controlled in an efficient manner with errors identified and rectified before the reports are sent home	Parental feedback doesn't identify any errors within reports.	LP time	Completed for reports issued so far (18/2)

16.9 Progress reports are developed and adapted in relation to MAT schools and parental feedback	16.9.1 Examples of progress reports are collected from other MAT secondary schools	July 17	LP	LP to share examples of progress reports from the MAT for discussion.	Elements of other MAT school's Progress Reports are implemented if deemed appropriate	Parental feedback is sought following issue of reports to determine if the level of information is appropriate	No additional cost	Completed
	16.9.2 Parental feedback is collected on the effectiveness of Progress Reports following first issue in October	Oct 17	LP	Parents are requested to give feedback on progress report format when the first progress reports for all years are issued in October	Parental feedback is collated and key areas of concern are rectified for future progress reports	Parental feedback following future progress reports doesn't highlight the same issues.	Printing costs	All reports for academic year 17/18 have been issued with parental feedback forms

Personal Development, Welfare and Behaviour

Attendance

Section 17 - Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.

Success Criteria

Improve attendance and reduce persistent absenteeism, to be in line with national levels. Reporting, tracking and interventions are timely and effective, raising attendance and in particular reducing persistent absenteeism.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
17.1 Few students are persistently absent	17.1.1 Weekly Attendance meetings focus on students who are, or are close to becoming PA	In place by end of September	SE /CK / KH, EWS officer, LA attendance officer	18/9/17 - Weekly attendance meetings scheduled 18/9/17 – Actions taken following each meeting	Every student below 97% has their attendance scrutinised weekly and records show interventions taking place and attendance improving.	Minutes of meetings, records of interventions and impact	Leadership time EWS	Weekly meetings with EWS. Letters sent accordingly. MAP and SAM meetings

								held as and when necessary
	17.1.2 Every fortnight attendance meetings are multi – agency to involve as many key people as possible			25/9/17 – Fortnightly attendance meetings are attended by PFSA, LA attendance officer, EWS and other relevant agencies	Every fortnight attendance meetings are attended by PFSA. LA attendance officer and other agencies as appropriate to ensure a coordinated approach to improving attendance.	Minutes of meetings, records of interventions and impact		Fortnightly meetings with EWS and LA. PFSA invited
	17.1.3 Every student below the schools target will have interventions taken to improve their attendance			18/9/17 – Attendance meeting minutes show actions for all students below school target	Attendance meeting minutes show actions for all students below school target and their attendance rising	Minutes of meetings, records of interventions and impact		Actions for all students following attendance framework
17.2 No groups of pupils are disadvantaged by low attendance	17.2.1 Termly reports are analysed by all groups, including disadvantaged. EAL, Traveller, SEN etc	Every Term (6 times a year)	SE	15/10/17 – Termly attendance report prepared with commentary 1/11/17 – Attendance interventions are in place and attendance is rising compared to 2016/17	Termly reports include a commentary on patterns or significant events or students. Leaders are aware of attendance of all groups and actions being taken to improve attendance.	Attendance report - termly	Leadership time	Termly report for governors and termly report for KH complete with graphs amended
	17.2.2 Interventions for all students with low attendance are tracked, followed up and where appropriate referred to EWS or LA for further action	In place from September – all year	SE/ Pastoral Team		Attendance procedures are followed and referrals to EWS and LA are made, with evidence of tracking all interventions	Minutes of meetings, Attendance reports	Leadership Time EWS	Attendance clinics, SAM, MAPs, Tutor chats and letters sent accordingly
17.3 The attendance of pupils who have previously had	17.3.1 All students who are below school target are tracked until they are above the school target	In place from September – all year	SE/ Pastoral Team EWS / LA attendance	1/11/17 and Termly – Attendance records show pupils who have previously had	PA students from 2016-17 show significant improved attendance or there is evidence to show what	Minutes of meetings, Attendance reports	Leadership Time EWS	Weekly meeting data is the under 96%

exceptionally high rates of absence is showing marked and sustained improvement.	of 96%		officer	poor attendance are improving	actions have been taken to reduce absence.			list PA also looked at weekly by SE
17.4 Data tracking and analysis on attendance and punctuality is scrutinised by leaders and governors.	17.4.1 Termly data is presented to LT and governors. This is analysed with significant events or patterns highlighted.	End of each term	SE	1/11/17 and Termly – Attendance report presented at SLT and next governors meeting	Termly reports include a commentary on patterns or significant events or students. Leaders are aware of attendance of all groups and actions being taken to improve attendance.	Attendance report - termly	Leadership time	Termly reports sent
	17.4.2 Where appropriate, the effect of significant events / students are modelled to show significance.			When appropriate the effect of significant events / students is modelled and shared with LT.				Termly report includes data that removes Medical tuition and other unavoidable circumstances
17.5 Attendance staff know internal procedures as well as LA procedures and ensure they are followed	17.5.1 Attendance lead and assistant Pastoral Lead to attend LA training and then share with all attendance staff	Sept – Nov	SE/ TM	27/11/17 – Attendance course for SE/TM on LA procedures	Attendance team fully understand and operate internal procedures Attendance lead ensures attendance team understand and follow LA procedures.	Training log	£80 SSE course	SE attended training TM attended training but no longer Pastoral admin assistant
	17.5.2 Headteacher to attend fortnightly attendance meeting to share expertise and ensure procedures are	From September	KH Headteacher	18/9/17 – Headteacher to attend fortnightly attendance meeting	Headteacher ensures internal procedures are followed and supports Attendance lead.	Headteacher attendance at meetings	Leadership time	KH attends when possible

	effective in raising attendance							
17.6 EWS and local authority attendance officers work together, increasing impact of their interventions	17.6.1 EWS and LA attendance officers to align working days so they can attend Multi-agency meetings and share best practice.	From September	EWS officer / LA attendance officer	5/9/17 LA and EWS where possible align working days so that they can have close liaison and attend attendance meetings	EWs and LA work closely with their caseloads to ensure maximum impact of interventions	Impact of EWS and LA on their cases	EWS	Tuesdays P2 are our meeting times
17.7 All staff receive training on how to support students with attendance	17.7.1 Pastoral Leader I/C of attendance to regularly update all staff on their responsibilities to support students with attendance through pastoral briefings.	All Year	SE	22/9/17 and termly – SE to remind staff of attendance procedures and how they can support attendance	All staff are supportive of the attendance system and actively support their tutees	Attendance of students following intervention by teacher		Weekly pastoral briefing includes attendance procedure and weekly email for Tutor chat requests
17.8 Students who are absent catch up work so that they do not fall behind.	17.8.1 All staff require students to catch up work missed. The expectation is that students will catch up missed work.	All year	LB / SE HOF	11/9/17 – LB/LP to ask staff to insist students catch up missed work	Students who miss lessons are required to catch up, either by doing small tasks in the lesson or by additional homework. If this is not completed this is followed up with a sanction	Book looks show evidence of students catching up work missed		Part of tutor chat includes making students aware they need to catch up
	17.8.2 Long term absence students are sent work home that is tracked so they do not fall behind		SE / Pastoral Team All teachers	25/9/17 – Procedures in place for absent students to ensure they do not fall behind whilst away	Students unable to attend school are sent work home to complete, this is tracked and marked providing feedback	Records of work sent home for these students	Edlounge	Too costly. Doodle and other online programmes used in conjunction with work packs sent home

Behaviour

Section 18 - Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. Leaders and governors scrutinise behaviour data and the effectiveness of interventions arising from it.

Success Criteria
Behaviour data shows clear trends over time and is used to inform behaviour interventions. These interventions are effective in at least 90% of cases. Exclusions are in line with national figures. Exits and behaviour incidents fall by 10% from previous year.

Impact, Evidence, Progress towards Success Criteria.

Trends identified by analysis of Exit and exclusion data, shared in termly behaviour reports.

Meetings with SENCO weekly to address SEN statistics: Reduced number of incidents recorded for the majority of key SEN students identified in Term 2 analysis. Year 7s in particular.

PX2 planned to target worst year group.

Exclusions discussed with governors.

Staff training utilised to address Exits and ensure staff aware of procedures - Term 3 has a reduced number of exits across the board.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resource s cost	Status
18.1 Create data analysis that informs intervention	18.1.1 Exclusions are analysed by group and individual informing intervention to reduce recidivism	From October	CK – Pastoral Leader	15/10/17 – Behaviour report including exclusions, exits and behaviours for 2016/17 prepared for SLT with action plan	Exclusions are reduced to be in line with national averages	Behaviour report and interventions	Leadership time	PSPs (Level 3 forms) for all students at risk of exclusion. PSP alternative formats reviewed. CR to update.
	18.1.2 Exit room data is analysed to look for trends and track repeat offenders			Termly – Behaviour data is reviewed with next steps, SLT and governors scrutinise this data to ensure effectiveness of interventions				Exits reduce by 10% compared to 2016/17 figures

								exits across the board.
	18.1.3 Behaviour data is analysed to look for trends in types of incident or groups of students				High tariff incidents reduce by 10% from previous year All types of poor behaviour reduce Rewards increased from previous year	Behaviour report and interventions	Leadership time	Meetings with SENCO weekly to inform interventions due to spotted trends. Reduced number of incidents recorded for the majority of key SEN students identified in Term 2 analysis. Year 7s in particular. Improved communication and consistency between home and school. Reduce exclusions through preemptive work of Learning Mentors. CK to monitor intervention schedule.
18.2 Data is used to provide support for students, staff and families	18.2.1 Effective intervention is put in place to improve behaviour. Parents and staff are aware of these interventions and support them	September – July	CK – Pastoral leader SE – Pastoral leader	Termly – Intervention plan part of behaviour report As appropriate - Behaviour level documents used when introducing interventions, agreed with parents and communicated to staff.	Interventions reduce recidivism and behaviour data shows improvement overall Where appropriate interventions may result in staff training. Parents are aware and support interventions	Interventions and success tracked through line management and behaviour report. Behaviour level documentation provides evidence of parental support. Staff made aware of interventions through weekly briefings and emails.	Leadership time	Weekly pastoral meeting focussing on beh logs. Weekly pastoral briefing to update staff on behaviour levels for students. Level 3 meetings being held with parents/carers to ensure consistency between home and school. Anger management sessions being provided. Emotional Support

								work on-going and having positive impact on those involved. Further interventions to be arranged and impact monitored by CK.
18.3 Leaders and governors understand the schools behaviour data and what actions arise from it.	18.3.1 Termly behaviour reports are presented to SLT and governors. This highlights trends and concerns. There is an action plan clearly showing next steps	September – July	CK – Pastoral Leader	Termly – Report to SLT and governors	Leaders and governors scrutinise behaviour data and ensure interventions are effective	SLT meeting and Governor meetings	Leadership time	Termly behaviour reports to be shared by CK. Term 2 and 3 reports completed to be shared.

Alternative Provision

Section 19 - Pupils who attend alternative provision are monitored closely to track their academic progress and welfare. Provisions are regularly visited and pupils feel safe at alternative placements.

Success Criteria

Monitoring visits are carried out at least termly with the pupil at the placement. Pupil's progress and welfare is tracked and evidence shows progress. The quality of alternative provisions is regularly assessed to ensure high quality alternative provision. Outcomes are in line with other pupils from a similar starting point where possible.

Impact, Evidence, Progress towards Success Criteria.

Deputy DSL is conducted monitoring visits and completing paperwork to show evidence of pupil progress and welfare.

New placement has been monitored and safeguarding checks carried out.

Communication with staff providing alternative provision is on-going with DSL, Pastoral Leaders and SENCO as necessary.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
19.1 Regular meetings with alternative providers ensure high quality intervention	19.1.1 Meetings are held at least termly to track progress, attendance and welfare of students on alternative placements	September to July	CK/SE – Pastoral Leaders	1/10/17 – Students on alternative provision have been visited	Students in alternative provision attend regularly, make good progress and their welfare is closely monitored. The school is aware of all aspects	Monitoring meetings – at least termly Line Management by Headteacher	Meeting time	CR attends meetings at all provision
19.2 Accurate	19.2.1 Records of			1/10/17 - Meeting				Proforma

records are kept of meetings with alternative providers	meetings show clear evidence of tracking and actions			agenda for alternative provision meetings designed	of the students' provision.			used
19.3 Attendance data is kept up to date, with interventions where appropriate	19.3.1 Attendance is communicated daily from alternative placement to home school. Any unknown or unauthorised absences are followed up with both parties aware of reasons.			5/9/17 – Attendance data from alternative provision is provided daily Weekly – Attendance of students in alternative provision is discussed in attendance meetings		Attendance meetings – weekly		All provision inform us of any non attenders
19.4 Students on alternative provision are challenged and progress scrutinised	19.4.1 Student progress is tracked against targets at each meeting. Further intervention in place where appropriate			1/10/17 – Progress report included in alternative provision meeting		Data Collection analysis		Reports provided. CK to arrange feedback to HOFs regarding progress.
19.5 New placements are checked thoroughly	19.5.1 Any new placement is visited and risk assessed with particular attention to safeguarding and teaching quality	When appropriate		When appropriate – Full risk assessment to take place		Report to SLT	Unknown	CR has attended new placement and paperwork is complete

Safeguarding

Section 20 - Safeguarding is effective. The school's arrangements for safeguarding pupils meets statutory requirements. Recording and tracking of safeguarding is clear and effective. All staff are regularly trained and kept up to date with the latest safeguarding information.

Success Criteria

SCR shows all staff are fully trained. External verification of child protection and wider safeguarding arrangements shows arrangements meet statutory requirements and show best practice.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
20.1 Review current safeguarding systems	20.1.1 Complete Somerset Safeguarding Audit	By end of September	KH / DSL / Governors	30/9/17 KH – Completion of safeguarding audit	Safeguarding audit shows all areas are compliant	Audit shared with LT and governors	Leadership time	LA delayed audit until November/ December FEB - audit now functioning - technical issues. KH and SE to do after HT
	20.1.2 External audit of safeguarding provision	By December	KH	28/9/17 KH - External audit of safeguarding through MAT completed	Audit shows safeguarding practice is secure and any clear actions for improvements.	Audit shared with LT and governors	Cost of external review	MTH completed review.
20.2 Ensure recording of CP incidents is in line with national expectations	20.2.1 Research best practice for logging safeguarding incidents	July	DSL – CR	21/7/17 – Best practice for recording CP incidents researched	CP records are thorough and in line with expectations. All records are accurate and evidence is clear.	Termly review by Headteacher of records External review by MAT		Discussion to be held in MAT safeguarding meeting 21/2
	20.2.2 Create new logging system to ensure that all information is clear with correct evidence	September	DSL - CR	8/9/17 – New CP procedures in place and shared with staff			Cost of external review	Following MAT guidelines and ensuring chronology completed and up to date with all evidence
20.3 Provide clear guidelines and guidance to staff for safeguarding	20.3.1 New safeguarding guidance sent to all staff	September	DSL – CR	5/9/17 – New DSL posters and signage around school 13/9/17 – New safeguarding guidance	Guidance around safeguarding and in particular CP is clear for all staff with reference point for information	Clear display with up to date information checked by Headteacher	Display materials £50	Display in staffroom. Posters of DSL around

				sent to staff				School Safeguarding training held for all
	20.3.2 Safeguarding board in staff room created as reference point.	September	DSL - CR	28/9/17 – Safeguarding board created in staffroom as a reference for all safeguarding information			Display materials £50	Board complete and updated
20.4 Ensure all CP training is up to date	20.4.1 LA safeguarding officer to lead basic awareness for all staff	September	DSL- CR / Headteacher - KH	5/9/17 – Basic Awareness training for all staff 11/9/17 – KSIE document circulated to all staff 15/9/17 – SCR checked by Headteacher	All staff are aware of safeguarding risks and their responsibilities. They know what to do and who to tell	Staff questionnaire on safeguarding.	LA officer £85	Completed
	20.4.2 DSL to deliver basic awareness to any untrained staff	All Year	DSL - CR	15/9/17 – All staff trained on Basic Awareness and Prevent				Complete
	20.4.3 Increase number of level 3 trained staff	By December 2017	DSL / Headteacher	29/9/17 - One Pastoral Leader completed level 3 training 18/10/17 - Headteacher completed level 3 training 1/12/17 - Second Pastoral Leader completed level 3 training. 1/12/17 - Redesign safeguarding team to strengthen team	Safeguarding team includes members of SLT and work together closely to ensure safeguarding is effective, up to date and proactively seeks ways to improve	Somerset County training sessions completed Safeguarding audit completed by December - Somerset County	Cost of training for 3 members of staff	SE and CK trained. KH booked to go on 27+28/2. CR has attended update
20.5 External review of safeguarding	20.5.1 Trust external review of safeguarding	September	Headteacher – KH	21/9/17 MAT review of safeguarding taken place 1/10/17 Action plan	Review shows all safeguarding procedures are effective All safeguarding	External review and action plan	Cost of external review	Review complete

				following safeguarding review.	paperwork is in place using MAT templates			
20.6 Leaders and governors regularly audit safeguarding	20.6.1 Safeguarding governor checks SCR and related files and documents termly	All Year	KMc - Safeguarding Governor	Termly - SCR, staff files and related documents checked by safeguarding governor	SCR is accurate and correct, holding details of all checks and pertinent training.	SCR is checked every month by HT. SCR is checked every term by safeguarding governor.		Safeguarding governor now Katherine Clarke
	20.6.2 SCR, staff files and safeguarding records checked regularly by Headteacher and Executive Headteacher	All Year	AWI - Executive Headteacher KH - Headteacher	Monthly - AWI/KH checks SCR, staff files and CP records				
20.7 Students are aware of how to keep themselves safe	20.7.1 Assemblies and PSHE sessions focus on keeping children safe	All Year	BRB	1/9/17 - Assembly rota regularly refers to elements of keeping children safe When appropriate - Additional assemblies to make students aware of how to keep themselves safe 1/9/17 - PSHE lessons planned to cover areas of risk and how students avoid risk	Students are aware of the risks regarding drugs, gangs, CSE, FGM, maltreatment, grooming and e-safety, prevent, keeping healthy and mental health. Students know who to go to and how to seek help.	Records of assemblies Student feedback - student survey	Cost of external visitors for assemblies	Complete ongoing
20.8 Students are aware of the issues surrounding radicalisation and extremism and can recognise the behaviours associated	20.8.1 English Teachers deliver a series of lesson during the first three English lessons of the school year Science teachers deliver a series of lesson during the first three Science lessons of the school year	September 2017	BRB (LB/LP)	06/09/2017 - Lessons start in English 11/09/2017 - Lessons start in Science 18/09/2017 - All lessons delivered	Student Survey shows that all students understand the key terms and can recognise behaviours related to radicalisation and extremism	Student Survey Results	LB/LP time to prepare resources	Complete
20.9 The school site keeps	20.9.1 The sports centre areas of the school are kept	All Year	All staff	1/9/17 - Staff reminded of protocols for keeping	Members of the public cannot access the	KH to ensure security systems		Complete, reminder

children safe	safe			1610 area out of bounds. Assembly procedures discussed	school area's and students cannot access 1601 area.	work and that protocols are followed.		sent again in January
	20.9.2 Perimeter checks are performed regularly	All Year	Site Team	Weekly - Perimeter is checked to ensure site is safe	The perimeter of the school ensures the only entry to the school is via reception	PN to report any problems immediately to headteacher		completed regularly
	20.9.3 Work with 1610 to provide a long term solution to the safeguarding issues around the shared use areas.	1/9/17 - 1/9/18	KH- Headteacher AWI (CEO)	1/11/17 - Legal documents regarding changes agreed 1/9/18 - All works completed ensuring 1610 is entirely separate to the school	1610 sports facilities are entirely separate from the school, ensuring there is no possibility of members of the public / students coming into contact.	AWI /KH to monitor progress and report back to LGB and trustees.	£unknown	LA now involved and process has slowed. Hoping to get reception moved by Sept 18.

Student Leadership and Participation

Section 21 - Student Leadership provides opportunities for leadership in area of student life and student leaders provide a positive role model for all other students. Participation in a range of extra-curricular activities is supported by student leaders and is increasing throughout the year.

Success Criteria

A greater percentage of students will be invited to become student leaders based on good attendance and behaviour records
Student voice is developed as part of the school leadership programme
Extra-curricular activities are attended by all of Year 7 and is increasing across the year in all other year groups

Impact, Evidence, Progress towards Success Criteria.

Year 11 Prefects running some clubs where staffing allows

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
21.1 Explore and implement links with Millfield to develop current plans for rewarding endeavours with the Millfield EAGLES system	21.1.1 Meet with Millfield rep to develop the EAGLES system to meet the needs of the school	15/09/2017	AHT BRB	20/10/2017: Collaborate with Millfield rep to develop their system so that it meets the needs of St Dunstan's 23/12/2017: Present the system to SLT	A system in which skills, qualities and actions can be rewarded will be implemented and all students will be taking part supported by staff	BRB to report termly to SLT	BRB Time, IT time, Reprographics resources	Completed
	21.1.2 Set up the EAGLES programme to work alongside our current system of rewarding	23/12/2017		01/02/2017: Introduce the EAGLES system to staff and gather staff support for the delivery of different elements 01/03/2017: Introduce the EAGLES system to students				No longer planning on using EAGLES

21.2 Student Leaders provide extra-curricular activities for all of Year7.	21.2.1 Prepare prefects and then student leaders to deliver clubs and activities to younger students	02/02/2018	AHT BRB	17/10/2017: Prefects prepared with support from subject staff to provide an extracurricular club for year 7 in term 2. 02/02/2017: Student Leaders prepared, with support from staff, to provide an extracurricular club for Year 7 for terms 3, 4 and 5	All prefects will be delivering extra curricular activities weekly	HoFs report using registers. BRB report to SLT termly	Time: HoFs for register and promotion of clubs/Teachers for delivery of clubs	needs re-evaluating system for safeguarding purposes. Re-evaluation to take place in term 5
	21.2.2 Increase attendance at extra-curricular activities for years 8 and 9			10/09/2017:All staff will have access to a central register to register attendance at extra-curricular clubs. HoF to promote clubs in their areas to show a termly increase in participation for year 8 and 9 20/10/2017: All of Year 7 choose at least (but not restricted to) one club from a list of choices to attend in term 2 and 3 10/02/2017:All of Year 7 choose at least (but not restricted to) one club from a list of choices to attend in terms 4 and 5	All of year 7 will be participating in EC Activity. Increasing numbers of students from all other KS3 year groups will be participating in extra-curricular activity			

SEMH, Equality and Diversity	
Section 22 - Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils show respect for others' ideas and views.	<p>Success Criteria St Dunstan's has a positive school culture, where all students have equality of opportunity and discrimination of any kind is not tolerated. The school community is diverse and inclusive. Students understand mental health and know who to speak to when they need help.</p>
<p>Impact, Evidence, Progress towards Success Criteria. <i>The school community has suffered a bereavement and students have sort and received support to deal with this, PA has been avoided for many of those most affected and a process is in place to support students moving forward.</i> <i>Assemblies have been held and students have been able to identify/ seek support from the appropriate members of staff, for themselves and others.</i> <i>Mental health support has been discussed with parents/carers during meetings, which has been received positively.</i> <i>Appropriate support materials have been made available on the school website and the pastoral team for KS4 students, their parents/carers and staff on emotional wellbeing during the exams. Reaction from students has been positive.</i></p>	

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
22.1 Staff training on mental health informs practice	22.1.1 Training in place for SEMH lead	October	SEMH Lead	20/10/17 - SEMH lead has received training on Mentally Healthy School	SEMH is understood fully by SEMH Lead	Notes provided from training	Cost of Training £418	Completed Feb 2018
	22.1.2 SEMH lead cascades training to staff through pastoral meetings	November	SEMH Lead	20/11/17 - All staff have received SEMH training	SEMH training can be seen in student staff interactions and support	Student voice		Twilight session Term 4 and pastoral briefings
	22.1.3 Staff receive academic resilience training focussing on self talk, motivation and overcoming barriers to making progress	December	KH	12/12/17 - KH has started a sequence of training sessions 1/3/17 - All staff have received training and use it in their interactions with students	The school community supports students mental health through their actions and their understanding of barriers to learning / mental wellbeing. Number of mental health cases falls by 40% in 6 months after training	Tracking mental health cases over time	CPD time Resources and copying	To be incorporated in to Mental Health training due to constraints on training time.
22.2 Students are made aware of mental health interventions they can access	22.2.1 New yr 7 students have an assembly to signpost help	September	SE/CK	29/9/17 - Assembly to signpost mental health interventions has taken place	Students are aware of when to get help and where they can get it from.	Feedback from students		Completed
	22.2.2 'Time to talk cards updated and promoted	September	SE/CK	1/10/17 - Time to talk cards are updated 15/10/17 - All students are aware of 'Time to Talk' cards		Evidence of promotion of cards and students using them	Reprographic s	Done and handed out
	22.2.3 The role of the tutor is to support tutees with any issues or signpost	September	SE/CK	5/9/17 - Role of tutor revised to include supporting students and providing signposting for support		Staff survey shows tutors understand the role of the tutor		Role of tutor training conducted Open door

				1/11/17 - Revisit role of tutor with tutors to ensure consistency				policy for any tutor related questions to SE/CK
	22.2.4 Clear advertising throughout the school of agencies they can access	September and throughout year	TM/WL	1/10/11 - Displays regularly updated that signpost support for Mental Health. (Childline, Challis, School Nurse etc)		Student voice shows students know who to go to for help	Reprographic s	ongoing WL to help Inclusion Room to be done
22.3 Social, Emotional and Mental Health of students and staff is seen as a priority. All treat each other with kindness and respect. Bullying is dealt with in terms of strategies and intervention for all stakeholders.	22.3.1 CAMHS participation group and link worker set up workshops and assemblies in school	1/1/18-1/5/18	SEMH Lead	10/2/18 – Assemblies on Mental Health are held with workshops delivered by CAMHS link worker.	Mental Health is seen as less of a taboo, students are able to use strategies and feel supported in school	Student voice	Student voice meetings	Ongoing; CAHMS have been contacted.
	22.3.2 Learning mentors continue to work with key students and groups of students	From September	CR/HC	Team meet weekly throughout the year and intervention is in place for all students who need support.	Exclusions and Exits decrease. Incidents of bullying decrease.	PARS reports	Time for meetings	Meetings with SENCO added as trend spotted in Exits. HC has returned to work and sessions are up and running.
	22.3.3 Counsellor regularly visits school to support students	From September	SEMH Lead	1/9/17 – Counsellor booked to come in regularly 1/6/18 – Impact of counselling service assessed.	Vulnerable students feel well supported and have an external adult they can talk to.	Student voice and impact evaluation of counselling service.	room, computer and photocopying of referrals	Challis counselor seeing students weekly. Meeting with Challis has been held to evaluate provision

								and period of assessing impact on-going.
	22.3.4 Opportunities for mindfulness are well managed and provide students with a reflection time	From September	SE/CK	1/10/17 - Mindfulness strategies reviewed 1/11/17 - Mindfulness student survey	Students equipped with coping strategies	Student Survey	CPD	Mindfulness sessions emailed to staff and review due to be held in HT4
	22.3.5 Peer mentors are trained and work with vulnerable students	1/10/17-1/8/18	CK	31/10/17. Peer Mentor Training undertaken by year 9 1/12/17 - Peer Mentor room set up -Further training each term	Peer mentors work with younger and more vulnerable students as part of the support team They have a base for students to visit them at lunch time. This is passed on to pastoral team	Reduction in bullying and mental Health issues	CPD and time with students	Peer mentor training has been held and session with KS2 run. CK to provide further training and organise specific room - student leaders review has altered plans.
22.4 Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of	22.4.1 Use of Educate and Celebrate resources.	1/9/17 - 1/8/18	CK	1/12/17 Equality and diversity policies are amended 1/10/17 Equality and diversity signage is in place	-LGBT+ books are in the library. -Schemes of learning annually reviewed, signage and policies are in place reflecting awareness of and information on LGBT+ issues.	CK to meet with group and determine impact	Time for CK to meet with group and check schemes	LGBT+ books are in the library LGBT History month display created by Equalities group Equalities Team offered help to staff

opportunity and diversity in teaching and learning.								leading assembly
	22.4.2 Acts of Kindness and good behaviour are captured by Prefects to be celebrated	From September	BRB	Final week of every term: one student will be rewarded in assembly with a £10.00 Amazon voucher	Students will be motivated to be kind to others and instances of positive behaviour toward others will increase so that more students are recorded in the Prefects Blue Books	Pastoral leaders to monitor logs Head Boy/Girl to monitor iBlue Books for an increase in recoding of positive behaviour	PL monitoring BRB supporting Prefects	Ongoing
	22.4.3 Review the SMSC programme to include a consistent approach toward addressing the use of derogatory language so that the pupils understand the consequences to the recipient /recipient group	1/10/17 - 1/3/18	BRB - AH Vulnerable groups & SMSC	10/01/18 - SMSC Audit reviewed and gaps identified. Gaps will be identified and shared with HoFs 1/3/18 - Tutorial programme, CE days and Audit mapped to cover SMSC elements including Equality and Diversity	All staff challenge the use of derogatory language Derogatory language is rarely used by students	Student voice - questionnaire	BRB time to analyse gaps and prepare report for HoFs	Completed
	22.4.4 HoF will identify opportunities to address stereotypes and language relevant to their topic areas in medium term planning and curriculum enrichment planning	By 27/02/2018	BRB - AH Vulnerable groups & SMSC	27/02/18 - HOF's and BRB work to ensure all 'gaps' from SMSC audit are covered. In particular opportunities to address stereotypes and diversity	All teaching staff will be consistent in the messages that they are sharing with students and working toward eradicating derogatory language	Student survey at end of term 4 BRB to report outcomes to SLT at the end of term meeting	BRB and HoF meeting time HoF meeting time to share and agree strategy within faculties	Completed
22.5 Engage students in promoting Equality	22.5.1 Equality group in place and confident in giving feedback	From September	CK	15/9/17 Equality group in place 1/1/18 Equality group increases in number and meets with SLT	Equality group is in place and working with SLT, challenging discrimination and inequality. Student views are integral to the decision making process.	Student survey at end of term 4	CK time to meet with group	Equality Team in place LGBT History month display created by Equalities group Equalities Team offered help to staff leading assembly

								Reduced entries to racism and homophobia log On-going
22.6 Expectations around behaviour and conduct support equality	22.6.1 Behaviour framework supports high standards of conduct, and addresses discrimination issues	1/9/17-31/12/18	SE/CK	1/1/18 - Instances of bullying and discriminatory behaviour decreased from previous term.	Students treat each other with respect.	monitoring of behaviour logs	Time and any training to use spreadsheets and PARS	Bullying reminders given to staff and students (repeated rather than one off) Respect and kindness WS assemblies held. Posters in all tutor bases and around school. Review of PARS behaviour 'labels' to analyse reports more accurately

SMSC / PSHE

Section 23 - Pupils' spiritual, moral, social and cultural development and, within this, the

Success Criteria

promotion of fundamental British values, are at the heart of the school's work
High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate

Student Leaders have delivered training on Radicalisation and extremism to all year groups.
Student voice shows a clear understanding of the key issues identified including radicalisation and extremism. Student Leaders will have delivered briefings based on key issues identified to keep staff up to date throughout the year

Impact, Evidence, Progress towards Success Criteria.

SMSC Overviews include clear plans for PSHE/British Values/ in the form of Assemblies tutorial programme and CE Days

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
23.1 Ensure all key areas of the PSHE foundation guidance receive good coverage within the tutorial programme Ensure students are aware of risks of radicalisation and extremism	23.1.1 Identify key issues from the PSHE Foundation guidance of PSHE and draw up an action plan for the development of these issues within the tutorial programme	15/10/2017	BRB AHT	30/09/2017 Issues identified and agreed with line manager 15/10/2017 Action plan shared with SLT 23/03/2017 Preparation work for implementation of the action plan completed 24/04/2017 Action Plan implemented	-Students will report that they understand the key messages from the PSHE Foundation Guidance and are confident enough to be able to seek help and support if required -All students know how to seek help and support for the issues	Report to SLT	BRB Time Student Leaders Time Tutor group time Reprographic resources	Key issues from the PSHE Foundation Guidance included in SMSC Audit-Audit updated. CE Day includes drugs and Relationships education. CK has arranged for school to partake in SHEU survey Survey opens Feb 27th and is to be completed by Yrs 8&10
	23.1.2 Plan age appropriate sessions for each of the key areas and ensure that assemblies are	15/10/2017	AHT BRB	04/09/2017: Assembly schedule with objectives and outcomes clearly mapped to British Values in place and	A tutorial programme which includes supporting assemblies is in place for all year groups	Pastoral Leaders / BRB complete fortnightly learning walks, share information and	Time: BRB to create programme /source resources	Partially Completed

	scheduled to introduce the themes			shared with all staff 15/10/2017: Programme of follow up sessions delivered during tutorial programme and shared with all tutors/staff - Pastoral Leaders monitor delivery		provide support where needed	/monitor PLs monitoring	
	23.1.3 Train Student Leaders to develop their understanding of radicalisation and extremism	02/03/2018	AHT BRB	12/12/2017: Suitable training course for students will have been sourced and set up ready for delivery 10/01/2018: Student Leaders will have attended their training course	Student Leaders have completed a training course and feel confident answering questions about radicalisation and extremism from other students; they will join the student mentor team and act as specialist mentors in this area	BRB report to SLT	Time: BRB to support Student Leaders	Completed in different format
	23.1.4 Student Leaders deliver sessions related to radicalisation and extremism as part of the tutor programme	02/03/2018	AHT BRB	2/03/2018: Student leaders will have a programme to deliver to each year group and will begin delivery	All students will have attended workshops on Radicalisation and extremism and will have completed a student questionnaire to check their understanding. Remedial/intervention work will be carried out by specialist mentors who will have recorded their work in a R&E Intervention Log	BRB report to SLT	Time: RB to support with preparation, delivery, questionnaire analysis, preparation with intervention	
23.2 Pupils can explain accurately and confidently how to keep themselves healthy.	23.2.1 Develop the PSHE programme to target the key areas identified within the tutorial programme and through cross curricular links with technology, PE and the Curriculum Enrichment Programme	Ongoing	AHT BRB	CE Days calendared for: 29/09/2017 04/12/2017 30/01/2018 20/03/2018 20/04/2018: Student voice activity to assess understanding of topics covered in CE day	A CE Day schedule mapped to the PSHE Foundation Guidance will be delivered to all year groups	BRB To share schedules with all staff and collate session plans for sustainable course. Course leaders to review impact of course and make necessary amendments	Time: BRB/ HoFs/ Subject Leaders/ Tutors	Completed

						BRB to share overall impact evaluations and completed schedule with SLT Student voice will show that the students are receiving enriching learning experiences from the CE programme and that they are able to answer questions related to the PSHE/Careers topics covered	
23.3 They make informed choices their emotional and mental well-being.	23.3.1 Implement a SEAL programme to be delivered through the tutorial sessions			12/12/2018: Investigate and prepare a SEAL programme that can be delivered by tutors 01/02/2017: Implement the SEAL programme during Spring term 2	All Year groups will have been involved in a series of SEAL activities to promote positive mental health	BRB/SE/CK to monitor the delivery during tutor time via learning walks and scrutiny of student output Student voice activity will show that students are emotionally literate and know the skills necessary for emotional wellbeing	
23.4 They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation	23.4.1 Create a relationships strand to run throughout the curriculum enrichment programme so that all year groups receive age appropriate S&RE sessions			04/09/2017: CE Day Programme completed and shared with all staff	Relationships element of PHSE guidance criteria has been met	Session plans in place and collated across year groups	

Leadership and Management

Expectations and Ethos

Section 24 - Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.

Success Criteria

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status		
24.1 Ensure MAT policy on absence is adhered to	24.1.1 MAT policy on absence is shared with staff	September	ST / KH	20/9/17 – All staff have a copy of staff absence policy in their handbook 25/9/17 – KH to identify key changes in policy and expectations around staff absence	Staff absence is minimised, staff understand their priority must be to teach their classes wherever possible	Staff absence records	Copying	Policy sent out to all staff		
	24.1.2 All requests for absence are dealt with consistently and in line with school policy			5/9/17 – All staff absence requests are dealt with in line with MAT expectations				LOAF's and staff absence records	Leadership time	HT agrees all absence requests - now in line with MAT expectations
	24.1.3 Absence procedures are followed following staff absence			Where appropriate, absence procedures are followed to support staff return to work quickly				Staff absence records	OH referrals HR advice	All staff tracked - absence policy followed
24.2 Involve staff in decision making and monitoring of the school	24.2.1 Staff Questionnaire informs development planning	March	LT	1/3/17 - Possible changes and items for development form part of the annual staff	Staff views are considered and valued as part of the development process of	Staff questionnaire analysis	Survey Monkey £	Annual staff questionnaire due in		

				questionnaire 1/3/17 - Staff welfare questions are included in staff questionnaire	the school			March
	24.2.2 Staff are invited on lesson drop in's	September	LMB	05.10.17 – Staff have accompanied SLT on Lesson Drop Ins	All staff are able to be involved in the monitoring and improvement of Teaching and Learning All staff have a better understanding of what good teaching and learning looks like	LMB to keep record of who has been on drop ins	No extra cost	
	24.2.3 MSO sessions offered throughout the year	October – July	LMB	09.10.17 - Teachers are invited to take part in MSO		LMB to keep copies of MSO feedback sheets	Cover for MSO observations	
	24.2.4 All teachers take part in work scrutiny across curriculum	October to July	LMB	10.10.17 - cross curricular moderation 1 03.07.18 cross curricular moderation 2		Feedback sheets to be returned to LMB	COst of feedback sheets	
24.3 Staff Forums create opportunities for staff voice	24.3.1 Staff are invited to contribute to development of themes in staff forums	October – July	KH / LT	5/10/17 – Staff invited to series of staff forums to share ideas about different areas of the school	All staff are able to contribute to the development of themes across the school and influence the direction of future decisions.	Attendance at staff forums	Time, refreshments	To be done in term 4/5
24.4 Celebrate staff achievements	24.4.1 Where staff have had success, this is celebrated in briefings	All Year	KH/ LT	11/9/17 – Staff achievements and involvement in events is praised in Monday briefings	Staff feel their hard work is appreciated and noted	Response in staff welfare survey		Staff success celebrated weekly
	24.4.2 Staff letters of praise sent out to staff	All year	KH / LT	18/9/17 – Staff letters of praise on LT agenda's each week				Letters are standing agenda item
24.5 Increase trust wide opportunities for sharing best practice	24.5.1 Calendared opportunities to work with colleagues across partnership created	September	LMB / KH / AWI	15/9/17 – Calendar contains opportunities to work across all MAT schools to share expertise	Teachers are supported by colleagues across the MAT to develop best practice and share resources.	Minutes of MAT meetings	Time, travel	MAT inset day taken place. Further MAT meetings scheduled

	24.5.2 Where possible curriculum is common across MAT to provide support and capacity			As calendared – Meetings with other MAT departments to develop curriculum and teaching resources				Alignment of curriculum across MAT in progress
	24.5.3 Expertise in MAT used to share good practice			12/9/17 – AWI to compile expertise in all areas so that expertise can be accessed and shared	All staff have access to expertise in all areas of school through MAT	MAT directory of expertise		AWI compiling list of expertise across all schools
24.6 Training for leaders on developing a high performing team	24.6.1 Use MAT expertise to deliver training for leaders on developing a high performing team	September	MTH / MK	25/9/17 – MTH delivers training on building a high performing team to LT	Leadership team know and understand how to develop a high performing team	Team dynamics improve across the school	MTH time	Training completed. One member of staff on NPQSL and one Middle Leader training

Leadership Capacity

Section 25 - Capacity for securing further improvement is good and the improvements leaders and governors have made are sustainable and are implemented rapidly to secure strong progress.

Success Criteria

Leaders carefully plan their actions to ensure rapid progress. The school improvement plan contains milestones which are carefully monitored to ensure good progress is made. Leaders are effective in establishing sustainable change as seen in the school improvement plan.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
25.1 Reduce teaching commitment for	25.1.1 Create additional teaching in staffing forecast to release SLT	July	LP /KH	01/07/17 – LP Additional leadership capacity planned in to	Additional time for SLT members to perform leadership tasks.	Line management by Headteacher	Teaching staff to replace teaching	Assistant Headteacher allocation reduced

Assistant Head Roles	teaching time in line with MAT school allocations			staffing forecast 24/07/17 – LP SLT allocations in line with MAT schools.				
25.2 Line management structures ensure distributed leadership	25.2.1 Review line management to spread load across SLT team	August	KH	1/9/17 – Line Management distribution spreads load across SLT 7/9/17 – Regular Line management meetings arranged	Regular line management at all levels ensures quality assurance and consistency	All line management documents sent to Headteacher Headteacher line management by deputy CEO		Line management allocated more fairly across team. Regular line management meetings now in place following new timetable
	25.2.2 Standardise line management meetings to ensure accountability	September	SLT	7/9/17 – SLT to agree a common format for line management meetings	All line management is written up, with staff held to account for their roles.			Common format for line management agreed.
25.3 Create action plan for whole school actions	25.3.1 Clear, concise and measurable plan in place with milestones and success criteria	September	SLT	11/9/17 – Draft plan completed 21/9/17 – SIP sent to all staff, governors and trustees for review 1/10/17 – SIP on website	School improvement plan clearly sets out the actions and milestones for the school priorities.	SIP calendar online SIP reviewed every week at SLT to track progress Termly updates to SIP progress	Leadership time	SIP on website - new updated version to go on website in March
25.4 Each faculty will have its own improvement plan	25.4.1 Exam Review and Self Evaluation reflects on previous years and next steps	September	HOF	6/9/17 – Exam Review document sent out to HOF's 30/9/17 – All faculty Exam Reviews completed	Faculties reflect on previous exam performance and determine next steps for improvement	Exam Reviews with Headteacher	Meeting time	Exam review and FIP's completed
	25.4.2 Faculty Improvement Plans completed with reference to SIP	October	HOF	1/10/17 – FIP template sent out to HOF's 18/10/17 – FIP's completed and shared with governors	Faculty action plans show clear actions and milestones for faculty priorities.	Line Management meetings will check progress against milestones.	Leadership time	FIP's completed

25.5 Create additional capacity for staff to take on responsibilities of SLT members	25.5.1 Create additional leadership roles within core faculties to add capacity	July	KH	13/6/17 – New roles job descriptions prepared to create capacity in English and Maths 1/7/17 – New roles advertised and interviews	Leader of Innovation posts created in English and Maths to create additional leadership capacity	Line management by Head of English and Head of Maths.	Additional Leadership	Leadership posts in English and Maths created and effective
	25.5.2 Create primary liaison post to add further capacity to pastoral team	June	KH	1/5/17 – Appoint primary liaison coordinator 1/6/17 – All feeder primary schools visited 1/7/17 – Primary roadshows for all feeder primaries.	Primary Liaison and transition is led with a clear vision for promotion of the school and smooth transition into secondary school	Line Management by Headteacher for this role	Honorarium	New Primary liaison post created in January 18. Primary plan being drawn up

Developing parent and student voice to understand the school

Section 26 - Parental engagement and student voice informs leaders and governors so that they have an accurate and comprehensive understanding of the quality of education at the school. Staff, parental and pupil voice helps to inform planning, monitoring and to refine actions to improve all key aspects of the school's work.

Success Criteria

Parents and pupils have a regular and systematic means of communicating their views about all developments within the school.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
26.1 Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of parents. They use this to keep the school	26.1.1 Conduct an action Research project entitled Strategies to improve parental engagement at St. Dunstan's	31st April 2018	AHT BRB	26/10/2017: Initial research complete and action plan shared with SLT based on the 26.1 objectives 10/10/2017: Parent group formed (first meeting to be held (14th December) - How to improve communication /website 01/02/2017: Review of current strategies using parent voice	BRB will be familiar with tried and tested means of developing parental engagement across the school Regular meetings will take place with a parent focus	Report to SLT termly Parents will have completed a review of home school communication via a	Time BRB /HoF /Subject teachers	Staff forum 1 postponed in term 3 due to staff injury. Re-arranged for Term 4

improving by focusing on the impact of their actions in key areas				03/03/2017: Develop current strategies following parent review 15th March 2018, 7th June 2018 - Parent Voice meetings provide feedback and ideas to support work of the school	group to develop effective parent voice Parents will report that their views have been heard and responded to	questionnaire		
26.2 Improve communication with parents	26.2.1 Fortnightly Bulletins will share all news and events as well as dates for the diary for the next fortnight	Every two weeks	RB	1/11/17 - Fortnightly bulletins shared with parents via e-mail	All parents will receive fortnightly bulletin via email. This will keep them well informed of what is going on in the school	RB to report to BRB	RBG /BRB /JM time Reprographics until online	Completed by LB monthly. Responsibility for publicity to move to new post holder
	26.2.2 Facebook will be regularly updated with positive information about successes and celebrations		RB	As it happens, Facebook posts keep followers up to date with news and information	Social media and local newspaper will promote the successes and positive ethos of the school. All parents who use Facebook will follow the school account so that they are receiving updates	Parent voice outcomes will report that parents are regularly kept up to date with news and important information LT meetings check on what has been published in previous week.	Facebook boosts £15-50 each time	Passed to JC. Review of facebook by SLT to take place in March
	26.2.3 All news and events will be shared via the local newspaper		RB	As it happens: All newsworthy events sent to local newspaper for publication				JC to ensure all news stories are checked and sent to local paper
	26.2.4 School website to be organised efficiently and kept up to date with all news and information		JM/RB	20/10/2017: BRB/JM to decide on website structure to add clarity and ease of access 1/11/17 - Website clearly shows all bulletins and recent information	St Dunstan's news will be accessible on a range of platforms including social media, newspapers, website, electronic and paper based			New website in line with MAT being considered

					newsletters			
26.3 Involve parents with supporting their child's learning	26.3.1 Revision booklets developed so that parents can support their children with revision		LP	1/11/17 - LP has met with all HOF's to develop revision booklets for Yr11 1/1/17 - Revision booklets have been shared with parents in preparation for Mock exams 1/4/17 - Yr 10 Revision booklets developed	Parents will report that they are able to communicate/engage with the school in a regular and systematic format	Line Management, Parental feedback	Reprographics	
	26.3.2 Information evenings provide parents with information and strategies so they can support their child	October to July	LP	TBC: Yr 7 Information Evening provides parents with information about school systems and how to support their child 31/10/17: Yr 10 Information Evening provides parents with information on how to support their child with GCSE's 31/10/17: Yr 11 Information Evening provides parents with information about Exams, Mocks and Transition so they can support their child 11/1/18: Yr 9 Options Evening provides parents with information to support their child through options process	Parents are able to support their child throughout all the stages of secondary school and are supported by the school	Parental Feedback Dates agreed by LT		All evenings taken place, review of format to take place with parent voice in term 6.
26.4 Embed use of student voice in all areas of school reflection and development	26.4.1 Develop the use of Student Leaders (House Leaders) to provide a system of regular opportunities for student voice.	24/12/2017	BRB/SE/CK	8/10/17 House Leaders trained to conduct student voice activities 8/10/17 Student voice focus in place to include participation, enrichment, school environment (Mondays - 7th Nov, 15th Jan, 26th Feb, 16th April) Student Leaders work with tutor groups to gather student voice information and feedback to BRB. (Mondays 14th Nov, 22nd Jan, 5th March 23rd April), BRB to share information with SLT to ensure student voices are heard and actions can be implemented.	All students will report that they have a voice about things that affect them within the school and that they are listened to by the Senior members of staff. Students will be able to discuss the changes that they have affected Clear outcomes based on student voice will be reported to the	BRB report to SLT Termly	Time: BRB/Pastoral Leader	SE/CK meet with House Leaders regularly and they take House assemblies as and when they wish House council meetings held

				Week following SLT meeting BRB will feed back to House Leaders who in turn will feed back to student body	whole school/parents via Student Council bulletin			
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Improve accountability

Section 27 - Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.	Success Criteria Ensure the success criteria contains measurable outcomes.
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Impact, Evidence, Progress towards Success Criteria.
Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
27.1 Line Management is well structured, hold staff to account and provide support.	27.1.1 Ensure regular line management meetings take place	September	HOF / LT	22/9/17 – Line management meetings arranged regularly throughout the year	Staff receive regular line management. This provides the accountability structure and support of their line manager	Line management minutes	Time	Line management meetings in place following new timetable
	27.1.2 Create a standard agenda for all line management	September	LT	11/9/17 – Standard line management agenda established	All line management meetings address school priorities and are well structured			Completed
	27.1.3 Line management notes are shared with next step up to ensure high quality support and accountability is in place	All year	LT / HOF's	After each line management meeting, minutes are shared with next step up for quality assurance	High quality line management supports staff in their roles	Line management minutes		All line management meeting notes shared with KH
	27.1.4 CPD is designed around emerging needs from line management	All year	LMB	When appropriate, emerging CPD needs are passed on to LMB	CPD needs emerging from line management and appraisal meetings	Line management minutes	CPD cost (Unkonwn)	CPD needs passed on to LMB as they arise.

	and appraisal meetings				are considered by LT to improve practice			KH/LMB consider and agree at SLT
27.2 The appraisal process is robust and supports professional development	27.2.1 Appraisal process includes self-review and professional discussion on professional development to improve/enhance performance.	October to April	KH - Headteacher	3/10/17 - MAT appraisal training 1/11/17 - All appraisals complete and agreed with trustees 1/1/18 - CPD in place following appraisal recommendations 1/1/18 - Interventions and support in place for staff who need it. 1/4/18 - Appraisal mid-year review completed	Teachers reflect on their own professional development, engage in the appraisal process and are supported to improve / enhance their practice.	Review by Headteacher of all appraisal documents Trustees review of appraisal recommendations CPD records Mid-Year review	CPD implications £unknown	Appraisal process completed for teaching staff. Support staff appraisal delayed until term 4 due to redundancy process. Mid Year review due in April
27.3 MER for all subjects causing concern. (Biannual for other subjects)	27.3.1 MER using external expertise in each subject below expectations		LMB Head of Faculty and Line Manager	12/9/17 Evaluation and Review calendar in place MER process completed as calendared	All faculties are reviewed biannually - or annually if cause for concern. Heads of Faculty will work with External reviewer to determine action plan for each subject based on desktop review, book look, observations and student voice. CPD needs are addressed and expertise is shared across the partnership	Report to SLT written by external reviewer, presented by HOF Line Manager monitors action plan.	Cover time for observations CPD following report	Each MER has used expertise from the MAT to verify quality and improve subject expertise in analysis.
27.4 Governors and leaders regularly review teaching and learning	27.4.1 Monitoring of marking through work scrutiny, feedback to staff, student voice feedback collated and reported to governors via the Heads Report	All Year	LMB - AH Teaching and Learning	21/9/17 LMB to report T&L report via Heads Report to LGB - LMB will update T&L report before each LGB. Weekly – T&L is a standing item on LT	Governors will understand strategies to improve, current status and progress of marking and feedback	LMB to share report with governors and SLT	LMB report preparation time	

				agenda				
27.5 Leaders support the sharing of good practice across the school.	27.5.1 Mutual Support and Observation sessions 3 times a year give opportunities for staff to observe others in the school	As calendared	LMB - AH Teaching and Learning	INSERT DATES FOR MSO	Participants will have a range of new ideas and strategies to improve teaching and learning in their own classrooms. They will also receive feedback on their own lessons.	LMB to report to KH during line management meetings LMB to bring termly report to SLT	LMB to coordinate Participant MSO time	

Governance

Section 28 - Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

Success Criteria

Governors know the school well, understand the progress the school is making and its areas for development. Governors stringently hold the school to account for all aspects of school performance and spending, ensuring outcomes are improving.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
28.1 Headteacher reports every term on all aspects of school	28.1.1 The headteacher report to include further detail regarding PP & SEN.	All LGB Meetings	KH – Headteacher / KC - Chair of Governors	24/9/17 - Headteacher report produced for LGB 15/10/17 - Headteacher report revised following feedback from LGB	Headteacher report gives detailed information about all areas of the school and their performance. This is linked to the SIP	LGB meetings		LGB have revised format of report - new report contains all relevant information in a timely format.

28.2 Governors have clear and concise roles and responsibilities	28.2.1 All governors have clear roles and responsibilities across the school.	Ongoing amended when Governor start and leave.	KC - Chair of Governors	24/9/17 - Roles and responsibilities established for new LGB When new members arrive / people leave, roles and responsibilities are revised	All governors have specific roles and responsibilities, understand them and actively seek to ensure this area of the school is scrutinised	LGB meetings Chair to ensure all members have specific roles and responsibilities		All governors have clear roles, this is a standing item on the agenda.
	28.2.2 Governors scrutinise the headteachers report, with particular attention to their area of responsibility and prepare questions for governors meetings.	All LGB Meetings	KC - Chair of Governors	21/9/17 - Headteacher report available prior to LGB meeting Each meeting - Each governor asks pertinent questions about their particular areas of responsibility	Governors hold senior leaders stringently to account for all aspects of the school's performance in line with national expectations	LGB meetings Trustees view all minutes of LGB meetings		Heads report available a week before the meeting, questions asked by each governor on their area of responsibility.
	28.2.3 Following HMI visits governors will create a Governor Action Plan based on feedback given.	Ongoing	KC – Chair of Governors in consultation with KH Headteacher	23/ 11/2017 Governor Action Plan created	As above	LGB meeting Evidence collected via governor visits		LGB have chosen to have additional strategy meetings outside of termly LGB meetings
28.3 Governors are aware of what is going on within school particularly with respect to their specific areas of responsibility	28.3.1 Governor's conduct visits to their link departments regularly and report back to LGB	Ongoing	KC – Chair of Governors	1/12/17 - Key areas of concern have had visits from governors 1/2/18 - All governors have made visits and reported back to LGB	Governors have a good understanding of the key priorities and the work being done to address them for their areas of responsibility	Feedback to LGB in meetings. KC to ensure all governors make visits as planned		All areas have had governor visits, consistency of visits discussed at strategy meeting

28.4 Governors hold the school to account for the effectiveness of spending eg. Catch up 7, pupil premium etc	28.4.1 Impact evaluations and detailed spending plans are shared with governors for scrutiny	Term 1/2	KH - Headteacher	17/9/17 - Catch up 7 impact evaluation is completed 17/9/17 - Pupil premium impact evaluation is completed 01/11/17 - Governors scrutinise reports on Catch up 7 and PP money 01/11/17 - LGB agreed spending for catch up 7 and PP money is planned.	The impact of catch up 7, and pupil premium funding is clear, measured and informs future spending to increase impact.	CEO works with KH to ensure best practice is in place.		Catch up 7 and PP funding scrutinised by governors and agreed
28.5 Chair of governors works with other Chairs across the MAT to share good practice	28.5.1 Chair of Governors attends partnership LGB Chair meetings, feeding back to the LGB.	As per calendar	KC - Chair of Governors	Each meeting is attended, with relevant information and practice fed back to relevant parties immediately	Chair of Governors works with other Chairs to ensure best practice of governance.	CEO to monitor actions of LGB and report to trustees.		Chair of Governors meetings attended and subsequent actions then followed up.
28.6 All Governors attend governor training events when relevant.	28.6.1 KH (Headteacher), CJ (Clerk to the governors) or SC (PA to the trust) will alert the Chair of Governors to any required training opportunities.	Whenever training is needed or available.	KH - Headteacher CJ - Clerk to Governors SCR - Trust Clerk KC - Chair of Governors	13/07/17 Governor Visits and Making an impact 5/7/17- Governor safeguarding training June 17 - Governor training by NLG at Norton Hill	Governors receive constant up to date training for their roles to ensure they can perform their roles effectively.	Trustees check records of training, roles and minutes of meetings	£250 (external training)	Training and training opportunities as a standing item on agenda.
	28.6.2 KC to review governor training log prepared by clerk to ensure all governors receive relevant training for their roles	ongoing	KC - Chair of Governors	Record checked prior to every LGB meeting.	As above	Review prior to each LGB meeting		Record checked prior to every LGB meeting.

	28.6.3 KC to review the LGB induction process for new governors in consultation with other governors.	31/12/2017	KC – Chair of Governors	23/11/17 KC to consult with LGB for feedback on governor induction process 31/12/17 KC to have developed a New governor induction process.	Governors are fully aware of what is expected of them. Governors understand what the role entails.	KC to seek feedback from new governors 2 months after they start to ensure the induction process is working and to understand any areas requiring further improvement.		New governor induction process in place KC to get feedback from KQ
28.7 Governors scrutinise their current practice and look for improvements to ensure excellence in governance	28.7.1 Governors research best practice for governance Chair to meet with the chair of an outstanding school to understand what makes outstanding governance.	Ongoing	KC - Chair of Governors	Best practice governance is shared during termly MAT Chairs meetings.	Chair of Governors works with other Chairs to ensure best practice of governance.			KC to visit chair of governors for an outstanding school

Curriculum

Section 29 -The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education.

Success Criteria

The curriculum supports progress from KS2 to KS5 and reflects changes to new GCSE's. The curriculum is sustainable in a small school and meets the needs of the students

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
29.1 Option subjects investigate vocational qualifications	29.1.1 GCSE option subjects look at Level 2 equivalent course as an alternative to the current course.	1 year	LP	12/12/17 -Preliminary investigations into alternative KS4 qualifications. 1/1/18 - planning and implementation begins for new KS4 vocational courses	Option subjects which are in danger of low numbers offer vocational subjects in 2018 which will enable the course to be taught to two year groups simultaneously.	New courses submitted to LT Options booklet		

				1/9/18 - New courses ready for teaching				
29.2 Completion of work during KS3 which may contribute to work at KS4 in vocational subjects	29.2.1 Subjects which offer vocational subjects complete tasks during Y9 which may contribute to topics within the KS4 curriculum	1 year	LP	1/11/17 - Medium Term Plans developed for Yr 9 leading into new vocational subjects	Pupils complete work which will contribute to the KS4 vocational curriculum if pupil chooses subject as an option.	Medium terms submitted to LP		
29.3 KS4 courses commence during year 9.	29.3.1 Core subjects begin teaching KS4 curriculum during Y9	1 year	LP	1/1/18 Yr 9 now starting GCSe in all Core subjects	Pupils begin KS4 curriculums in core subjects during Y9 allowing additional time to embed concepts and complete revision.	Curriculum long term plans		
29.4 Redevelopment of KS3 SOL	29.4.1 KS3 curriculums are redeveloped in light of the new KS4 curriculums to allow mastery of key skills/ concepts to be developed.	1 Year	LB	1/7/18 KS3 curriculum is updated to reflect changes at KS2 and KS4	As knowledge of new KS4 specifications develops, SOL at KS3 are redeveloped to accommodate mastery of certain concepts.	SoLs Updated and saved in central file	Cost of any exam board training Time to update SoLs	

Safeguarding

Section 30 - Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Success Criteria

There is a safeguarding culture in the school where all staff are aware of their responsibilities and remain vigilant. They know who to pass concerns to, and when. Students are supported following any concern.

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
30.1 All staff are	30.1.1 All relevant	September	DSL - CR	5/9/17 - All staff training	There is a safeguarding	Safeguarding	Time for	All staff

regularly (annually) trained on basic awareness child protection, prevent, CSE, FGM, Forced Marriage and Fabricated illness. Any updates are passed on through additional training throughout the year.	staff training is in place and continually updated where necessary. Staff are regularly reminded of their responsibilities and who to pass concerns on to.			on basic awareness and Prevent Update training for relevant staff throughout the year.	culture in the school where all staff are aware of their responsibilities and remain vigilant. They know who to pass concerns to, and when.	report to SLT termly	staff to attend	training done. Police are coming to do a CSE and County lines training for all staff 27/2
30.2 Work with other agencies to ensure the school and other agencies communicate and maintain a comprehensive view of safeguarding for our students.	30.2.1 Continue to liaise with other agencies such as police and social care to support students at risk	September to July	SE/CK – Pastoral leaders KH - Headteacher	CLP discussion forum in place to engage with all agencies around vulnerable students. -Regular updates from each service ensure the school is fully involved in information sharing.	All intervention and support from outside agencies is discussed at CLP forums. All agencies share information.	CLP minutes Records of support for vulnerable students by outside agencies.		SE/CK/HC/CR in regular contact with external agencies for students
30.3 All new appointments to the school are interviewed by a member of staff who has completed safer recruitment training. All background checks are in place at the point of interview.	30.3.1 All new staff have all background checks and answer safeguarding questions to ensure they are safe to work in a school environment. All references are checked and verified and DBS checks are completed before any member of staff starts work at the school.	Interview process	Safer recruitment trained interviewer, ST - Head PA	Before interview - Check for gaps in service, any other questions that need answering at interview, references requested At interview - All paperwork/ certificates are scrutinised. DBS checked, references confirmed Interview carried out by safer recruitment trained personnel. All background checks to be completed before offering post.	All safeguarding checks are in place and trained staff conduct interviews. (In line with safer recruitment training)	Record checks and staff files checked regularly by HT & safeguarding governor		In place for all appointments
	30.3.2 All staff sign an annual declaration that they have not been convicted of any	September 2017	All staff ST- Heads PA	17/9/17 - All staff have completed declaration. 20% sample + anyone still on list 99 will be DBS checked	All staff have their DBS checks completed when joining, there is a schedule in place to ensure all staff are	Termly check by HT and safeguarding governors	Cost of DBS checks	Sample completed and declaration documents

	crime. 20% of staff will have new DBS checks each year on a rolling programme.			1/11/17 - All staff DBS checks complete Termly - Records regularly checked by Head and governors	checked on a rolling programme. All staff sign an annual declaration. This is all recorded on the SCR			received from all staff
30.4 The Single Central Record is complete, and checked regularly.	30.4.1 SCR is kept up to date for all staff, staff files are kept up to date SCR is checked regularly by HT, safeguarding governor and external reviewers		ST - Heads PA KH - Headteacher KMc - safeguarding governor	1/9/17- Records up to date for all staff 1/10/17 - SCR format reviewed and improved 1/10/17 - Training record integrated into SCR where appropriate	SCR is accurate and correct, holding details of all checks and pertinent training.	SCR is checked every 2 weeks by HT SCR is checked every term by safeguarding governor.	SIMS training	SCR is completed, checked by HT, DSL and Safeguarding governor at least termly
30.5 When concerns are raised students receive all the support necessary both in and out of school.	30.5.1 Parental concerns are dealt with quickly and parents are kept informed of outcomes	From September	CK/SE DSL and safeguarding team	11/9/17 – All staff reminded that any parental concerns should be followed up within 24 hours. 18/9/17 – Protocols for ensuring parental concerns are responded to effectively sent out to staff.	Parents feel able to approach the school and are reassured that the school has taken appropriate action. Records of actions and concerns are kept on file	Records of parental concerns on PARS		Swiftly dealt with any and all concerns
	30.5.2 The school website has safeguarding information for parents and students		JM – Associate SLT	1/10/17 – Website has safeguarding information section with up to date guidance Reviewed termly with fresh updates of material	The school website is used as an information signposting tool. It has recent and regularly updated information regarding safeguarding.	Website scrutiny termly		Safeguarding section of website regularly checked for accuracy and updated when appropriate by DSL
30.6 Leaders and staff identify, report and support students at risk	30.6.1 - Staff know how to identify pupils at risk	1/9/17 - 1/10/17	DSL - CR Safeguarding team	3/9/17 - All staff updated on how to identify and report students at risk	Leaders and staff take appropriate action to identify pupils who may	Safeguarding updates at LT meetings	Training LA £89	Training provided and staff

				though basic awareness training	be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.	Line Management Staff safeguarding survey		noticeboard has additional info. Open door policy to discuss staff concerns with pastoral team
	30.6.2 - All staff know how to report and support students at risk							Staff all aware to use Yellow form
	30.6.3 - All staff know their legal obligation to report FGM and Prevent			3/9/17 - Staff understand their legal obligations				Staff have had training
	30.6.4 - Staff room has noticeboard with latest guidance, contacts and forms			1/10/17 - Staff know about and use the staffroom notice board as a reference point			Reprographics	done
	30.6.5 - Staff are aware of the support available in school and those services which provide early help.			1/10/17 - Staff understand the support systems in school and the Early Help agenda from training updates				Currently amending SOS document for all staff

Marketing and Primary Liaison

Section 31 - Increase pupil numbers through marketing strategies and celebration of achievements. Primary schools work in partnership with St Dunstan's School.

Success Criteria

By September 2018, pupil numbers are up by 30% with St Dunstan's reputation for high standards known in the community

Impact, Evidence, Progress towards Success Criteria.

Completed at end of school year

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
31.1 Pupil numbers increase by 30% by September 2018, with St Dunstan's reputation for high standards known in the community	31.1.1 KHO to visit local primary schools with primary roadshow	5/9/17 – 1/11/17	KH - Headteacher	18/9/17 – JM to contact all schools to arrange roadshow 27/9/17 – KH, JM and students have visited Yr 6 in primary schools	Yr 6 students have heard from St Dunstan's students and KH and will attend Open Evening	Record of visits made.	Time for Jm and KH	Visits to primary schools did not happen New Primary liaison coordinator in place
	31.1.2 Invite new local headteachers to visit the school	September	KH - Headteacher	1/10/17 - New primary headteachers invited to see school 1/12/17 - Working relationships developed with all primary headteachers	New headteachers shown extent of changes and reassured of quality and future of the school	Records of visits Engagement in other opportunities throughout the year.	Cost of events held	New Headteachers invited in to school Working relationships being established with new coordinator and Head
	31.1.3 Open Evening and other significant event flyers to be distributed to primary schools	1/6/17 – 1/10/17	KH - Headteacher RB - Publicity	1/6/17 – Press release about school and open evening in local magazines 19/9/17 – Open evening banners on road, flyers distributed to all local schools and local shops 20/9/17 – Consider use of blimp (Check weather forecast and deadline for CAA licence)	Flyers and prospectus' make parents and general public aware of changes and highlights of school	Numbers at open evening, and for tours of school	Cost of banners and flyers	Good attendance at open evening Large number of in year admissions filling up some year groups (New timetable needed at Christmas)
	31.1.4 Prospectus updated and sent to Yr 6 pupils	1/7/17 - 1/10/17	KH - Headteacher RB - Publicity	1/9/17 - New prospectus layout and content agreed 21/9/17 - Prospectus printed and sent out to local schools			£1305	43% increase in first choices

								for September New prospectus and marketing material.
	31.1.5 Primary Schools offered use of St Dunstan's facilities	1/9/17 - 1/2/18	KH - Headteacher	21/9/17 – JM to offer use of facilities to all local schools	School facilities offered to primary schools	Bookings for facilities		Primary offer being discussed with each primary school
	31.1.6 Leader of Primary Liaison to engage primary schools in events all year round	25/1/17 - 1/3/17	KH - Headteacher	1/10/17 – Calendar of primary events sent to primary schools Termly – Contact with primary schools about upcoming events and to arrange opportunities to work together	Primary Schools know what activities are taking place Arrangements made to work together with primary schools to support cross phase transition	Increased engagement and promotion of the school, and student numbers.	Honorarium £2000	New Primary Liaison coordinator appointed in January
	31.1.8 Ensure all events are well publicised.	All year	KH - Headteacher RB – Publicity LMB	All events advertised through social media and website Press release following any newsworthy event 20/9/17 Fortnightly news bulletin to replace newsletter	Publicity for the school is constant and raises the profile of the school.		Advertising £unknown	New Primary Liaison coordinator also has responsibility for publicity.
31.2 Opportunities available to Primary schools	31.2.1 Making primary schools aware of the opportunities on offer at St Dunstan's for enrichment	1 year	JM	14/10/17 Opportunities shared with primary schools	All primary schools are sent information regarding activities and are then able to liaise with St Dunstan's staff about participations	Booklet shown to LT by 7/10/17	Cover costs	New Primary Liaison coordinator appointed in January
	31.2.2 Departments	1 year	JM/ HOF	20/10/17 - Activities	Pupils in all feeder	Plan to LT by	Resources	New

	design and implement enrichment activities for primary school.			planned Implementation by end of year.	primary school offered opportunities for and participate in enrichment	14/10/17		Primary Liaison coordinator liaising with faculties
31.3 Arrange master classes for primary students in the area	31.3.1 Master classes offered to primary children in a range of subjects	1 year	JM/ HOF	By end of Spring Term	Master classes and offered to primary school children in a range of subjects aimed at preparing them for material they will experience during KS3	Master classes timetable to LT by 1/2/17	Cover costs	New Primary Liaison coordinator liaising with faculties
31.4 St Dunstan's Primary School Summer Olympics	31.4.1 All local primary schools are invited to take part in a 'Summer Olympics'	1 Year	JM/ TW/ JC	Summer Olympic to take place in term 6	Pupils from Primary schools take part in a variety of sport which will be led by KS4 St Dunstan's pupils.	Parental and student feedback	Cover costs Advertising	New Primary Liaison coordinator liaising with schools
31.5 Open school culture	31.5.1 'Every day is an open day' culture gives opportunities for parents to visit throughout the year.	1 Year	KH	28/9/2017 – Signs changed to every day is open day	Parents are given the opportunity to tour the school throughout the year.	Feedback from parents and students	New signage	New signage shows school open all year Need specific events too!
31.6 Taking St Dunstan's pupils to visit Primary Schools	31.6.1 Pupils are taken to visit pupil in primary schools and discuss their experiences of St Dunstan's	1 Year	JM	Summer term	Pupils address pupils who will be attending St Dunstan's the following year	Feedback from primary schools and their pupils	Cover costs Advertising	New Primary Liaison coordinator to arrange with schools
31.7 Use the progression projects for Numeracy and Literacy to promote St	31.7.1 Feeder primary school complete a project in Term 6 of Y6 which will be continued in term 1 of Y7	1 year	LB	Summer term	Project completed which allow cross curricular links and enable pupil to exhibit their best work to St Dunstan's teachers at the beginning in Y7.	Visits to primary schools to see project in practice Work completed in books	Cost of books Time for visits - cost of cover	in place and ready to run

Dunstan's						provided by St Dunstan's and returned to St Dunstan's at end of summer term		
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Appendix 1 – OFSTED good judgements mapped to SIP priorities.**Outcomes for pupils****Good (2)**

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. (1,3)
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points. (2)
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check. (12)
- Pupils' progress is above average or improving across most subject areas. Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas. (2,4)
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. (1/3)
- Where attainment overall is low, it shows consistent improvement. (1/3)
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans. (5)

Teaching, Learning and Assessment**Good (2)**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. (6)
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. (7/15)
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. (8)
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. (10)
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. (11)
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. (12)
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. (13)
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. (14/15)
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. (15)
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. (16)
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. (22)

Personal development, welfare and behaviour**Good (2)**

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance. (22)
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. (18)
- Pupils show respect for others' ideas and views. (22)
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.(5)
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. (17)
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. (17)
- Pupils conduct themselves well throughout the day, including at lunchtimes. (20)
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. (20)
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. (20)
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. (26)
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.(22)
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. (22)
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. (22/20)
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. (23)

Leadership and Management**Good (2)**

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. (24)
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. (2)
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. (26)
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. (27)
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. (8)
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. (28)
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. (29)
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. (23)
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. (22)
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. (30)
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. (30)