



**LOXFORD**  
*School Trust*

**LOXFORD SCHOOL TRUST**

**SCHOOL DEVELOPMENT PLAN**

**2019 - 2020**

## **CONTEXT AND KEY ISSUES**

The schools within the Trust are successful and well managed. The Trust works well with schools who move into special measures ensuring that within a 2 year period that they move to at least good. The challenge now remains to move these schools to “outstanding”.

We also have a highly competent and professional central team that allows our Board of Trustees to focus on key strategic issues. A number of very successful appointments have provided the Trust with increased capacity as we move forwards.

National changes and operational context need to be carefully considered. As ever in education, the pace of change is rapid and seemingly accelerating. The Trust must consider and evaluate the context of;

- Curriculum changes across the key stages
- Qualifications and the changes in GCSE
- Funding formulas
- Teacher Training
- Accountability for all leaders within the trust.
- Inspection Frameworks for Multi Academy Trusts

The recruitment and retention of teaching staff is an increasingly competitive challenge within the areas that we serve. We therefore need to differentiate the Trust as an employer that provides superior benefits and opportunities whilst challenging the local geographic stigma.

The Loxford School Trust (LST) is a high quality Initial Teacher Training provision, and is ‘outstanding’. The Teaching School provides support and progression to all staff and leaders.

The central team provides a range of services and support which are well matched to the needs of schools within a rapidly expanding trust. They are well placed to provide high quality support to schools in difficult circumstances and further progression and challenge for those that are outstanding.

The capacity for further growth within the Trust has been evaluated from a strategic, financial, and human resource perspective whilst also taking into account the local area context and the needs of our community. This analysis has been robust and the Trust is well aware of the capacity that is required to effectively and successfully achieve our growth objectives. We are confident that we are able to achieve further continuous growth further growth as long as we put in place a sound planning and development framework.

## **TOGETHER TOWARDS EXCELLENCE AMBITION AND INSPIRATION**

### **OUR VISION**

Our vision is to improve educational standards and increase aspirations for all by demanding excellence in all we do within our family of schools.

We are striving to be an outstanding Trust, delivering a high quality education for each one of our students. At Loxford School Trust we aim to prepare young people for an ever-changing world that values self-confident, well-educated and enterprising people.

Loxford School Trust is relentless in its approach on school improvement, valuing traditional standards in a technological environment. In recent Ofsted inspections all schools have been graded good or above. The Trust thrives on its exacting and uncompromising nature and its quest for success for all students.

Loxford believes that everyone can succeed regardless of their prior backgrounds and that it will provide the widest opportunities through its extensive and broad curriculum to enable children to have the qualifications to access university if they wish.

It is essential all the schools has outstanding achievement, behaviour, leadership and teaching at all times. There is no reason why any external factor should be a barrier for any child not to reach their full potential and reach their ultimate goals. All stakeholders are immersed in a success culture and a can do attitude.

Within this environment of high aspirations, pupils progress is tracked constantly with clear interventions and strategies employed to raise achievement further. We make a real impact on the lives of our students.

Attendance is high and there is a strategic vision led through the school's Development Plan to raise achievement even further. Even though the Trust has raised many school from special measures, it will not rest on its laurels. There are further improvements and barriers yet to break. Children know what is expected of them and know what they can expect of us. We all live with the same Trust rule which is a simple but an effective tool – be in the right place, at the right time, doing the right thing.

Underperformance of any child is monitored in partnership with parents and there is a highly focussed approach to raising standards at examination level. The curriculum is relevant and stimulating which places children at the heart and soul of the lesson. The staff within personalise the learning for students and guide them with clear targets to success.

The Loxford School Trust focus on the quality of teaching and learning whilst using funding in innovative ways because of the greater freedoms and independence that Academies are granted. The Loxford School Trust has been designed specifically to bring about transformation in areas of deprivation and low standards. It has proved that whatever the background of a child, children can succeed.

Despite our past successes, we continue to seek new challenges and opportunities to help children fulfil their potential, both academically and socially, so that they leave us with the widest range of choices in a challenging society. Loxford is now an all through school and welcomed its first cohort in reception and Year One two years ago. The Primary Phase is thriving. We want every child to feel part of the school community but our primary provision has its own personality, with specialist staff, separate buildings and dedicated play areas. The all through school allows students to make lifelong friendships and move smoothly from one phase to the next.

We hope to bring this same calm, purposeful and friendly environment in our partnership within our other schools, yet ultimately our mission is to raise standards of attainment and achievement.

All academies within the MAT are able to generate a positive financial outcome at the end of each financial year to deliver its aims through efficient, forward and effective curriculum led planning.

## **OUR VALUES**

The Loxford School Trust is characterised by its passionate and unrelenting drive to ensure that every one of its students makes extraordinary progress, achieves exceptional standards and realises his or her huge potential within schools where best practice is commonplace. The Trust is committed to developing the whole person so that young people know what they care about in life and what drives them; know their strengths and aspirations; know how to remain optimistic and bounce back from setbacks; know how to deal with their emotions; know what makes them happy and how to stay that way; know the importance of humour; know how to look after themselves and live healthy fulfilling lives and know how to support others and how they can contribute to making society a better place. The Trust will do this by offering them a first class education within each individual academy, and by offering outstanding enrichment opportunities which will offer them unique experiences and see them stand apart from others.

## WHAT ARE OUR NON-NEGOTIABLE EXPECTATIONS?

- **Total commitment to improving the life chances of pupils – high expectations and a total focus on PUPIL PERFORMANCE.**

Commitment to the very highest pupil outcomes for our children, at all key-stages. Headteachers and senior teams that focus on pupils and their outcomes, with everything else as peripheral.

- **High quality and OUTSTANDING LEADERSHIP that is visible, has impact and action, and travels in the same direction.**

Leadership sets the tone for any organisation, and our leaders will inspire, be visible, act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.

- **POSITIVE RELATIONS, especially between staff, students and parents. Our immediate stakeholders need to feel that they are part of a supportive learning community.**

Relationships set the tone for any organisation. All relations will be positive, we will seek to understand and inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.

- **High quality staff, especially the STANDARD OF TEACHING delivered, with totally committed teachers.**

Highly effective teachers, in the classroom, through proactive, high quality recruitment and excellent CPD.

- **Always STRIVE TO IMPROVE and do things better. No complacency.**

Our Academies will always strive to be outstanding for the communities they serve, there will be no excuses for under-performance.

*If the above points are followed, then we value individuality not conformity and simplicity not complexity. The Loxford School Trust will serve its schools and make sure the school can do things better than if it was alone.*

## CORE PRINCIPLES

- **Raising Standards & School Improvement**

Our core purpose is to improve student outcomes and this is central to all we do. We have the highest expectations of student performance and we create a success culture in all our schools.

- **Our Vision, Values and Non-Negotiable Expectations**

The Trust has a clear and compelling vision for the future. All stakeholders must be able to articulate what LST stands for – its moral purpose, values and objectives. There is a shared understanding of what it means to be part of The Loxford School Trust, including those elements that are non-negotiable.

- **The Role of the Centre**

Our Trust will retain a clearly defined role for the central services team to improve the quality of teaching and learning and our supporting operations. Our central team makes best use of existing expertise in our schools, with a clear strategy for funding and developing the central team to meet future demand.

- **Growth Strategy**

Our Trust has, and will continue to develop and improve upon, a defined strategy for growth. We will build capacity in advance of new schools joining our family of schools and we will prepare for the challenges posed by the different types of joiners – start-up, sponsored and converters – and the impact this will have on our leadership and governance. We will expand into schools where we can make a difference, and we will say ‘no’ when we cannot.

- **Quality Assurance and Data**

Our Trust will continue to use a wide range of qualitative and quantitative data that enables us to examine the performance of individual schools and the Trust as a whole. We will then use this data to inform our judgements about the appropriate strategies for improvement. Strong systems for peer review are, and will continue to be, in place to support this work and collegiate support and challenge will remain at the core of the work that we do to ensure high quality outcomes. We will manage risks effectively and intervene swiftly and with impact where performance levels drop below expected standards.

- **Financial Strategy and Control**

Our Trust has clear systems for ensuring financial probity. We budget effectively and have access to accurate management information. We use economies of scale effectively, achieving best value for top-sliced funds. We are active in pursuing new revenue streams that can benefit our MAT and the schools within our Trust – providing backroom or educational services.

- **Governance**

Our Trust has a clear scheme of delegation that sets out the responsibilities of the various levels of governance (members, trustees, LGBs). Governors at all levels are clear about their responsibilities and have access to high quality information and training.

- **Recruitment and Retention and Staff Development**

Our Trust has a workforce strategy in place that seeks to recruit, retain and develop staff at all levels. We look to promote from within, and to deploy staff across the Trust in areas where they are most needed and can best develop professionally and we provide quality professional development and training. We value our staff and support their careers, with succession plans in place and we identify and nurture talent.

- **Leadership from the CEO and Senior Team**

Our Trust is committed to outstanding leadership. Leadership will have impact, it will be visible, and it will ensure we all travel in the same direction. Leaders will ‘see it and sort it’ furnishing solutions, not excuses. Our strong, professional relationships will set the tone for our organisation, making sure that our Trust inspires its students, pupils, staff, parents and community.

- **Leadership of The Loxford School Trust**

Our Trust is committed to the high quality delivery of Teaching School activity. It will be used as the main school improvement vehicle within the Trust and will provide support in key areas of school improvement within our Trust. We will provide outstanding initial teacher training to meet the demands of schools.

	<b>School</b>	<b>2018 (%)</b>	<b>2019 (%)</b>	<b>Target 2020 (%)</b>
5 Grade 7 to 9 with En and Ma	Warren	7	12	25
5 Grade 5 to 9 with En and Ma	Warren	35	33	50
5 Grade 4 to 9 with En and Ma	Warren	57	52	75

**THE WARREN - TARGETS – SUMMER 2019**

**GCSE**

**9 – 7**

	English	English Lit	Maths	Biology	Chemistry	Physics	Combined Science	Geography	History	French	Spanish	Art	Photography	D&T	Food	Drama	Business	Media	Sociology	Psychology	PE	RE
2019 %	6.25	16.23	15.18	35.00	38.57	41.67	0.00	6.76	19.59	29.41	23.91	12.24	5.00	9.38	0.00	6.67	5.49	10.81	6.25	6.52	3.45	14.36
Target %	20.00	20.00	20.00	45.00	45.00	45.00	20.00	20.00	30.00	40.00	40.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00

**9 – 4**

	English	English Lit	Maths	Biology	Chemistry	Physics	Combined Science	Geography	History	French	Spanish	Art	Photography	D&T	Food	Drama	Business	Media	Sociology	Psychology	PE	RE
2019 %	54.69	68.06	59.16	96.67	77.14	90.00	33.88	32.43	41.24	58.82	73.91	42.86	55.00	31.25	60.00	33.33	38.46	78.38	50.00	41.30	55.17	52.66
Target %	70.00	80.00	75.00	100.00	100.00	100.00	70.00	65.00	65.00	70.00	80.00	60.00	70.00	60.00	70.00	70.00	70.00	85.00	75.00	60.00	65.00	65.00

**PROGRESS & ATTAINMENT**

	Progress 8	Progress English	Progress Maths	Progress Ebacc	Progress Open	Progress Sci	Progress Hums	Progress Lang	Attainment 8 ave value	CAS Attainment En	CAS Attainment Ma	CAS Attainment Ebacc	CAS Attainment Open	CAS Attainment Sc	CAS Attainment Hums	CAS Attainment Lang
2019	0.19	0.16	0.07	0.17	0.20	0.20	-0.23	0.84	4.30	9.16	8.02	12.44	13.60	4.03	3.30	5.60
Target	0.50	0.50	0.50	0.50	0.50	0.50	0.00	1.00	6.00	12.00	12.00	15.00	15.00	5.00	4.00	6.00

**Key Priority 1: QUALITY OF EDUCATION**

*A Good Teacher knows how to teach the standards. A Great Teacher knows how to teach the students. An Outstanding Teacher knows how to teach both.*

LEAD MEMBER OF STAFF		TRUST LINK		LINK TO SEF			
FOCUS		ACTION		LEAD AND TIME SCALE		EVALUATION	
Leaders construct a curriculum that is ambitious and designed to give all students, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life		New timetable constructed Betterment of GCSE Results Broad and Balanced Curriculum Setting arrangements to support SEND. Curriculum constructed to ensure high quality teaching SOW in place that provides challenge at all levels. Pledges/Trips/Opportunities/Provision Map. Accurate use of SIMs – used by all staff – training when needed. Briefing/Bulletin Provision Map.		Timetable constructed for students outcomes – July 2019 – September 2019		The school's MIS is accurate and reflects the make-up of the school.	
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment		New timetable with relevant step stages. KS3 Audit shows next steps learning. Subject Hubs – standardise the curriculum. Extra-curriculum opportunities – displayed. CTLs to meet 4 times a year to review, plan and standardise the curriculum. Extra-curricular provision.		CEO Headteacher September 2019			
The Trust has the same academic, technical or vocational ambitions for almost all students.		Curriculum reflects this. The Options Process is clear and defined. Targets for the Groupings.		CEO Headteacher September 2019			

	Targets set for all schools and departments with KLI (?) after each tracking cycle.		
Students study a broad and balanced education.	Curriculum/Timetable re-done. SOW Review Staff recruited to meet the needs of the curriculum – options.	CEO Headteacher September 2019	
Teachers have an outstanding knowledge of the subject(s) and courses they teach.	Staff CPD Portfolio shows activities completed – 100% of staff access, CPD opportunities in SATs, GCSE and A Level LPs set up Loxford Lectures on examination teaching and improvement LPs set up CPD Programmes for staff on understanding, knowing and meeting examination specifications and requirement Lesson Observations/SOC	Ongoing LPs set up CPD Portfolios for all staff CTLs CPD Programmes Ongoing/Calendared All Staff Twilight Calendar 2019 completed Loxford Lectures agreed by 1 <sup>st</sup> October 2019 and published.	
Leaders provide effective support for those teaching outside their main areas of expertise through SOW and Joint Lesson Planning with Middle Leaders.  They check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.	Teaching PowerPoints on school system  Assessment opportunities becomes a key feature in lessons, particularly in the primary sector  Marking Policy is used.  Misconceptions identified as opportunities	SLT/ATL Completed by January 2020  SLT (DTH) ARR Calendar completed and operational by September 2019  SLM CTLs Postholder All Staff  Meeting Minutes SOCs Data Drops Key Lines of Inquiry	
Teachers are leaders in the classroom and present subject matter clearly.	Lesson Observations through SOC by SLT/ATL/CTL  Department Meetings	SLT/ATL/CTL Ongoing through year  CTL	

<p>Teachers respond and adapt their teaching as necessary.</p>	<p>Teachers know their classes.</p> <p>Teachers use on-going gap analysis to review Lesson Plans.</p> <p>Subject knowledge evidenced through lesson observations and Monthly SOCs.</p> <p>SLT/CTL Links to provide evidence in monthly SOCs/Book Looks and Termly Appraisal Reviews.</p>	<p>Ongoing through year</p>	
<p>The KS3 and EYFS Curriculum prepares children to remember long term content they have been taught and to integrate new knowledge throughout the curriculum.</p>	<p>SOW are suitable for all students to have no limit to the own potential.</p> <p>– Phonics , Number, Social and Emotional</p> <p>Year 7 – English/Maths/Science – Baseline Assessment in first 3 weeks - set changes in line with assessment calendar.</p> <p>Internal Assessments include work over time.</p>	<p>SLT (LRO) Audit Curriculum after Summer change Ongoing 2019-2020</p> <p>Data Drops/Tracking Cycles</p> <p>Data Drops/Tracking Cycles</p> <p>Baseline Testing with Targets by October 2019</p>	
<p>Teachers and Leaders use assessment well, to embed knowledge and inform future teaching.</p> <p>Assessment is not over-burdensome.</p> <p>ARR Calendar reduced from 25 'drops' to 18 – in order to use data to inform planning and gaps analysis.</p>	<p>Board updated within 48 hours of tracking.</p> <p>Key Lines of Inquiry have clear interventions evidenced in Postholders SOC</p> <p>Progress Data and Wall Chart for children evident in class room.</p> <p>Pupil Progress matches students expected outcomes at a minimum</p> <p>Quality Assurance Meetings have evidence by SLM to validate results</p> <p>Evidence in Senior Team Meetings of work validation</p> <p>Reward students for outstanding progress</p> <p>Interventions for students underperforming. Parents are informed</p> <p>Moderation of Work Check</p> <p>Check validity of data from SIMs Tracking</p> <p>CTLs show that their data is validated and targets above national level</p>	<p>SLT/ATL</p> <p>SLT/ATL Ongoing 2019-2020</p> <p>CTL 2019-2020</p> <p>SLT/ATL</p> <p>Headteacher/SLT</p> <p>Headteacher/SLT</p> <p>ATL/YCT</p> <p>ATL</p> <p>SLT</p> <p>SLT/ATL/CTL</p> <p>CTL</p> <p>Headteacher/SLM/CTL</p>	

	Quality Assurance Meeting with Headteacher monthly with book evidence that is 3 1* students, 3 1 Students, 3 2 students, 3 3 students picked by Headteacher NOT picked by Postholder	Data Drops/Tracking Cycles SOCs Parent Meetings Learning Walks Work Checks	
SOW are placed with clear Lesson Plans for staff to use to reduce unnecessary additional work for staff.  Leaders in the Primary set up clear plans for all subject areas with resources to promote teaching in lessons.  NQTs have plans that they can tweak reducing unnecessary workload.	Department Meetings in place for discussion of good practice  SOCs clearly evidence Pupil Progress and interventions to raise progress  Work Checks are completed by Postholders and Senior Line Managers with their findings in Senior Team Meetings  D.I.A.L. sessions focussed on planning, marking and preparation.	SLM/CTL/All Staff  CTL  SLM/Postholders  Ongoing	
A rigorous approach to the teaching of reading develops students' confidence and enjoyment in reading.  At the early stages of learning to read, reading materials are closely matched to students' phonics knowledge	Library usage increased  English lessons have reading time.  Guided Reading.  Develop age appropriate reading  KS3 first 5 minutes.  Whole school reading focus.  All staff to display and update reading poster.	D.E.A.R. in place.	
Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	National tests and examinations are above national average (look at Table).  Intervention classes are in place for students  CTLs/SLM identify which NQTs to teach certain KS5 exams  Daily teaching follows structured timetable.  Support staff fully informed of daily routines  All planning shared with support staff prior to teaching	SLM/CTL  SLM/CTL Ongoing  SLM/CTL Ongoing  All staff Ongoing  CTL/SENCO Ongoing  CTL/SENCO Ongoing	

	<p>Mock papers sent to parents – marking and re-issue in a timely manner. Mock 1 sent to parents – Y11 Parents’ Evening to discuss (99% attendance). Mock 2 parents called in of students underperforming</p> <p>Clear targets set and visible with SLM and Postholders</p> <p>Mock paper redone at home in time scale</p> <p>Teachers in departments become examiners – Promote where known/identified</p> <p>Assessment stickers are completed in exercise books</p> <p>Marking policy is followed</p> <p>Exams – ensure all staff record results in line with exams +1</p>	<p>SLM/CTL/Admin Support</p> <p>SLM/CTL/Postholders Ongoing</p> <p>SLM/CTL</p> <p>CTL/All staff Ongoing</p> <p>CTL/Admin Support Ongoing</p> <p>All staff Ongoing</p> <p>All staff Ongoing</p>	
<p>Students are ready for the next stage of education, employment or training, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.</p>	<p>Develop careers</p> <p>University visits.</p> <p>External speakers</p> <p>Destinations</p> <p>Futures Evening</p> <p>6<sup>th</sup> Form.</p>		
<p>Children read widely and often, with fluency and comprehension.</p>	<p>Use of library</p> <p>Speak out</p> <p>Assemblies/public speaking opportunities</p> <p>Oral literacy pushed in all lessons</p> <p>‘Basically..... like.....’ challenged</p> <p>‘Work of the Week’ whole school focus.</p>		

	Library based lessons. Years 7 and 8 participate in Accelerated Reader and students rewarded for progress.		
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<b>Key Priority 2: BEHAVIOUR AND ATTITUDE</b>							
<b>LEAD MEMBER OF STAFF</b>		<b>TRUST LINK</b>		<b>LINK TO SEF</b>			
<b>FOCUS</b>		<b>ACTION</b>		<b>LEAD AND TIME SCALE</b>		<b>EVALUATION</b>	
<p>The Trust and Schools have high expectations for students' behaviour and conduct and schools apply these expectations consistently and fairly.</p> <p>This is reflected in students' behaviour and conduct</p> <p>Exclusions both external and internal reduce.</p>		<p>Data is consistently challenged and interrogated to ensure valid data is provided at Governors' Meetings with honesty and actions for improvement.</p> <p>Lines of Inquiry document delivers real strategies and actions to Governors and Headteacher</p> <p>Internal exclusions reduce by 50% compared to previous year –</p> <p>External exclusions reduced 30% compared to previous year –</p> <p>Reduction of students on PSP</p> <p>Hot spots timetable in place for all Year Groups and reviewed every half term</p> <p>SLM develops groups of interventions after school on improving behaviours</p> <p>Behaviour Group shows positive responses –</p> <p>YCT lead development of programmes and initiatives in Autumn Term and agreed by SLT</p> <p>Post tracking, YCT more rigorous.</p>		<p>Postholders All staff</p> <p>Action Plans Observations</p> <p>Weekly evidenced through SOC Monthly evidenced from SOC</p> <p>Action Plans set up within 48 hours of concern</p>			
<p>Students' attitudes to their education or training are positive, they are curious learners and have a thirst for knowledge.</p> <p>They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>		<p>Reward students for outstanding progress</p> <p>CTLs have meetings with parents of students below their expected grade.</p> <p>NQT Classes Student Voice completed by departments</p> <p>L&amp;E – 6 week enquiry. Follow ups evidenced.</p>		<p>SLM Postholder</p> <p>Meeting Minutes SOCs Data Drops Key Lines of Inquiry</p>			
<p>Students have high attendance and are punctual</p>		<p>Further develop the capacity of all teachers (in particular newly appointed staff) to monitor differing groups across the school so that trends regarding behavior can be identified early and timely intervention put in place to address this.</p> <p>EWO Meetings and home visits – identify students at risk (90%)</p> <p>Lateness report analysis to be completed every half term by YCT to identify patterns and list of interventions</p>		<p>SLT Pastoral ATL YCT EWO Tutors SENCO</p> <p>Meeting Minutes</p>			

	Display boards and rewards to be used consistently	ATLs/Tutors Ongoing	
<p>Relationships among students and staff reflect a positive and respectful culture.</p> <p>Leaders, Teachers and students create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated with Bullying Ambassadors being a visible group of students.</p> <p>Staff deal with issues quickly and effectively.</p>	<p>SIMs monitored with clear actions daily.</p> <p>Daily lesson by lesson checks on welfare of students.</p> <p>Lesson observations check environment.</p> <p>Year Council/Student Leadership</p> <p>Anti-Bullying Ambassadors</p> <p>Well-Being Ambassadors.</p> <p>Addressing staff appropriately and professionally.</p> <p>Daily interventions.</p>		

<b>Key Priority 3: PERSONAL DEVELOPMENT</b>							
<b>LEAD MEMBER OF STAFF</b>		<b>TRUST LINK</b>		<b>LINK TO SEF</b>			
<b>FOCUS</b>		<b>ACTION</b>		<b>LEAD AND TIME SCALE</b>		<b>EVALUATION</b>	
<p>The curriculum extends beyond the academic, technical or vocational.</p> <p>It provides for students' broader development, enabling them to develop and discover their interests and talents</p>		<p>Extra-Curricular monitored.</p> <p>Attendance.</p> <p>PSCHE.</p> <p>Develop extra-curricular</p> <p>Visits/cultural opportunities</p> <p>Pledge/opportunities.</p> <p>Aspirational – HSBC/PWC</p> <p>Master classes</p> <p>Competitions</p> <p>School productions/show case celebration of talent</p>					
<p>At each stage of education, schools prepare students for future success in their next steps</p>		<p>All students with Progress below expectations to have meetings with parents by ATL/Year Leader/SLM</p> <p>CTLs have meetings with parents of students below their expected grade</p> <p>Sixth Form is full with students meeting admission criteria.</p> <p>Pledges shows 100% students move onto a worthwhile destination of their own choice Pledges by YCT.</p> <p>Interviews led by DHT of Sixth Form. (University/Apprenticeship/Gap Year with study/Employment)</p> <p>Zero NEETS.</p> <p>IAG is available to all students</p> <p>Year 11 Interviews</p> <p>Other Providers</p>		<p>SLM/ATL/YL/CTL</p> <p>SOCs</p> <p>SLM Quality Assurance Meetings</p> <p>Raising Achievement Plan</p> <p>Key Lines of Inquiry with clear actions</p> <p>Postholders Pupil Progress Meetings</p> <p>Parents' Evening</p> <p>Half Termly</p>			

<p>The Trust and Schools prepares students for life in modern Britain by:</p> <ul style="list-style-type: none"> <li>• equipping them to be responsible, respectful, active citizens who contribute positively to society</li> <li>• developing their understanding of fundamental British values</li> <li>• developing their understanding and appreciation of diversity</li> <li>• celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</li> </ul>	<p>School continues to deliver training for parents in online safety termly to different Year Groups.</p> <p>Curriculum development in computing to have unit of safety fully embedded.</p> <p>Thorough evaluation of current provision (analysis of referrals and impact of referrals)</p> <p>Provision matched to identified areas of need</p> <p>To identify vulnerable students.</p> <p>PSCHE/workshops to address ethos of Mental Health Issues .</p> <p>SIMs updated with students requiring support.</p> <p>Board visible with children clearly identified.</p> <p>Students from vulnerable settings have support measures put in place when dipping</p> <p>Meetings have clear outcomes written to parents</p> <p>PREVENT – all students to be fully informed of risk of radicalisation and how to keep themselves safe</p> <p>Mental health programme to help students identify and address needs</p> <p>Access to Safer Schools Police Officer</p> <p>Information page on students diary and website</p> <p>Library provides books on mental health and stay safe on-line</p> <p>Early Warning Meetings target students who require mental health support</p> <p>Keeping safe in and out of school (including e-safety, anti-bullying, PREVENT, road safety, mental health awareness, etc.)</p> <p>Importance of healthy lifestyles</p> <p>School Council</p> <p>Celebration Assemblies - encouraging and rewarding class and individual effort and attendance so that pupil engagement, motivation and independence is improved</p> <p>Interviews led by DHT of Sixth Form.</p>	<p>SLT/ATL/YL/Postholders</p> <p>Provision meets student need</p> <p>Referrals are dealt with swiftly and effectively</p> <p>Less self-harming</p> <p>Fewer referrals to Safeguarding Officer</p> <p>High attendance</p> <p>Meeting Minutes</p> <p>All staff trained in safeguarding updates</p> <p>Training delivered to all teachers and TAs.</p> <p>Prevent Strategy is fully incorporated in curriculum and throughout whole school policies.</p> <p>Current mental health provision is reviewed and evaluated to ensure that it meets the needs of our students</p> <p>By September 2019 then ongoing</p>	
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	<p>Pledges shows 100% students move onto a worthwhile destination of their own choice (University/Apprenticeship/Gap Year with study/Employment)</p> <p>Zero NEETS.</p> <p>Parental surgery</p> <p>PSCHE Lessons</p> <p>Informative display board in 6<sup>th</sup> Form Area</p> <p>Pupil Premium data tracked and monitored half termly – NQTs are shown what PP is and how they can narrow the gap</p> <p>E-Safety assemblies</p> <p>Parent workshops</p> <p>British values assemblies</p> <p>Regular school council meetings</p> <p>Hold election for School Council, Monitors, Prefects and other leadership opportunities</p> <p>YCT logs completed weekly and reviewed every half term</p> <p>Topics in PSCHE are promoting British Values and life in Modern Britain (overview)</p> <p>Weekly bulletins</p> <p>Opportunities are given in lessons for students to debate and share different points of view (highlighted in SOW)</p> <p>Display Boards to celebrate student success and letter sent home</p> <p>Pledges completed by YCT</p> <p>Reward/Educational Trips</p> <p>Leadership activities are calendared to facilitate children debates such as Debate Mate, Student Council and Jack Petchey</p> <p>PSCHE curriculum and other SMSC opportunities carefully mapped to ensure students are taught about British Values in each Year Group</p> <p>Promote the concept that we are all different, yet we are all the same</p>		
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	<p>Workshops to promote the understanding of the importance of living by British Values</p> <p>Debates and class discussion are evident in SOW</p> <p>Student Voice to take place on behaviour and other relevant topics</p> <p>Display Boards and website will display information on British Values</p> <p>School Council and Student Voice forums inform priorities and develop ways of communicating key messages to peers.</p> <p>Charity work</p> <p>Year Council events</p> <p>Work with OAPs/within the community</p> <p>Leadership opportunities – form/peer/school reps</p> <p>British Values Posters in Classrooms.</p>		
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**Key Priority 4: LEADERSHIP AND MANAGEMENT**

***A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be.***  
***Rosalynn Carter, former First Lady, USA***

LEAD MEMBER OF STAFF		TRUST LINK		LINK TO SEF			
FOCUS		ACTION		LEAD AND TIME SCALE		EVALUATION	
<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.</p> <p>This is realised through strong, shared values, policies and practice</p>		<p>SOC Weekly Tasks completed with actions and follow ups</p> <p>CTLs Action Plan to support teachers delivering poor teaching</p> <p>All subject areas are above National Levels at GCSE and A Level:</p> <p>5 – 9 – Meeting 1.0 4 – 9 – Meeting 1.0</p> <p>Examination Meetings – agreed targets for:</p> <p>5 – 9 4 – 9 A Level A* - C rate A Level – A* - E rate</p> <p>CPD in Meetings.</p> <p>CPD needs identified in appraisal</p>		<p>All Senior Leaders CTLs</p> <p>Evidenced in QA Meetings Senior Team Minutes</p> <p>Daily/Weekly/Monthly/Termly</p>			
<p>CPD focuses on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>The practice and subject knowledge of staff are built up and improve over time</p>		<p>Poor teaching is challenged, action is issued and relevant support is given and monitored</p> <p>Department Meetings in place for discussion for good practice</p> <p>Staff manage their CPD on examination improvements</p> <p>4 Observations and 1 PCM Observation each term (3 cycles). This supports the QA of our NQT Programme alongside Mentor Meeting and D.I.A.L.</p> <p>SIMs Training conducted to help new teachers report grades accurately to inform teaching</p> <p>Lessons are taught to a good (outstanding) level at a minimum – NQTs/Tf/Trainees re-observed to ensure their lessons are good to outstanding. Peer observations arranged to help NQTs to see</p>		<p>SLM/Postholder/ Head of EYFS</p> <p>Meeting Minutes SOCs Data Drops Key Lines of Inquiry Student portfolio evidence of assessment week Lesson Drop Ins show common lesson content SOCs Quality Assurance Meetings Pupil Progress Meetings</p> <p>Weekly/Monthly</p>			

	<p>outstanding practice. Support Plans administered to teachers who are a concern – effectively supported to succeed to meet Teaching Standards</p> <p>Postholders show through SOC clear challenge of poor teaching – Challenge CTL to give written feedback to postholders on impact of their work and expectations in comparison with TLR</p> <p>SLM act immediately when lessons are not <u>taught</u> – SLT take lessons – where there are concerns about T&amp;L</p> <p>Quality Assurance Meeting showing evidence from SOC with SLM – QA of Mentor Minutes and observations to ensure teaching standards are being met</p> <p>Drop Ins</p> <p>E-Mail trail of staff Drop Ins by CTL</p> <p>All lessons involve active teaching</p> <p>All teachers understand new specifications and incorporate knowledge in lessons</p> <p>Outcomes in all subject areas are above National Levels at A Level</p> <p>Lesson planning is clearly on school’s P Drive</p> <p>No teaching is research – could be if evidenced in Scheme of Work</p> <p>All lessons show clear evidence of links to specifications</p> <p>Teachers work to specifications meeting examination expectations</p> <p>Lesson planning is evidenced</p> <p>CTLs/ATLs/SLT carry out regular checks, monitoring student notes for details and organisation</p> <p>Every course has up to date handbook that is updated alongside curriculum changes</p> <p>Lead CTL (LM) in reflecting on their style of leadership, listening to the team and allowing greater flexibility in SOW to promote creativity and risk taking in KS3</p> <p>SOW and Daily Lesson Planning evidence outcomes</p> <p>Success criteria clearly displayed in class rooms.</p> <p>Student portfolios developed in book form</p>		
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	<p>Common teaching agreed in PPA time</p> <p>All environmental areas in Reception to look the same Reading becomes a common feature of lessons and home study</p> <p>CPD on examination specifications in all subject areas – key focus for all GCSE new exams – staff become examiners</p> <p>Work Check show that work is meeting higher standard</p> <p>Classes reassigned to teachers who are able to teach at higher levels – Re-timetabled as necessary (ABA). Review of sets and teachers by SLT/HT</p> <p>Loxford Grouping identify students who are below level – Action Plan by all stakeholders</p> <p>Headteacher to look at all teachers assigned to examinations and SATs groups.</p> <p>Students tracking shows progress made from each tracking cycle – Evidenced through KLI</p> <p>Clear actions taken from moderators’ report – Evidence by first QA Meeting with SLM/CTL</p> <p>All staff use SIMs to know their Pupil Premium students in their classes.</p> <p>D.I.A.L. sessions delivering examination content</p> <p>SOC and Book Looks to quality assure what CTLs and teachers claim</p>		
<p>All students complete their programmes of study.</p>			
<p>Leaders engage effectively with students and others in the community, including – where relevant – parents, carers, employers and local service.</p>	<p><u>No</u> teaching is below good by January. NQTs re-observed and supported if below good. Mentor Meetings/D.I.A.L. and CPD in line with improvements</p> <p>All poor teaching is improved through formal support</p> <p>SOW are completed – KS3 focus ‘Gained Time’ – Summer Term 2</p> <p>Schemes of assessment are reviewed after each Module Topic Unit</p> <p>Assessment is standardised and validated by Postholders</p> <p>SLM meet regularly with Postholders – work is evidenced through SOC</p>	<p>Headteacher/Postholders/Lead Practitioners/CTLs</p> <p>Meeting Minutes Within 48 hours of Drop In or formal observations</p> <p>Parents’ Evenings School Events Feeder Primary Schools</p> <p>Positive Letters/SIMs rewards</p>	

	<p>Testing becomes significant in these areas with results checked by SLM and evidenced through SOC</p> <p>Headteacher evidences weekly Drop In in all Ebacc subjects</p> <p>Arrange and deliver all examinations – equip learners with the experience to prepare for examinations</p>		
<p>Leaders engage with staff and are aware and take account of the main pressures on them.</p> <p>They are realistic and constructive in the way that they manage staff, including their workload</p>	<p>Year Reviews show that poor teaching has been challenged with CTLs responding and clear Action Plan for Improvement</p> <p>Teaching and Learning observations/Drop Ins have clear response and actions from Postholders</p> <p>Daily conversations with Postholders</p> <p>Quality Assurance Meetings with written actions</p> <p>SLT action evidenced in Senior Team Meetings</p> <p>Review on written actions and impact</p> <p><u>All</u> staff meet Appraisal Targets – Led appraisal system – developed targets linked closely to SDP, half-year review completed by all current staff – progress to date indicates new targets were successful</p> <p>Fewer observations are taking place</p> <p>Meetings calendared and held in a timely manner – all CTLs meeting – agreed agenda with SLM</p> <p>Clear actions to meet targets after meeting</p> <p>Headteacher to check all appraisals and agree them providing CEO with details</p> <p>QA Meetings (weekly) in line with the targets.</p> <p>Tracking cycle reduced – SOC reduced</p> <p>Shared in July (Calendar)</p>	<p>Headteacher/Postholders/Lead Practitioners/CTLs</p> <p>Meeting Minutes Within 48 hours of Drop In or formal observations</p>	
<p>Leaders protect their staff from bullying and harassment</p>	<p>SLM responds to SOCs and takes workload from staff – Headteacher copied in</p> <p>Link Work Check with student Voice to maximise impact</p> <p>IIP set up to see culture and values in school.</p> <p>Zero tolerance – SLT to intervene.</p>		

<p>The Directors, Members and Academies Boards understand their role and carry this out effectively.</p> <p>They ensure that the provider has a clear vision and strategy and that resources are managed well.</p> <p>They hold Leaders to account for the quality of education or training</p>	<p>Poor teaching is challenged, action is issued and relevant support is given</p> <p>QA Meetings completed on a weekly basis in line with the SOC to spearhead positive outcomes</p> <p>LM QA Meetings to qualify and work towards targets</p> <p>Tier Checks conducted with applicable subjects against TP3/Mocks Data. Tiers challenged if there is an anomaly</p> <p>Learning Walk completed with NQTs to check quality of teaching, planning, marking and assessment</p> <p>Negative SIMs referrals decrease by 20% - based on previously published data – available for each department in September</p> <p>Use of wellness garden to promote positive relationships</p> <p>Weekly student on report list to be reviewed and shared. Student on report analysis to be completed every half term</p> <p>Adherence to Code of Conduct.</p> <p>Early Review Meetings have clear impacts</p> <p>Liaison with appropriate agencies and referrals to be completed to support students whose behaviour or exclusions are below expected standards</p> <p>Purposeful and consistent use of reporting system</p> <p>Analysis of SIMs daily/weekly, rolling for clear ascending sanctions</p> <p>Raising Behaviour Plan individualised for all Year Groups.</p> <p>Out of Hours Clubs – identify/publish</p> <p>Meetings with parents</p> <p>Life skills programme supported by Youth Centre through ASDAN.</p> <p>NQTs encouraged to take part in an extra-curricular STEM Club being run by NQT Speak Out – NQT assisting</p> <p>D.I.A.L. and Peer Observations to ensure standard of lessons are in line with school expectations</p> <p>CPP working parties to ensure teachers/NQTs are confident with the specifications</p>	<p>SLM/Postholder</p> <p>Meeting Minutes</p> <p>SOCs</p> <p>Data Drops</p> <p>Key Lines of Inquiry</p>	
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	<p>Headteacher Reports to Governors follow stand format.</p> <p>Agenda shared in advance with Headteacher report provided in line with expectations.</p> <p>Website is complaint with DfE requirements.</p> <p>Safeguarding</p> <p>Attendance is reported</p> <p>Exclusions</p> <p>Quality of Teaching</p> <p>Governor Visits.</p> <p>Finance Resources</p> <p>Budgets are managed effectively to enhance outcomes.</p>		
<p>The Directors, Members and Governing Boards ensure that the Trust and Schools fulfils their statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of students.</p>			
<p>The Trust and Schools has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• help students reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</li> <li>• manage safe recruitment and allegations about adults who may be a risk to students and vulnerable adults.</li> </ul>	<p>YCT identify students at risk.</p> <p>On-line safety as part of SOW.</p> <p>Monthly Safeguarding Report.</p> <p>Staff Training</p> <p>Daily Briefings – profile raised when required</p> <p>CPD training – Safeguarding/FGM/Safer Recruitment/Online Safety.</p> <p>PSCHE programme</p> <p>DBS updated every three years.</p> <p>SCR is complaint.</p> <p>Prohibition checks.</p>		

	<p>All staff are aware of who the DSL/Deputy DSL are to go for safeguarding concerns.</p> <p>All rooms display safeguarding poster.</p> <p>Websites have a dedicated Safeguarding page(s).</p>		
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