



Sandymoor School Development Plan September 2018 – August 2021

Introduction

This document forms the basis of the three year development plan for Sandymoor School.

The plan is intended to provide a guiding document for the following objectives to be met by the end of 2021;

That the school meets the 'good' on the Ofsted 2018 framework.



The development plan is divided into 5 strands that will provide:

1. Excellence in Teaching and Learning.
2. Excellence in Curriculum Provision and Attainment.
3. Excellence in Pastoral Care, Inclusion and Support for Students
4. Excellence in Community Cohesion, Enrichment and PSHE
5. Excellence in Leadership including Buildings and the Learning Environment

The leads for each strand are responsible for monitoring and evaluating the actions.

Blue = Year 1

Olive = Year 2

Dark Green = Year 3

Rag rated plan according to completion

Strand 1: Excellence in Teaching and Learning.

Leads: J Sutcliffe

Objective	Actions	Start Date	End Date	Notes
To raise the standards of T&L provision to good with 80% of staff working at good or better in the year 2018-19, 90% of staff working at good or better at the end of 2019-20 and no teacher working under the minimum standard of 'good all the time', over time, by our third year, with at least 20% outstanding teaching over time and an outstanding teacher in every department.	Identify CPD requirements, evidence from Faculty QA, learning walks, lesson observations, HMI and Ofsted feedback.	Sept 2018	On-going	Fiona Barry from OCA – on-site 2 days per week (sept 2018-Feb 2019)
	Develop a comprehensive training package for all teachers at all levels and launch.	Sept 2018		Booklet with teacher standards links handed out Sept 18 th 2018
	Collect regular feedback as to the impact of the training and use to inform future programmes.	Sept 2018		
	Meet with department leaders to identify areas for development and audit staff to seek their views.	Nov 2018	On-going	
	Standardise the training for PM observations and ensure annual refresher training.			
	Eradicate inadequate teaching through intensive programme of support/capability procedures.			Support plan paperwork? HR training course 2 nd Oct SLA in place?
Create bespoke Support Plans for colleagues whose teaching is graded Requires Improvement				

	<p>Develop the training package over years two and three (see below) to respond to the needs of the School.</p> <p>Establish a Teaching and Learning Patrol to monitor the quality of Teaching and Learning on a daily basis. Track data to evaluate the collection of data, its impact and identify patterns which require intervention.</p> <p>Arrange regular work scrutiny to evaluate the impact of marking and feedback.</p> <p>Establish links with other schools who have teachers of excellence in areas we do not, arrange 'magpie' and observation days so they can see outstanding practice in their own subject area.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Oct 2018</p> <p>Sept 2018</p>		<p>Network meetings and link days with OCA initiated for all depts. From Sept 2018</p>
<p>High quality CPD, linked to Teacher Standards ensures that all staff develop to be consistently good teachers.</p>	<p>Provide a combination of whole school and bespoke CPD to develop all staff by planning a comprehensive programme of focused training throughout the academic years.</p> <p>Review training at the end of year one and develop the package in year two, to include accessing accredited Masters programmes in both Teaching and Educational Leadership from Ormiston Academies Trust.</p> <p>Ensure that any external CPD is directly linked to PM and School Development targets.</p>	<p>Sept 2018</p> <p>July 2019</p> <p>Oct 2018</p>		<p>3 members accessing Masters course</p> <p>New PM programme launched Oct 2018</p>

	<p>Keep records of staff attendance to in-house training events and produce INSET training certificates linked to Teacher Standards for staff completing these.</p>	<p>Sept 2018</p>		
	<p>Audit the effectiveness of CPD programme yearly in light of student achievement and attainment to measure the impact of the CPD programme</p>	<p>July 2019</p>		
	<p>Provide CPD training for ALL staff on the basics of lesson planning as part of a rolling programme.</p>	<p>Sept 2018</p>		
	<p>Develop a fortnight induction programme for the School Direct and NQTs at the end of each school year in order that they are briefed and confident before taking classes the following September.</p>	<p>July 2019</p>		
	<p>Create a training package for new staff, including less experienced staff which ensures that they are fully versed on Sandymoor protocols and deliver consistency within four weeks.</p>	<p>Sept 2019</p>		
	<p>Develop a Teaching and Learning website as a forum for sharing good practice and accessibility to resources used in CPD sessions. Create a T&L Twitter account for the same purpose.</p>	<p>Sept 2020</p>		
	<p>Create a T&L monthly newsletter which identifies strengths and shows impact of high quality teaching through success stories. Take staff feedback as to the impact of this.</p>	<p>Sept 2018</p>		

	<p>Engage staff with wider research through developing the existing resources in the staffroom library and monitor uptake. Publish a blog of the month and read of the month in the newsletter. Signpost staff to social media educational forums and ensure 'Research findings' are a regular departmental agenda item.</p> <p>Update the CPD audit in light of new changes to framework and specifications.</p> <p>Continue to develop our links with local University ITT providers in order to ensure quality ITT.</p>	<p>Sept 2019</p> <p>July 2019</p> <p>July 2019</p>		<p>Graham Lovelady and Tuesday Humby</p>
<p>All teachers are confident in managing behaviours and an environment that enables purposeful learning.</p>	<p>Reinforce classroom procedures and routines including basic expectations and non-negotiables.</p> <p>Create a 'Good all the time' pro-forma with the staff body which is the school's agreed set of non-negotiables. Ensure this is in the staff handbook.</p> <p>Diarise timely reminders about certain aspects of the pro-forma. E.g. meeting and greeting on the corridor. Use briefings and newsletter to ensure consistency from teaching body.</p> <p>Provide training and guidance in classroom management, room design, displays and student organisation. Ensure this training is delivered to new starters.</p>	<p>Sept 2018</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>Sept 2018</p>		

	<p>Ensure teacher assessment of Attitudes to Learning is secure and consistent through a led session with staff establishing grades 1-4 in student friendly speak.</p> <p>Establish progress walls in departments across the school which reinforce purposeful learning.</p>	<p>Sept 2018</p> <p>Oct 2018</p>		
<p>A mentoring and coaching programme adds additional value to the CPD programme.</p>	<p>Identify mentors for all new staff, with timeframe being dependant on individual need.</p> <p>Train a core group of coaches/Lead Practitioners and allow every member of staff, at every level, the entitlement to a coach and facilitate this.</p> <p>Review impact and satisfaction of coaching over the years, training new coaches as required.</p> <p>Develop the meeting cycles to allow for protected coaching time.</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Jan 2020</p> <p>Sept 2020</p>		
<p>The school enjoys an open door ethos, all staff routinely share and model excellent practice.</p>	<p>Provide training in lesson observation and evaluation focusing initially on middle leader development, before disseminating this to all staff.</p> <p>Create a system for staff to opt in to peer observation in a non-threatening way. Review and develop over the course of the three years. When established after year one, develop into a rota by which all staff complete at least 1 peer observation a term. Monitor impact.</p>	<p>Oct 2018</p> <p>Sept 2019</p>		

	<p>Create greater capacity for joint planning, team teaching and peer lesson observation by training staff and embedding the action research method across the School and therefore create effective collaboration of lesson planning, reflection and evaluation by all teaching staff.</p>	Sept 2019		
<p>There is a rigorous monitoring procedure to evaluate T&L strategies and their impact on learning. No procedures are undertaken unless they have merit.</p>	<p>Ensure all staff and, in particular, HOD are clear on the structures for monitoring T&L strategies through middle leader training, to include their own separate sessions at twilight.</p> <p>Train HOD to analyse data and identify gaps/areas to target. Refresh training in light of any new data packages used over the three years.</p> <p>T&L target set, monitored and evaluated within performance management structure.</p>	<p>Oct 2018</p> <p>Oct 2018</p> <p>Oct 2018</p>		RAP meetings begin Oct 2018
<p>All middle leaders see themselves as leaders of Teaching and Learning and this helps continually drive professional development as well as progress of pupils.</p>	<p>Train middle leaders in new school expectations in regards teaching and learning.</p> <p>Develop the CPD programme in twilight sessions for middle leaders, to include regular sessions on the leading of teaching and learning.</p> <p>Ensure the first item on the departmental meeting agenda is always teaching and learning (sharing good practice).</p>	<p>Oct 2018</p> <p>Oct 2018</p> <p>Nov 2018</p>		Tuesday Humby to support

	<p>Ensure middle leaders are aware of this responsibility through PM.</p> <p>All faculties produce a T&L action plan yearly (as part of their wider development plan) to consist of summary strands to address priorities that academic year.</p> <p>Action plans to be agreed by line manager and linked to wider school development plan.</p>	<p>Oct 2018</p> <p>Nov 2018</p> <p>Nov 2018</p>		Tuesday Humby to deliver
Homework challenges and extends pupil's learning leading to greater gains in progress.	<p>Ensure all staff are familiar with and are regularly setting homework on epraise.</p> <p>Ensure all pupils have access to epraise and parents also have logins.</p> <p>Quality assure homework assignments by undertaking a regular sample check alongside the head of department once each half term.</p> <p>Use pupil voice to gauge the impact of assignments set.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Nov 2018</p> <p>Nov 2018</p>		
All staff are fully skilled and confident in meeting the needs of disadvantaged and SEND, so that their progress 8 as a cohort is in line with that of other pupils nationally.	<p>Meet with all parents and carers of disadvantaged pupils and SEND with a projected negative progress 8 in Yr11 to discuss current and predicted targets. Create a bespoke action plan for each.</p> <p>Create p8 pupil booklet for each teacher of the cohort with photo, useful information and grades.</p>	<p>Nov 2018</p> <p>Oct 2018</p>		

	<p>Run a staff training session to collect information about the cohort and circulate to all staff to encourage support and engagement with the group.</p> <p>Assign each pupil in this cohort an in school mentor and ensure that there are regular KIT meetings. Evaluate for impact on AtL and Behaviour as well as progress.</p> <p>Ensure that there is a focus on T&L patrol on these pupils.</p> <p>Use a 'subject forensics' document to identify strategies that are in place for pupils off target and monitor the impact. Share any success stories widely.</p> <p>Create a programme of rewards and praise trips for attendance, ATL and achievement termly.</p> <p>Ensure that engaging disadvantaged and SEND is delivered as whole staff CPD and bespoke packages are rolled out for staff where necessary.</p>	<p>Nov 2018</p> <p>Nov 2018</p> <p>Nov 2018</p> <p>Sept 2019</p> <p>Sept 2018</p> <p>Nov 2018</p>		
<p>Staff turnover provides no obstacle to the quality of learning and teaching.</p>	<p>Contact and meet all the ITT providers in the area to build relationships.</p> <p>Identify recruitment needs in school over the next 1-5 years.</p> <p>Co-ordinate subject specific delivery and teaching days via universities in required subjects.</p>	<p>Nov 2018</p> <p>Feb 2019</p> <p>Feb 2019</p>		<p>33% of staff have changed since July 2018</p>

	<p>Promote Sandymoor as a desirable workplace via social media and on the Sandymoor website, create video case studies for prospective employees.</p> <p>Contact excellent leavers who have moved onto University in their second year to discuss teaching as a career path. Offer work experience.</p> <p>Ensure that learning walks include ITT staff for early identification of talent.</p>	<p>Jan 2019</p> <p>Oct 2020</p> <p>Sept 2020</p>		<p>Are we able to take ITT?</p>
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Strand 2 - Excellence in Curriculum Provision and Attainment

Leads: D Johnson

Objective	Actions	Start Date	End Date	Notes
<p>The KS2/3 transition curriculum is so thorough that all pupils feel well settled by week six of Sandymoor.</p> <p>All pupils reach KS2 score of 100 and are making more than expected progress by the end of Year 7.</p>	<p>Review current transition arrangements</p>	<p>Sept 2018</p>		<p>Nicky Codack Michelle Roberts from OCA visit</p> <p>SJO and NCO</p>
	<p>Plan for five transition days at the end of the school year with in-house testing.</p>	<p>May 2019</p>		
	<p>Visit primaries to introduce ourselves to new pupils. Review success of this in light of numbers coming through.</p>	<p>Sept 2018</p>		
	<p>Create an induction package for pupils, to include personalised letters and transition booklets for parents and children.</p>	<p>May 2019</p>		
	<p>Plan for and invite parents to a welcome evening in the summer term.</p>	<p>March 2019</p>		
	<p>Identify vulnerable pupils and offer extra transition days.</p>	<p>March 2019</p>		
	<p>Identify pupils who are coming from small schools (or only 1 or 2 from the primary school and offer extra transition days.</p>	<p>March 2019</p>		

	<p>Plan a 'Settled in' evening in the first few weeks to show parents work in core.</p> <p>Develop a student 'Settling in' feedback sheet, identify areas for improvement and audit success of the transition programme.</p> <p>Allocate prefects to each form to work with pupils throughout transition.</p> <p>Analyse the attendance and behaviour data from each primary school and set up intervention where necessary when class lists come out.</p> <p>Analyse the SAT results from each school, as well as what has been covered in Science (including the breakdown of Maths and English subtopics from Keys to Success) and plan the first half term of Year 7 to ensure all gaps are covered.</p> <p>Check robustness of the SATs by undertaking CATs in transition week</p> <p>Select the 'Pioneers' target group for Maths and English using KS2 results. Working with higher needs staff provide regular intervention sessions for these pupils and monitor impact.</p> <p>Communicate regularly with parents as to the purpose of the programme to ensure their child is 'secondary ready', to ensure engagement.</p>	<p>Sept 2019</p> <p>Sept 2018</p> <p>July 2019</p> <p>May 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Sept 2018</p> <p>July 2019</p>		<p>HOD visit the primaries and use the Key to Success topic breakdown</p>
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	<p>Devise regular 'passing out' ceremonies for those pupils who have achieved the 100 and celebrate with parents.</p> <p>Pupils sign up to the pledges on day 1 of joining Sandymoor alongside a breakfast morning with parents</p>	<p>July 2020 Sept 2019</p>		
<p>The KS3 curriculum provides an excellent foundation for GCSE study and promotes mature attitudes to learning.</p>	<p>Review the current arrangements in Technology and develop the Technology curriculum over the three years to include the e-technologies and a wider range of vocational subjects under a common thread 'Life in Modern Britain'.</p> <p>Establish Literacy boost into the KS3 curriculum to work on core SpAG skills across the whole curriculum.</p> <p>Ensure there are opportunities throughout the year to learn outside the classroom and develop 'hands on' experiences to aid preparation for working life.</p> <p>Ensure leaders create a curriculum map for each year group, mapping skills, knowledge and understanding that each Sandymoor child will have mastered by the end of that year.</p> <p>Introduce mixed ability teaching in foundation subjects at KS3, ensure CPD is in place and evaluate impact.</p> <p>Ensure that all pupils are appropriately set, through half termly assessment and identification of over and under-performing pupils. Issue criteria on setting arrangements and that pupils are grouped to provide the best for performance and progress.</p>	<p>March 2019</p> <p>Sept 2019</p> <p>March 2019</p> <p>March 2019</p> <p>Sept 2018</p> <p>Nov 2018</p>		<p>Consider the new courses on the horizon to link to the KS3</p> <p>Themed weeks / weekly lessons just on SpAG</p> <p>Develop breakout days</p> <p>New frame work</p> <p>None-core only in year 1</p>

<p>A flexible, personalised curriculum provision maximises pupils' engagement and achievement at KS4</p>	<p>Investigate new courses coming on to the DfE approved lists and create a proforma for analysing whether they are of benefit to our pupils, given context and character of Sandymoor.</p>	<p>Sept 2018</p>	<p>SLA with Halton Sept 2018</p> <p>New pathways launched in May 2018</p> <p>SLA with Halton Sept 2018</p>
	<p>Ensure qualifications are covered in the new measures and will count for Progress 8 moving forwards.</p>	<p>Sept 2018</p>	
	<p>Register new courses and order new specifications</p>	<p>Sept 2018</p>	
	<p>Ensure all quality systems are in place to check quality and rigour of delivery and assessment of new specifications.</p>	<p>Sept 2018</p>	
	<p>Organise and deliver a series of options events for pupils with a clear IAG support process. Ensure that all have a course booklet.</p>	<p>Oct 2018</p>	
	<p>Create guided pathways to ensure that all HA pupils are on the EBACC route unless there is a legitimate reason why they should not be and parents have been consulted.</p>	<p>Sept 2018</p>	
	<p>Ensure that every student has a meaningful work experience related to an area of interest for future career by the end of Yr11.</p>	<p>Sept 2018</p>	
	<p>Ensure that every child has attended at least one college interview and has secured a place, dependent on grades.</p>	<p>Nov 2018</p>	
	<p>Ensure that every child is aware of the pathways available to them after leaving school, including apprenticeships.</p>		

	<p>Track ATL grades half termly by subject and analyse in terms of enjoyment of subject.</p> <p>Ensure that all subjects have a lesson where they explain the purpose of that qualification on pupil wellbeing and future life, including how to explain to a future employer the benefits of their suite of qualifications.</p>	<p>Nov 2018</p> <p>Dec 2018</p> <p>Jan 2019</p>		
<p>The Class of 2019 are set up to achieve progress 8 above floor in year 1 and positive from year 2 onwards (and above national attainment).</p>	<p>Identify underperforming pupils from mock data.</p> <p>Review Year 11 curriculum and ensure that pupils who have disengaged from the programme have a suitable alternative provision (option) within the school programme that still meets p8 bucket requirements.</p> <p>Work with staff to see the delivery of any new courses needed for these pupils.</p> <p>Meet with all pupils in this cohort, including parental meetings with those with a negative p8 and create an action plan for each.</p> <p>Share Quixote data sheets with all pupils by half term.</p>	<p>Sept 2018</p> <p>Jan 2019</p> <p>Dec 2018</p> <p>Dec 2018</p> <p>Oct 2018</p>		

	<p>Write out to all parents of pupils with a positive progress 8 score predicted of 0.2+ to congratulate them.</p> <p>Track the Maths and English crossover pupils on Basics and intervention is in place where necessary.</p> <p>Track the 'potentials' for grade 4 and 5s in English and Maths as sub-groups and ensure interventions are in place.</p> <p>RAP is set up and running weekly for Yr11. Necessary information is communicated swiftly and interventions set up in rapid response.</p> <p>Weekly assemblies recognise achievements and whole year group targets are set as incentives (E.g. If P8 rises by 0.3 in first assessment round as a cohort – free photobooth at prom).</p> <p>Ensure that all year 11 who require one have an academic mentor. Deliver a training session to all those involved in the mentoring programme.</p> <p>Launch Saturday School. Use social media as a platform for engagement. Work with staff to improve the organisation and planning of session to avoid clashes.</p> <p>Provide leaders with a budget to spend on Saturday School staffing, setting minimum expectations for payment in terms of class attendance ratios to ensure value for money.</p>	<p>Jan 2019</p> <p>Oct 2018</p> <p>Oct 2018</p> <p>Oct 2018</p> <p>Dec 2018</p> <p>Dec 2018</p> <p>Sept 2020</p> <p>Sept 2020</p>		<p>Share on Social Media?</p> <p>SJO wall in office – re-consider form groups</p> <p>Use FHE and JAS to plug gaps</p> <p>Fiona Barry to support</p> <p>Check budget allocation for year 11</p> <p>Add staffing of this to budget 2020</p>
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	Analyse attendance at Saturday school and intervene where appropriate	Sept 2020		
Interventions are precise, targeted and have notable impact on pupils progress.	<p>Map out at intervention programme for the Class of 2019 ensuring there is minimal clash of core subjects.</p> <p>Work with each HODs to map out the topics in the curriculums at both key stages and ensure that assessment practices lend themselves to test these topics in a logical order.</p> <p>Map out with HODs how, if a yr. 11 pupil is behind in any of the topics, when they will receive that intervention and the process by which they are identified and notified. Create a process by which pupils are retested to ensure they have grasped the knowledge required.</p> <p>Gain student feedback on the quality of interventions to inform future planning.</p> <p>Use research evidence (EEF, Sutton Trust) to inform intervention planning for disadvantaged students and monitor impact of trialled strategies.</p> <p>Use soft and hard data to evaluate impact of intervention and inform future planning.</p>	<p>Sept 2018</p> <p>5 year curric. plan</p> <p>Oct 2018</p> <p>Nov 2018</p> <p>June 2019</p> <p>Oct 2018</p>		<p>Weekly exam question – linked to compulsory attendance at intervention</p> <p>Use cross-over information to inform</p>

	Utilise form time and additional gained time after courses have finished to allow for small targeted group intervention sessions in English, Maths and Science.	Sept 2018		
	Build relationships with post 16 providers and utilise any masterclasses and revision support offered.	Sept 2018		
	Provide rewards for attendance and achievement at intervention sessions, including writing to parents to thank them for their support.	Oct 2018		
Literacy across the curriculum is not 'tokenistic'. All pupils make rapid gains on their reading ages at Sandymoor – which is a <i>text-rich</i> environment.	Ensure Literacy is within the T & L Inset throughout the first year and beyond.	Sept 2019		
	Ensure Reading Ages Yr 7-11 on Sims/available in Staff Literacy files. Develop strategies on how to use the reading ages for differentiated planning in other curriculum areas.	Sept 2019		
	Ensure literacy becomes a focus of the action plans at departmental level.	Sept 2019		
	Leader of literacy is appointed to work alongside HOD to ensure actions result in impact.	July 2019		
	Literacy monitoring embedded as part of QA and collate evidence of impact of strategies in lessons.	Sept 2019		
	Deepen staff understanding and use of RA/Oracy/strategies via Action Research.	Sept 2019		

	<p>Ensure reading is made explicit in schemes of work.</p> <p>Develop reading homeworks across the curriculum, matched to students reading ages so as to be accessible.</p> <p>Schedule assemblies for the sole purpose of promotion of literacy, rewarding improvement on improved reading ages.</p> <p>Promote a love of reading through high profile displays, Principal's book club, reading buddies and pupil librarians</p>	<p>Sept 2019</p> <p>March 2019</p> <p>Sept 2019</p> <p>Nov 2018</p>		
<p>Poor numeracy skills on arrival do not impede pupil progress across the curriculum as all teachers are confident in teaching the numeracy skills needed within their own subjects to every child.</p>	<p>Audit the numeracy needs of each department, at each year and at what time this is mapped into their current curriculum.</p> <p>Map out commonalities and work with HODs to work with the schemes of teaching in mathematics, so maths content is taught first.</p> <p>Create mathematical starters for other subjects to refresh them on the key skill they will need to be able to access their own subject mathematical curricula.</p> <p>Provide numeracy training to staff, bespoke for each department depending on their own needs. Identify a member of staff to work with each department.</p> <p>Create a 'preferred methods' guideline for all staff to receive on induction, this will show how pupils in maths practice the skills.</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p>		

<p>All pupils speak articulately and confidently.</p>	<p>Develop common criteria for presentations, group discussion and Q &A focusing on formality.</p> <p>Establish a Greeter System with Greeter Badge awards.</p> <p>Develop inter house debating and public speaking competitions.</p> <p>Investigate public speaking qualifications/accreditations.</p>	<p>Sept 2020</p> <p>Nov 2018</p> <p>Sept 2019</p> <p>Sept 2019</p>		
<p>Because of rigorous data analysis, mock examinations add value to pupil's progress.</p>	<p>Set objectives for mock exams and share widely.</p> <p>Provide a mock examination Quixote RAP sheet to pupils and parents, bringing in parents of children who are massively behind.</p> <p>Identify teachers predicted grade which is widely off the mock exam results and investigate.</p> <p>Identify over expected performance and feed into the rewards system.</p>	<p>Sept 2018</p> <p>Oct 2018</p> <p>Jan 2019</p> <p>March 2019</p>		<p>Mock cycle 1 for 2019 cohort took place in July 2018 ready for 'next steps summer'</p>
<p>The assessment systems are accurate and provide reliable data. The use of data adds value to teaching</p>	<p>Ensure Quixote is up and running for years 7-9</p> <p>Train all staff on how the data system works and progress 8 so they all have a thorough understanding.</p>	<p>Sept 2019</p> <p>Sept 2018</p>		

<p>and learning, informing planning and allowing for swift intervention. Parents all understand how well their child is doing and their next steps.</p>	<p>Train staff on how to use data effectively within their own departments.</p>	<p>Sept 2018</p>	<p>PiXL and OAT links in place from Sept 2018</p>
	<p>Create a timeline to clearly communicate the processes involved in the collection and use of data throughout the academic year. Ensure agreed timeline is shared with all staff and included in the calendar.</p>	<p>Sept 2018</p>	
	<p>RAP meetings to become an integral part of the data collection process.</p>	<p>Oct 2018</p>	
	<p>Ensure that Faculty meeting time includes standardisation and moderation of assessment tasks/tests.</p>	<p>Sept 2018</p>	
	<p>Develop links with other schools including network to standardise assessment to ensure reliability in ALL subjects.</p>	<p>Sept 2018</p>	
	<p>Create 'packs' in each department with exemplar material to show different levels and accurate assessment so any new member of staff can self-standardise outside of meetings.</p>	<p>Sept 2019</p>	
	<p>Review the placement of data collection points after the first year and amend if necessary.</p>	<p>June 2019</p>	
	<p>Each department to have their own progress wall to monitor and track pupils.</p>	<p>Dec 2018</p>	
<p>Raise accountability of Heads of Years to respond to pupils underachieving across a number of subjects through swift and</p>			

	<p>effective communication with parents. Create a checklist or flowchart to make this clear and transparent on the steps that should be taken.</p> <p>Ensure that all new Heads of Year are trained in the RAP process and are an integral part to this, attending regular meeting of the RAP to ensure data flow between academic and pastoral staff and to co-ordinate and monitor intervention</p> <p>Provide additional training for staff who are less confident in use of data to help inform planning and interventions.</p> <p>Use Quixote sheets to send home to parents half termly and provide information to explain this report.</p> <p>Review the current reporting system to parents in line with progress 8 and amend yearly reports if necessary, ensuring clarity and transparency to parents.</p> <p>Gain parental feedback on reporting progress and amend practices where necessary</p> <p>Ensure relevant whole school data is prepared for external inspections.</p> <p>Ensure that all faculties understand the Expected Level and Aspirational Target range set for pupils.</p> <p>Run assemblies for pupils to explain how their targets are set. All students to be able to verbalise this.</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2018</p>		<p>This was completed prior to Sept 2018</p>
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	Produce half termly reports through the Quixote system to share with whole school.	May 2018 Nov 2018		With parents, staff and pupils Still awaiting Quixote training from OCA
The timetable is fit for purpose, cost effective and supports an outstanding curriculum.	Monitor and track the number of external visits to reduce cover costs. Ensure timetable changes in year are made swiftly. Ensure that the Principal has sign off on any of these changes and at least three members of staff are trained to make the changes on SIMS. Ensure that curriculum led financial planning is undertaken every year and that we endeavour to strive for a 0.79 ratio. Ensure that all time is utilised for the benefit of the efficient running of the school.	Sept 2018 Sept 2018 ?? Sept 2018		Ask Tuesday
The Raising Attainment Programme drives attainment in Yr11 and then further down the school.	Establish RAP programme for Yr11 Establish RAP programme for YR 10 and Yr 9 Establish RAP programme for KS3 Respond to changing government measures and adapt RAP process accordingly.	Oct 2018 Sept 2019 Sept 2020 On-going		Still awaiting Quixote training from OCA

	Develop Pastoral and SEND RAPS to focus specifically on our most vulnerable and SEND students.	Sept 2019		Will attempt to move this forward given our priorities
The pupil premium spend is used to great effect, pupil premium pupils outperform national 'others'.	<p>Review the current spending.</p> <p>Produce an evaluation for the previous years' spend based on August 18 performance.</p> <p>Explore the government guidelines and best practice reports. Research different schools websites with excellent P8 scores to look at how they are spending their pupil premium monies and look for best practice.</p> <p>Create a tracker for the PP pupils in every year group which will identify what spend they have received and what the intervention was. Use this every half term against the data point collections to analyse whether any particular intervention appears to be having more impact.</p> <p>Write the new spending strategy and publish on the website.</p> <p>Monitor and evaluate the spend strategy termly, reporting to governors.</p>	<p>Oct 2018</p> <p>Oct 2018</p> <p>Oct 2018</p> <p>Jan 2019</p> <p>Oct 2018</p> <p>Oct 2018</p>		Pupil Premium review undertaken 2018
The most-able pupils at Sandymoor are confident, both	Clarify the 'identification' process for more able pupils to all staff and publish the lists.	Oct 2018		

<p>academically and personally to compete for the most prestigious university places with the brightest nationally.</p>	<p>Create a document which outlines the entitlement for more able pupils, including number of University visits, curriculum entitlement within school, enrichment experiences.</p> <p>Run a Parent Information Evening for the most able pupils, clearly signposting parents to ways they can help and encourage their child.</p> <p>Ensure that all more able pupils have an Aspirations Mentor, who is knowledgeable about Universities and pathways to the best.</p> <p>Ensure that the 'Sandymoor pledge' is fully met including at least three visits to Universities for more able pupils where they are also taught the skills of University interviews.</p> <p>Ensure every parent of a more able child has also had the opportunity to visit a University, to see student accommodation and see a campus.</p>	<p>Nov 2018</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>??</p>		<p>OCA event – get date</p>
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Strand 3 – Excellence in Pastoral Care, Inclusion and Support.

Leads: R Ruddock and D Kinsella

Objective	Actions	Start Date	End Date	Notes
<p>No pupil is able to continually disrupt the learning of others. Persistent disruption is eradicated. The number of repeat offenders referred to isolation are minimal.</p>	<p>Update the behaviour policy in line with new expectations, which includes a clear ladder of sanctions and a stage system of reports. Ensure procedures are displayed in every classroom.</p>	<p>Sept 2018</p>		
	<p>Ensure that there is a training package for all staff on effective behavioural management, in line with the policy. Ensure that the CPD plan is ongoing and there is specific training for specific need.</p>	<p>Sept 2018 Sept 2018</p>		
	<p>Relaunch behaviour expectations with pupils in assemblies.</p>	<p>Sept 2018</p>		
	<p>To implement a quality assurance system for Year groups. This is to include development plans for year groups and year group self-evaluation. HOY to hold accountability for attendance and behaviour as well as oversight of year group progress.</p>	<p>Sept 2018</p>		
		<p>Oct 2018</p>		

	<p>All Heads of Year are to be Mental Health First Aid (MHFA) trained. Contact Fiona McDowell at Chadwick to arrange the training.</p> <p>Use data reports from SIMS (ATL and IRIS behaviour) to show hotspots within the school and use this information to inform the patrol team for support.</p> <p>Train HOD in how they use these data reports to inform their own development of staff within the department.</p> <p>Take regular students attitudes to learning surveys, including the PASS survey in order to help inform interventions and planning.</p>	<p>Nov 2018</p> <p>Nov 2018</p> <p>Nov 2018</p>		
<p>100% of pupils feel safe in the school, they all have at least one adult that they feel they could speak too.</p>	<p>Ensure that all staff have undergone adequate safeguarding training and understand their responsibilities to keep pupils safe.</p> <p>Ensure there is a programme in place to be delivered throughout the academic year ensure all topics are delivered accurately and effectively.</p> <p>Diarise random pupil questioning on safeguarding situations to ensure that all pupils fully understand what to do in any given situation.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		<p>SJO/GGI/DKI/RRU to record these have taken place</p>
<p>Alternative provision does not significantly damage a pupils prospects. All pupils</p>	<p>Analyse the cost effectiveness of pupils currently out on long term AP and draw up a strategy to bring them back in.</p>	<p>Sept 2018</p>		<p>No current alternative provision placements – Oct 2018</p>

<p>who have accessed AP leave with a P8 score 0.0 as a minimum.</p>	<p>Create an AP provision base within the school for pupils being brought back in from long term AP to bridge the gap (ARC)</p> <p>Ensure that each child who accesses AP is getting a full progress 8 entitlement and arrange bespoke curriculum pathways for each if necessary.</p> <p>Develop a monitoring protocol- ARC contract to be completed to monitor attendance, courses and progress, contact and discussions with pupils and staff.</p> <p>Attendance team to monitor AP students' attendance and liaise with HOY and Assistant Principal to ensure students are safe.</p> <p>The effectiveness of AP placements are analysed at the end of each placement and children are not sent to APs which do not offer value for money.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		
<p>Sandymoor is a zero tolerance school in regard to any form of bullying.</p>	<p>Rewrite an anti-bullying charter/policy with input from Student Council.</p> <p>Review annually and amend where necessary.</p> <p>Ensure students are all aware of what constitutes bullying through the PSHE programme and how to report bullying.</p> <p>Launch Diana award, arrange visit and implement in school, creating an anti-bullying alliance and a team with peer group support.</p>	<p>Nov 2018</p> <p>Nov 2018</p> <p>Nov 2018</p> <p>Sept 2019</p>		<p>During Anti-bullying week</p> <p>Stonewall School</p>

	<p>Student Council to run an anti-bullying assembly at least once a year so students learn from their peers.</p> <p>Ensure relevant sections from the anti-bullying policy are highlighted around the school and all staff and students are aware of policies and procedures.</p>	<p>Sept 2019</p> <p>Sept 2018</p>		
<p>The school runs a successful Cadet programme which adds real value to the children experience of school life.</p>	<p>Meet with WM School Cadet expansion and set up the plan for implementation of the programme.</p> <p>Recruit staff for cadet program and train.</p> <p>Identify students who would benefit from cadets program.</p> <p>Launch Cadet Program with all stakeholders.</p> <p>Monitor impact on pupil's attendance, behaviour and attitudes to learning as well as progress generally.</p> <p>Celebrate success of pupils regularly.</p>	<p>Sept 2018</p> <p>Nov 2018</p> <p>Nov 2018</p> <p>Nov 2018</p> <p>Nov 2018</p>		
<p>Attendance is over 96% in year 1 and 97% in year 2 and 3</p>	<p>Letters to be sent out before the beginning of September to inform parents and carers of the expected attendance target for all students and the support that we can put into place should any student find it difficult to attend the school.</p> <p>Produce a chart that will be placed in all personal tutor groups.</p>	<p>Sept 2018</p> <p>Sept 2018</p>		

	<p>Create a clear chart showing the responsibilities of the form tutor, the Head of Year and the attendance team. Publish on website and in staff handbook.</p>	<p>Sept 2018</p>		
	<p>Utilise displays around the school to ensure students are aware of their attendance and how poor attendance can have a significant impact on their progress.</p>	<p>Sept 2018</p>		
	<p>Trains form tutors to ensure that they are aware of the school's expectations for the attendance and the expectations and responsibilities of the personal tutor.</p>	<p>Sept 2018</p>		
	<p>Ensure the sharing of best practice in raising attendance rates through staff briefings.</p>	<p>Sept 2018</p>		<p>Weekly staff briefing - Mondays</p>
	<p>Set up Attendance competitions (e.g football league/raffle to win ipad mini) and monitor impact.</p>	<p>Sept 2018</p>		<p>Yet to launch – check budget</p>
	<p>Ensure that attendance is part of the assembly rota and House assemblies with prizes awarded for good attendance.</p>	<p>Sept 2018</p>		
	<p>Promote attendance awareness through attendance awards in staff briefing and sessions in the teaching and learning schedule.</p>	<p>Sept 2018</p>		
	<p>Establish pupil voice surveys on what strategies worked for them in improving attendance.</p>	<p>Sept 2018</p>		

	<p>Ensure attendance targets are set and all pupils are aware of their attendance target.</p> <p>Work with primary schools to educate earlier about the benefits of good attendance and work with Yr6s who have chosen Sandymoor in the summer term.</p> <p>Encourage and monitor staff to do morning registers on time so 1st Day Calling can be done immediately. Hold staff accountable who are persistent in being slow with registers</p> <p>SLT/on patrol to do register reminders lesson 1 after 5 minutes.</p>	<p>Sept 2018</p> <p>May 2019</p> <p>Sept 2018</p> <p>Sept 2018</p>		
<p>Excellent support is provided to help vulnerable students and PA students attend school and access education.</p>	<p>Ensure weekly meetings with attendance team to discuss most vulnerable students and strategies to put in place to promote good attendance.</p> <p>Work with curriculum lead on creating individual timetables for vulnerable students if required to use the ARC. Monitor and evaluate impact.</p> <p>Provide support and education for parents where appropriate to help encourage attendance.</p> <p>Identify cohorts who need a visit on the 1st day of absence (CIC, PA etc).</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		

	<p>Ensure students with unsatisfactory attendance are placed on an intervention plan.</p> <p>Work with EWO to ensure home/school contact maintained</p> <p>Work with other outside agencies to improve attendance of key students.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		Attendance SLA in place
<p>Pupils are rarely late to school and never late to lessons without legitimate reason.</p>	<p>Explore any discrepancy between those recorded as late on the gate and those recorded as late to registration, target students as needed.</p> <p>Raise the profile of good punctuality through assemblies.</p> <p>Create a clear chart of sanctions for persistent lates to include detentions to make up missed learning hours. Monitor impact.</p> <p>Train staff as to how to deal with pupils late to lessons.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		
<p>There is a thorough and effective transition for newly-admitted students mid-year, so pupils settle quickly and make good progress.</p>	<p>Establish an induction checklist for mid-year transfers. Ensure that this is complete for every pupil. Pupil background-vulnerability factors identified.</p> <p>Design a report to be used for a two week period to ensure pupils have been placed in the right teaching sets and to check that any other issues are dealt with promptly to assist the pupils' settling in process.</p>	<p>Sept 2018</p> <p>Sept 2018</p>		

	Track pupils arriving/leaving and the reasons why. Put in place any measures needed to respond to this.	Sept 2018		Report to Governors
	Ensure in year transfer are tracked as a separate sub group in the data system and a suitable integration plan is produced to ensure the pupils meet expectations and makes progress.	Sept 2018		Turbulent pupil group
SEND pupils make more than expected progress at Sandymoor as their needs are fully met and they thrive.	Produce a Sandymoor SEND handbook detailing SEND approach and code of practice requirements. Ensure all staff have read this and issue to all new staff.	Dec 2018		
	Prepare a parent information booklet to explain the different support pathways available to parents and enable them to 'meet' the staff. Publish on website.	Dec 2018		
	Ensure data packages are being used effectively to monitor progress and plan intervention where necessary. Establish a SEND RAP half termly to focus on SEND students.	Sept 2019		Consider moving this to address needs
	HOD to review SEND progress within QA process. SEN department to support if future action required.	Dec 2018		
	Integrate pupil data from academic reviews into SLPs.	Sept 2018		SLP = Sandymoor Learning Passport
	Monitor behaviour, attendance and attitudes to learning of SEND pupils and intervene where necessary, including praise.	Sept 2018		

	<p>Plan enrichment, homework club and breakfast club support programs, including nurture forms and The Orchard. Program for anger management and self-esteem issues.</p> <p>Ensure that we are drawing on all avenues of multi-agency support, track impact over time. Provision map in liaison with Pastoral team to ensure the appropriate agencies are working with the right students within the school.</p> <p>Establish pupil passports for SEND students with more detailed pupil profiles for EHCP students.</p> <p>Ensure each SEND child is discussed at option time in terms of their pathway. Curriculums adapted where necessary to meet learning needs and interventions placed onto SIMS</p> <p>Hold a 'checking in' review meeting with SEND key workers relating to students individually in the first half term to review option choices and progress.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		
<p>Staff at Sandymoor are empowered to drive the progress of SEND students forward, all teachers understand their responsibilities.</p>	<p>Deliver INSET with all staff to demonstrate best use of SEND support documents.</p> <p>Ensure SEND remains on the CPD programme each year, is high profile and responds to emerging needs. Track attendance of staff.</p> <p>Liaise with key workers to ensure use of relevant supporting documents and knowledge.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>	<p>On-going</p>	

	SEND department to have its own week as part of the QA process. Diarise.	Sept 2019		
	Monitor and evaluate SEND department in line with year group and faculty QA	Sept 2018		

Strand 4 - Excellence in Community Cohesion, Enrichment and PSHE.

Leads: R Ruddock, D Kinsella and S Jones

Objective	Actions	Start Date	End Date	Notes
Staff and pupils value the House system at Sandymoor and feel it is an integral part of creating the Sandymoor ethos of high expectation and aspiration.	Allocate pupil House Sports Captain.	May 2019		
	Schedule a yearly House Day, a celebration of the Houses, competitions and fund raising for House charity. Evaluate impact and success, amend accordingly.	Sept 2019		
	Appoint member of staff with responsibility for promoting Houses Create a timetable of inter house events across all disciplines. Inform House Leader of when they will be expected to	Sept 2020		

	<p>provide a house activity and what form it should take. Diarise Flash Activities to give bonus points.</p> <p>Publicise House events and achievements through newsletter, House boards and where appropriate, external media. Use of social media, website etc to increase participation/competition.</p> <p>Create a house identity through introduction of House scarves and badges.</p>	<p>Sept 2019</p> <p>Sept 2019</p>		
<p>Pupils are prepared well for life in modern Britain through a well delivered PSHE tutor programme.</p>	<p>Revise the PSHE curriculum periodically, in line with emerging local and national priorities.</p> <p>Run a breakout day at the end of every term. Monitor and evaluate impact on pupils understanding. Amend days accordingly.</p> <p>Build up a partnership portfolio of agencies that will work with us on breakout days.</p> <p>Ensure the PSHE programme is evaluated and monitored through Year Group QA and becomes a part of the T&L patrol cycle.</p> <p>Review curriculum maps with regard to Ofsted framework.</p>	<p>Sept 2018</p> <p>Dec 2018</p> <p>Nov 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		<p>Launch breakout days</p> <p>Visit from OCA Kirsty</p> <p>Pledges launched</p>

Develop Pupil Voice and Leadership	<p>Further develop the role of the student council, ensuring that they have their own board and minutes of meetings are published on the board and on the website. Increase regularity of student prefect meetings and student council meetings.</p> <p>Create more opportunities for Student council to learn about the potential impact of their role through links with Youth Parliament and external speakers.</p> <p>Build on role of student prefects and head boy / girl in assemblies.</p> <p>Create more pupil led assemblies.</p> <p>Create pupil prefect leads in planning for breakout days.</p> <p>To Devise duty rota for prefects and train in their role.</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2018</p>		
Parent Voice is used to great effect to continually improve the school.	<p>Arrange termly 'Parent surgeries' and bring feedback to SLT. Publish minutes on the website with 'actions taken' also clearly identified.</p> <p>Establish a small group of parents who will be used as a focus group for SEND.</p>	<p>Sept 2018</p> <p>Sept 2019</p>		<p>Began 2nd Friday of Sept 2018</p> <p>Coffee mornings half termly in calendar</p>

	<p>Contact parents through the newsletter twice yearly to encourage feedback on ParentView.</p> <p>Ensure that key events are well publicised through website, text message and newsletter.</p> <p>Hold celebration assemblies at the end of each term and invite parents. Send specific invites for any child getting an award.</p> <p>Ensure there is a healthy programme of school events to which parents can attend. Christmas market, Performing Arts events etc. Diarise these for the following year and create a 'fridge flyer' for parents to serve as a reminder.</p> <p>Encourage 100% attendance at parents evenings. Tutors call anyone not booked in and arrange follow ups with non attenders on the nights.</p>	<p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		
<p>Sandymoor pupils leave as caring, positive and active citizens. Sandymoor is a school which celebrates diversity and promotes equal opportunities.</p>	<p>Each year group to nominate its own charity. Fund raising opportunities to be developed throughout the year.</p> <p>Ensure all pupils have had the opportunity to partake in volunteering.</p> <p>Link each year group to one of the key British values, so that on one breakout day the year group explores that value in more depth.</p> <p>Develop our links with local community groups and special schools, so we make a positive impact on them</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2020</p>		

	<p>Ensure equal opportunities is promoted through assemblies.</p> <p>Ensure our EO policy/statement is updated and published on the website.</p> <p>Create opportunities in the Assembly programme to raise awareness of local, national and global issues.</p> <p>Establish a cultural diversity in Britain project with George Salter School.</p> <p>Ensure our displays reflect modern Britain.</p> <p>Obtain Cultural Diversity Quality Mark.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>With OCA</p> <p>Sept 2018</p> <p>Sept 2020</p>		
<p>The rewards system has a positive impact on behaviour and attitudes to learning. Pupils and staff value it.</p>	<p>Obtain pupil voice on rewards and amend as necessary</p> <p>Monitor and track impact.</p>	<p>Sept 2018</p>		
<p>Staff enjoy working at Sandymoor. They thrive in their work because they feel they make a difference and the school cares about their wellbeing.</p>	<p>Set up annual staff surveys using the Ofsted criteria. Respond to areas of concern.</p> <p>Devise a programme for staff well-being through the school year, exploring best practice from other schools/businesses as well as staff feedback.</p> <p>Ensure that all staff have access to a mentor/coach.</p>	<p>Jan 2019</p> <p>Jan 2019</p>		<p>Wait for things to settle or may get a skewed result</p>

		Sept 2019		
The reputation of Sandymoor in the community is excellent, giving the community pride.	Ensure the website is keep up to date by diarising half termly checks.	Jan 2019		
	Identify current social media sites being used across the school. Create a directory of social media sites. Create any new required accounts on Instagram and twitter. Remove any out of date or unused accounts. Identify key staff who will run sites.	Jan 2019		
	Ensure that at least one good news story is sent to the local papers once a fortnight, no more than 200 words with good quality photo.	Sept 2019		
	Arrange for pupils to deliver an assembly once a year in each feeder primary school.	Sept 2019		
	Arrange for pupils to deliver one performance to local nursing/care homes once a year.	Sept 2019		
The enrichment programme at Sandymoor is one of the best nationally. Pupils all attend enrichment.	Audit staff to ensure they are offering one enrichment or intervention.	Sept 2018		
	Produce and distribute a booklet. Ensure high profile across school through newsletters and assemblies.	Sept 2019		
	Establish tracking systems through the pastoral teams	Sept 2019		

	<p>Track use of enrichment programmes according to FSM, CIC, SEND, HA etc.</p> <p>Produce a termly enrichment report to feed into the reward systems.</p> <p>Analyse uptake and evaluate provision half termly, amend the programme where necessary. Check weekly that staff are maintaining registers.</p> <p>Identify which pupils are not attending and launch information collecting to see what enrichment activities they would like to attend. Look to adapt the offer as required. Use leaders meetings to discuss strategy every half term</p> <p>Develop an enrichment charter which maps out a pupils' minimum entitlement whilst at Sandymoor. Create a method for tracking the entitlement.</p> <p>Link the entitlement to careers advice and work experience to form a record of experiences which students can use to form the basis of a personal statement, or CV application.</p> <p>Widen the range of residential trips and overseas opportunities for students. Continually look for ways to make these affordable for PP students.</p> <p>Incentive enrichment attendance through a loyalty card scheme.</p>	<p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2019</p> <p>Sept 2018</p> <p>Sept 2019</p>		<p>Look at budget for 2019</p>
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	<p>Expand enrichment programmes which could be accredited e.g. First Aid.</p> <p>Use assemblies to launch the new Enrichment TT Use social media. Website and newsletter to launch any new activities Develop promotional materials to maintain interest and knowledge</p> <p>Ensure regular text shots to parents to inform of what enrichment is available.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>		
No pupil leaves Sandymoor as NEET.	<p>Audit provision against the Gatsby Benchmarks and identify missing areas of provision. Formulate a plan for each.</p> <p>Ensure external impartial advice is available to pupils.</p> <p>Ensure every pupil will get 1:1 careers advice. Monitor quality.</p> <p>To develop links with partner colleges and employers offering apprenticeships which will benefit some of our students.</p> <p>Ensure relevant work experience is in place for all pupils during their time at Sandymoor</p> <p>To develop partnerships with a variety of employers and develop our own work experience data based so pupils can be appropriately matched.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Jan 2019</p> <p>July 2019</p>		Mandatory to be compliant by 2020

	To monitor and evaluate the success of the work ex programme after year one and make adjustments accordingly.			
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Strand 6 – Excellence in Leadership including Buildings and the Learning Environment

Leads: S Jones

Objective	Actions	Start Date	End Date	Notes
Leadership at all levels is outstanding and makes a significant impact to the school.	Ensure SLT have access to high quality coaching and training where appropriate.	Sept 2018		
	Develop links with SLT at other North OAT academies to share best practice and support.	Sept 2018		

	<p>Ensure all SLT members are trained in the latest Ofsted framework and understand what 'outstanding practice' looks like.</p> <p>Secure judgements made throughout QA process which stand up to testing.</p> <p>Ensure Middle Leaders have access to high quality coaching and training where appropriate.</p> <p>Develop an aspiring leaders programme to develop future middle leaders and SLT.</p> <p>Ensure middle leader consistency with lesson observations and QA judgements. Review lesson observation procedures and team of observers to ensure that valid and consistent judgements are in place which stand up to moderation/triangulation with external inspectors.</p> <p>Ensure the pastoral team have access to high quality coaching and training where appropriate, for example Mental Health training</p>	<p>Dec 2018</p> <p>Sept 2018</p> <p>Dec 2018</p> <p>Sept 2019</p> <p>Oct 2018</p> <p>Sept 2018</p>		<p>Tuesday Humby to deliver</p> <p>Progress Panels</p> <p>Fiona Barry</p>
<p>The governing body provides superb support to the school leaders, adding value to the school and the lives of its pupils.</p>	<p>Ensure all governors are aware of training provided by OAT.</p> <p>Allocate governors areas of responsibility according to their expertise and diarise visits into the calendar, including the QA schedule.</p>	<p>Sept 2018</p> <p>Sept 2018</p>		<p>NLG – 5th Oct 2018</p>

	<p>Create bulletins for governors which serve as updates between meetings if necessary.</p> <p>Create a private section on the website where these bulletins as well as any other information can be published for governors.</p> <p>Invite staff to present their work/role to governors on a rolling programme so they can get to know staff.</p> <p>Ensure staff all know who the governors are and what they do.</p>	<p>Sept 2019</p> <p>Jan 2019</p> <p>Sept 2018</p> <p>Sept 2018</p>		
<p>The Quality Assurance process is robust and fit for purpose, it is used to drive the school on at pace.</p>	<p>Produce a Faculty and Year Group Quality Assurance Template</p> <p>Conduct reviews for faculty and year groups. Use the information gained to inform three short term actions to complete before the end of the year and inform longer term action planning for the following year.</p> <p>Train and standardise SLT/HOD on lesson obs and OFSTED criteria for excellence</p> <p>Review the PM policy and produce PM standards to reach for pay progression based on Teachers standards and linked to the ADP.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Jan 2019</p> <p>Sept 2018</p>		
<p>The school is able to recruit and retain high quality staff, so that</p>	<p>Cost curriculum and analyse any staffing shortage or surplus.</p>	<p>Sept 2018</p>		

<p>turnover does not deteriorate the quality of teaching and learning.</p>	<p>Strategically plan staffing for next 3-5 years based on curriculum changes and School objectives.</p> <p>Consider use of in house career plan strategies to retain aspiring leaders.</p> <p>Create a marketing feature on the vacancies page about why it is beneficial to come and work at Sandymoor.</p>	<p>Sept 2018</p> <p>Sept 2019</p> <p>Sept 2019</p>		
<p>The school maintains healthy finances.</p>	<p>Regularly update financial planning with Director of Finance and report to Governing body.</p> <p>Finances and budgets to be driven by strategic planning of curriculum and therefore staffing.</p> <p>Review SLAs to ensure best value.</p> <p>Budget to hold 3% in reserves by end of year 3.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2020</p>		
<p>The school is a wonderful learning environment, where every child can expect to see themselves represented during their time with us.</p>	<p>Carry out a review of corridor contents. Update pictures from this recent events which can be used for display purposes.</p> <p>Identify events this year which can be used for display purposes and ensure they are photographed.</p> <p>Ensure that learning environment is part of the QA review cycle so leaders are aware that they need to look at their own areas regularly.</p>	<p>Oct 2018</p> <p>Oct 2018</p>		

	Form Tutors to keep a tally of the pupils in their form whose work has been displayed. Parents to be notified.	Sept 2019		
All available space in the school is utilised for maximum impact on pupils learning.	Undertake a long term rooming forecast based on the new curriculum, what rooms will be needed in 1-5 years time? Devise a plan for how this will be managed over that time, including IT infrastructure. Assess current use of storage space.	Jan 2019 Nov 2018		