

Priority 1a + 1b: Achievement – Outcomes

The school sets challenging performance targets each year once the composition of each cohort is known. The school will adopt the methodology used in RAISEonline, Progress 8 and the L3VA.

These will be reported to the Governing Body and to Curriculum Areas as soon as they are established. The targets for each cohort can be seen in the appropriate year's databook (normally issued at the September Curriculum and Staffing meeting).

Data on past and current pupil progress will be collected to make a judgment on the school's performance and establish the need for intervention and support.

The school will set targets for:

KS3

1. Percentage of pupils achieving 'working towards EXPECTED PROGRESS' for the thresholds Developing, Secure, Extending and Excellence in each National Curriculum subject.
2. Percentage of pupils achieving 'EXPECTED PROGRESS' for the thresholds Developing, Secure, Extending and Excellence in each National Curriculum subject.
3. Percentage of pupils achieving 'working above EXPECTED PROGRESS' for the thresholds Developing, Secure, Extending and Excellence in each National Curriculum subject

KS4

1. Progress 8
2. Attainment 8
3. Percentage of pupils achieving the threshold in each GCSE course (Grade 4 and 5)
4. Percentage of pupils achieving A*-A in each unreformed GCSE course
5. Percentage of pupils making 3 levels of progress KS2-KS4 in English and Maths
6. Percentage of pupils who went on to sustained education, employment or training the year after they finished their KS4 qualifications

KS5

1. Percentage of pupils achieving A*-E at A level
2. Percentage of pupils achieving A*-B at A level
3. Percentage of pupils achieving A*-A at A level
4. Percentage of students achieving A*-E in each A-Level course

5. Percentage of students achieving A*-B in each A-Level course
6. Percentage of pupils achieving A*-A in each A-Level course
7. Percentage of pupils achieving 2/3 facilitating subjects

The school will set a target of a wholly positive L3VA score for summer 2018.

The school will set a target of a wholly positive L3VA score for summer 2018 for identified subjects from the summer 2017 results

Groups

In each Key Stage we will also identify cohorts and establish targets for the following groups:

1. Disadvantaged pupils
2. LOW/MIDDLE/HIGH prior attainment
3. Gender
4. SEN (defined as pupils on the school's SEN Register)
5. Pupils of black, minority and other ethnic origin (BME)
6. Late admissions

Wellbeing

1. Overall attendance rate (KS3 and KS4)
2. Persistent absence rate (KS3 and KS4)
3. Overall attendance rate (KS5)

Priority 2: Personal Development, Behaviour & Welfare (PDBW)

Leading Role	CQ/CA
Aims	<ol style="list-style-type: none"> 1. Improve the behaviour of targeted groups of pupils (detailed below) and provide structured CPD to all staff around behaviour management in classrooms <i>(SES 1a) Retain a focus on the BFL of MAP boys to ensure their progress is significantly above national averages</i> <i>(SES 1b) Retain a focus on the BFL of underachieving PPG pupils to ensure the gap is closing rapidly across all subjects</i> <i>(SES 7a) Ensure all KS3 pupils identified on the school's behaviour matrix as being withdrawn for more than 5 episodes or excluded for more than 1 episode have a Pastoral Support Plan which addresses their needs.</i> <i>(SES 7b) Ensure the curriculum engages all pupils with a CPD focus on classroom behaviour management</i> 2. Ensure safeguarding policy and practice is fully compliant with new statutory guidance, with an emphasis on anti-radicalisation <i>(SES 2a) Develop a QA mechanism for the quantity and quality of "debate" across the curriculum</i> <i>(SES 2c) Include QA of this strand in Pupil Panels</i> <i>(SES 13b) Ensure there is an appropriate focus on British Values, appropriate debate and countering extremism</i> <i>(SES 10a) Use the LSCB Section 175 Safeguarding audit to identify areas for development in safeguarding practice</i> <i>(SES 10b) Ensure all policies and practice are compliant with new guidance in KSIE September 2018</i> <i>(SES 11a) Develop a mental health wellbeing programme for all pupils, and a bespoke one for any identified vulnerable pupils</i> <i>(SES 12a) Continue to keep the PHSE e-safety curriculum up to date and review with pupils</i> 3. Develop a good mental health / resilience teaching module to be delivered to all KS3 tutor groups 4. Reconfigure the delivery and recording of Careers/ PSHE and other elements of character education to improve personal development <i>(SES 3a) Review the delivery of the Careers programme the use of an e-portfolio for Y7-13</i> <i>(SES 6a) Develop the contribution of Tutor Time, PSHE, character education, rewards and positive pledges to pupil self-discipline</i> <i>(SES 13a) Maintain the termly audit of SMSC activities and pledges and intervene if appropriate</i> 5. Improve attendance to 97% for non "alternative provision" pupils <i>(SES 4a) Identify and support any pupils who show patterns of persistent lateness to lessons</i> <i>(SES 5a) Strengthen the development of resilience and strong mental health</i> <i>(SES 5b) Continue to work closely with external agencies (CAS/Early Help/Social Care/ CAMHS) to provide appropriate support</i> <i>(SES 5c) Expect and test for 97% attendance for those not on complementary education or alternative provision</i> 6. To greatly reduce all instances of bullying, with a focus on low level name calling in lessons <i>(SES 8a) Further develop partnership working with pupils to prevent bullying</i> <i>(SES 8b) Continue to review our response to online bullying</i> <i>(SES 9a) Develop resilience strategies to support pupils who feel they are bullied</i>

Priority 3a: Teaching + Learning – KS3 + KS4

Leading Role	TD
Aims	<ol style="list-style-type: none"> 1. To develop and share pedagogy and practice which closes the attainment gap for students who are disadvantaged (PPG) 2. To re-establish a culture and structures which develop high levels of expert pedagogy and lead to better achievement by pupils focusing on the development of student metacognition across all subjects and faculties and improving the quality and quantity of student talk in lessons through expert use of questioning.

Priority 3b: Teaching + Learning – KS5

Leading Role	CA
Aims	<ol style="list-style-type: none"> 1. Further develop and enhance careers programme in line with the National Careers Strategy (2017/2018)
Success Criteria	<ul style="list-style-type: none"> ▪ Key documentation in place and stakeholders - parents, pupils, staff, governors, employers informed as to the importance of careers and employability programme ▪ Improvements to website result in greater use of the careers section by pupils, parents and staff ▪ Pupils and parents are more aware of local labour market information and careers support available in school ▪ More pupils have more encounters with employers ▪ Pupils record skill development, employer encounters and careers information using online source ▪ Pupil panel shows careers focus evident across subject areas. ▪ Pupils in each year group meet with an employer on an annual basis ▪ Comprehensive programme of careers and employability support in place for Year 11 ▪ University links enhanced across all three Key Stages ▪ All Year 11 students have a one to one careers interview, with Sixth Form students having a subsequent interview as appropriate ▪ Skill acquisition built into schemes of work across all subject areas

Priority 4a: Leadership + Management – Curriculum and Tracking

Leading Role	GP
Aims	<ol style="list-style-type: none"> 1. Complete a curriculum review to ensure the quality of the curriculum is maintained, at both KS4 and 5, within a sustainable financial model. 2. Revisit the schools' curriculum and assessment statement, at both whole school and faculty level, to reflect the statutory changes that have occurred.
Success Criteria	<ul style="list-style-type: none"> ▪ A curriculum model is adopted for 2018_19 and 2019_20 reflecting the financial situation of the school with the focus upon the number of teaching sets and the numbers of option groups at Y10 and Y12. ▪ A curriculum review occurs in relation to 2018_19 with clear pathways established for all learners especially focussing on the curriculum offer for pupils of low and most able ability. ▪ The school curriculum statement reflects the statutory changes that have occurred in the last 3 years and all stakeholders are clear in terms of the curriculum offer for pupils in KS3 and 4. ▪ Each subject area can effectively demonstrate a clear and concise curriculum map for pupils in key stage 3 and 4. ▪ Improvements to the website result in parents and carers having a better understanding of the curriculum. ▪ Middle leaders, both pastoral and curriculum, effectively use 4Matrix as a diagnostic tool to support pupil progress. ▪ All staff are confident in their understanding of current accountability measures and use this information to further support pupil progress.

Priority 4b: Leadership and Management

Leading Role	GAA
Aims	<ol style="list-style-type: none"> 1. Continue to provide structured support to any curriculum area where underachievement is identified <i>(SES 5a) Use targeted Learning Walks to investigate identified pockets of underachievement more closely</i> 2. Evaluate delivery of new specifications in 2018 and link identified Areas for Development in pedagogy to Appraisal targets and CPD plans <i>(SES 6a) Link identified Areas for Development in pedagogy to Appraisal targets and CPD plans</i> <i>(SES 6b) Evaluate the delivery of new specifications in terms of pedagogy and develop a CPD strategy which reflects the necessary improvements</i> 3. Ensure the outcomes gap between PPG and all pupils reduces to 0 <i>(SES 3a) Continue to itemise specific barriers for each PPG pupil in Y7-11 and ensure appropriate interventions are in place.</i> <i>(SES 3b) Look at attendance and social barriers of a small minority of PPG pupils from Y7 and use all available resources to mitigate them.</i> 4. Articulate a rationale to reflect curriculum changes and exemplify how we develops skills, understanding and ensure rigour, breadth and a variety of pathways <i>(SES 8a) Articulate a rationale for the current curriculum which develops skills, understanding and ensures rigour, breadth and a variety of pathways</i> <i>(SES 8b) Plan for the introduction of MFL into the compulsory KS4 curriculum</i> 5. Link and record personal development, extracurricular pledges and careers education in a single electronic format <i>(SES 9b) Link and record personal development, extracurricular pledges and careers education in a single electronic format</i> 6. Ensure safeguarding policies and practice are compliant with all statutory guidance and reflect best practice <i>(SES 9a) Develop the prominence and discussion of British values</i> <i>(SES 10a) Ensure all pupils feel confident in advocating against discriminatory behaviour</i> <i>(SES 11a) Address any issues raised in the Section 175 Safeguarding Audit to ensure practice can be judged outstanding</i> <i>(SES 11b) Change policies and procedures to reflect changes in the KSIE September 2018 statutory guidance</i> <i>(SES 12a) Provide pupils with structured opportunities to debate a variety of issues, including the opportunity to challenge extremist views</i>

Priority 4c: Finance & Buildings

Leading Role	AP
Aims	<ol style="list-style-type: none"> 1. Scrutinise the school's budget to identify all possible savings 2. Write and submit capital bids to the Education Funding Agency (ESFA) to fund major building projects