Turves Green Boys' School

School Improvement Plan 2019 / 2020

Incorporating Post-Ofsted Action Plan

Monitoring of the SIP/POIP

The delivery and impact of the SIP/POIP is monitored weekly via the BEP Priority Partner meeting and SLT meeting, reported fortnightly to the Governors School Improvement Groups. Impact reports are submitted and scrutinised half termly to the full Governing Body and BEP Post Ofsted Improvement Board.

Student Outcomes & Targets 2017-2020

	2017-2018					2018-2019 (Provisional)					Target 2019-2020 (17-18 Estimates)				
	All	High	Mid	Low	DA	All	High	Mid	Low	DA	All	High	Mid	Low	DA
Progress 8	-0.75	-1.05	-0.74	-0.28	-0.85	**-0.5**	**-0.57**	**-0.44**	-0.59	**-0.68**	0.09	0.26	0.21	0.01	0.01
Attainment 8	35.08	47.35	33.71	21.18	29.73	**37.83**	**52.91**	**35.42**	20.15	**33.77**	43.48	61.08	40.44	25.00	39.62
English Progress 8	-1.17	-1.73	-1.04	-0.59	-1.14	**-0.83**	**-0.91**	**-0.82**	-0.72	**-0.89**	-0.39	-0.39	-0.4	-0.36	-0.38
Maths Progress 8	-0.47	-0.51	-0.61	-0.09	-0.66	**-0.21**	**-0.28**	**-0.15**	-0.30	**-0.35**	0.46	0.79	0.35	0.02	0.44
Ebacc Progress 8	-0.81	-1.17	-0.81	-0.25	-0.81	**-0.66**	**-0.52**	**-0.74**	-0.71	**-0.86**	0.08	0.39	-0.14	0.05	-0.13
Open Progress 8	-0.57	-0.85	-0.59	-0.24	-0.60	**-0.32**	**-0.57**	**-0.09**	**-0.60**	**-0.59**	0.11	0.2	0.07	0.07	0.03
English & Maths Grade 9-5	16%	40%	9%	0%	5%	**26%**	**58%**	**15%**	0%	**17%**	45.6%	100%	40%	0%	33.3%
English & Maths Grade 9-4	35%	70%	30%	0%	26%	**47%**	**81%**	**43%**	0%	**42%**	60%	100%	76%	0%	55.6%
English Grade 5+	28%	50%	26%	5%	24%	**33%**	**61%**	25%	**7%**	**29%**	47.2%	100%	44%	0%	33.3%
English Grade 4+	40%	70%	39%	5%	39%	**59%**	**87%**	**59%**	**13%**	**56%**	66.4%	100%	78%	7%	64.4%
Maths Grade 5+	28%	70%	15%	0%	16%	**38%**	**81%**	**26%**	0%	**29%**	46.4%	100%	42%	0%	33.3%
Maths Grade 4+	52%	93%	44%	11%	44%	**60%**	90%	**62%**	0%	**56%**	60.8%	100%	76%	4%	57.8%
Attendance	93.6%				91.6%						95%				95%

PRIORITY 1: Improve the quality of teaching by ensuring that all teachers:

1.1 have high expectations of what pupils can achieve and how they can behave

1.2 provide opportunities for all pupils, but especially the most-able, to be stretched in their understanding and challenged in their learning

1.3 use the available assessment information to plan lessons and activities that engage pupils and deepen their understanding

1.4 consistently apply the school's behaviour policies

1.5 effectively check pupils' understanding in lessons

1.1 Ensure that all teachers have high expectations of what pupils can achieve and how they can behave.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Ensure all inadequate teaching in the school is eradicated. - Build leadership capacity to facilitate sharing of expertise through CPD - Review and redevelop MQTL to ensure sufficient rigour in identifying CPD needs	Clear short term guidance and support is in place for staff whose teaching is inadequate. All inadequate teaching is eradicated as evidenced through rigorous MQTL and external validation.	AIN SAR DHE	September 2019 Funding for temporary Leadership positions. MQTL activities. External Partnerships: BEP PP, OAKS	HT1- QA system is rigorous and consistent in identifying where teaching is inadequate and rapid improvement plans are implemented swiftly by senior leaders. HT1 – The percentage of effective TGBS T&L Protocol compliance has increased from Summer 2 to Autumn 1. (60%) HT2 All inadequate teaching is eradicated.	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB.
Develop and embed a TGBS Teaching and Learning Protocol with clear expectations of students and staff, ensuring all stakeholders have absolute clarity - Weekly staff CPD and sharing of expertise - Student assemblies - Parent information and consultation - Robust MQTL	All teachers have high expectations of what pupils can achieve and how they can behave.	SAR AOS	September 2019 CPD time and resources. T&L Protocols and handbook.	HT2- The percentage of effective TGBS T&L Protocol compliance has increased from Autumn 1 to Autumn 2. (75%) HT3- The percentage of TGBS effective TGBS T&L Protocol	

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
- Establish staff T&L working group	All staff, students and parents have clear expectations and understanding of the TGBS T&L Protocol and it is consistently applied by teachers.			compliance has increased from Summer 2 to Spring 1. (90%) HT4 onwards - Staff are consistently delivering good lessons. Book scrutinies evidence good teaching and progress over time. TGBS Teaching and Learning Protocol is being followed in all subjects. All teaching is good or better.	Self-evaluation and monitoring by Governors SIG, validated by NLG. Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. External Teaching and Learning Reviews: November 2019 May 2020 BEP Peer to Peer review Process: February 2020
Ensure that all lessons are consistently planned and delivered in line with the protocol by all staff: - Whole School and Subject specific CPD centres around the TGBS Protocol - MQTL centres around the TGBS Protocol	All lessons are well planned taking into account the specific needs of individual students and in line with subject curricular requirements. MQTL Redeveloped to be robust and fit for purpose.	SAR AOS	September 2019 CPD time and resources.		

1.2 Ensure that all teachers provide opportunities for all pupils, but especially the most-able, to be stretched in their understanding and challenged in their learning.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability

Ensure the quality of teaching is improved and the most able students challenged. - Build leadership capacity to facilitate sharing of expertise. - Complete curriculum review for all subjects. - Weekly staff CPD focussing on stretch and challenge. - Target review in all year groups and evolved monitoring and tracking - Observing good practice at other schools	All lessons are delivered taking into account the specific needs of individual students and in line with subject curricular requirements. External reviews of subject curriculums and their delivery reviewed externally and actions implemented.	SAR KBR	September 2019 CPD time and resources. OAKS SLE Curriculum Reviews. OAKS observation support.	HT1 - Student Voice indicates that all/almost all lessons have a clear structure and they are making progress. HT1 – The percentage of lessons with appropriate levels of challenge has increased from Summer 2. HT 1 – Students Voice and book reviews evidences raised levels of challenge for all students and for HPA from Summer 2. Unaddressed issues identified. Plan in place to rectify. HT1 – SLE deployment in English/Maths/Ebacc HT2 - Students Voice and book reviews evidences raised levels of challenge for all students and for HPA from Autumn 1. HT2 – SLE deployment in other subjects. HT2 – All staff engage with OAK led curriculum CPD via training day. HT3- The percentage of effective TGBS T&L Protocol	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB. Half termly BEP Round Table Reviews. Self-evaluation and monitoring by Governors SIG, validated by NLG. Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol.
Ensure that all staff are effectively challenging students through the effective use of data. - Class Charts implemented (seating planning/prior attainment/achievement/targets/RAGE) - students and activities are matched together based on prior data and ambitious target grades - the use of the Alison Model lesson structure within the TGBS T&L Protocol	Data is used rigorously to ensure that all students but especially the most able are stretched and challenged in their learning.	SAR KBR	October 2019 CPD time and resources. ICT support as required.		
Provide subject knowledge CPD for staff to develop their practice. - External validation and moderation, tracked via validation matrix	Each department has one practicing examiner.	SAR	October 2019 CPD time and resources.		

- Subject specific CPD, including examiner training	Assessments are externally validated and moderated. All staff have secure subject knowledge in the areas they are responsible for.		CPD examination training costs. OAKS SLE support.	compliance has increased from Summer 2 to Spring 1. (90%) HT4 onwards - Staff are consistently delivering good lessons. Book scrutinies evidence good teaching and progress over time. TGBS Teaching and Learning Protocol is being followed in all subjects. All teaching is good or better.	Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. External Teaching and Learning Reviews: November 2019 May 2020 BEP Peer to Peer review Process: February 2020

1.3 Ensure that all teachers use the available assessment information to plan lessons and activities that engage pupils and deepen their understanding.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Review and redevelop all assessment and department tracking systems schoolwide (See P4). - Introduce and embed above/below/on track terminology through CDP. - Introduce and embed flight paths to measure progress against at each data cycle against challenging targets in all years	Assessment systems are robust and effective in ensuring that data is robust and fit for purpose.	SAR	September 2019 CPD time and resources.	HT1 – All department systems reviewed. HT1 – Comprehensive CPD programme in place and impact evidenced in improved teaching through MQTL and external review.	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny
Ensure assessment data provides meaningful information to improve the quality of planning	All teachers use the available assessment information to	SAR	September 2019 CPD time and resources.	HT2 – All department systems fit for purpose.	• Student Voice • Staff Voice

- Class Charts implemented (seating planning/prior attainment/achievement/targets/RAGE) - Introduce and embed reading ages assessment for all students - CPD for staff in age appropriate texts - Staff use working at grades and target grades to effectively pitch lessons at the right level for specific students, alongside other data available	plan lessons and activities that engage pupils and deepen their understanding.			HT3 onwards – All teachers use the available assessment information to plan lessons and activities that engage pupils and deepen their understanding	• Data analysis Half termly Impact Reports to The POIB. Half termly BEP Round Table Reviews. Self-evaluation and monitoring by Governors SIG, validated by NLG.
Ensure a comprehensive CPD process is implemented to develop the rigour of planning for improved engagement and understanding. - CPD centred around engaging data to ensure staff are aware of the needs of students, planning lessons that have variety and allow students to succeed and require students to think carefully and deepen their understanding	Comprehensive CPD programme and resources in place that ensures the rigour of planning for improved engagement and understanding.	AOS	September 2019 CPD time and resources.		Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. External Teaching and Learning Reviews: November 2019 May 2020 BEP Peer to Peer review Process: February 2020

1.4 Ensure that all teachers consistently apply the school's behaviour policies.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Leaders ensure that all staff consistently apply the school's behaviour policy consistently aiming to maximise learning time in lessons. (See P2). - Daily standards monitoring & on call developed and implemented consistently.	All teachers consistently apply the school's behaviour policies.	DHE PFE	September 2019 CPD time and resources. OAKS Beacon SLE.	HT1 – CPD for staff completed; staff feedback evidences clarity of understanding. HT1 onwards – Daily standards monitoring and on call in place and effective in monitoring application of policy and providing swift intervention and CPD to support all staff. HT2 onwards – All teachers consistently apply the school's behaviour policies. Incidents of LLD reduce term on term.	BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Standards monitoring and hot spot data.

1.5 Ensure that all teachers effectively check pupils' understanding in lessons.					
Actions	**Key Success Criteria**	**Lead(s)**	**Implementation Date and Resources**	**Expected Half Termly Milestones 2019-2020**	**Monitoring and Accountability**
Ensure CPD empowers staff to be able to check for understanding routinely in lessons: - Weekly CPD focussing on highly effective questioning and AfL strategies - Development of assessment strategies – entrance/exit tickets - Sharing of expert practice through regular work scrutiny - observing good practice at other schools	MQTL evidences that all teachers effectively check pupils' understanding in lessons consistently as a result of effective CPD.	AOS	September 2019 CPD time and resources. OAKS SLE support.	HT1 – The percentage of effective TGBS T&L Protocol compliance has increased from Summer 2 to Autumn 1. HT2 All inadequate teaching is eradicated. HT2- The percentage of effective TGBS T&L Protocol compliance has increased from Autumn 1 to Autumn 2. (75%) HT3- The percentage of effective TGBS T&L Protocol compliance has increased from Summer 2 to Spring 1. (90%) HT4 onwards - Staff are consistently delivering good lessons. Book scrutinies	BEP priority partner (PP) Weekly monitoring visits - Learning walks - Book scrutiny - Student Voice - Staff Voice - Data analysis Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol.

				evidence good teaching and progress over time. TGBS Teaching and Learning Protocol is being followed in all subjects. All teaching is good or better.	

PRIORITY 2: Urgently improve pupil's behaviour by:

2.1 ensuring that there are clearer understanding of the school policies and

2.2 effective support for all members of staff so that these systems can be consistently applied, so that learning time is not wasted and

2.3 all pupils feel safe at school

2.1 Ensure that there are clearer understanding of the school policies.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Complete a comprehensive review of Behaviour using EEF IBS Report/Charlie Taylor framework and establish a TGBS Code of Conduct using four simple principals.	Behaviour review completed and actions implemented.	DHE	September 2019 CPD time and resources. OAKS Beacon SLE	HT1- Clear systems to be set up to monitor reductions in incidents poor behaviour. HT2 All shortcomings within the inspection re-behaviour are rectified and endorsed by BEP partner and by HMI in the Oct / Nov 2019 monitoring visits. HT2- no more than 15 FTE by the end of the Autumn Term. Significant reduction in incidents of defiance, verbal abuse, swearing and homophobic comments compared to HT1. HT3- Significant reduction in incidents of defiance, verbal abuse, swearing and homophobic comments HT2. HT3- significant reduction in number of pupils requiring internal exclusion compared to HT1 and 2 and 2018/9.	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB. Self-evaluation and monitoring by Governors SIG, validated by NLG. Pastoral Support Team meetings weekly where sharp data analysis
Ensure all stakeholders have absolute understanding and clarity about behaviour expectation in the school: - Staff CPD, managing and modelling expectations for behaviour - Student assemblies and form time activities - Parent information and meetings - Students are taught how to behave within the	All stakeholder have a consistently clear understanding of school behaviour policy and it is applied consistently. Post GW intervention programmes have impact in reducing repeated incidents.	DHE PFE	September 2019 CPD time and resources.		

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Code of Conduct through bespoke intervention programmes post GW (see P2)				HT4 onwards - Significant reduction in incidents of defiance, verbal abuse, swearing and homophobic comments.	identifies issues and intervention strategies monitored for impact. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol.
Ensure the rewards and tariffs relating to the Code of Conduct are understood by all stakeholders and applied with consistency by all staff: - Code of Conduct displayed in every classroom alongside rewards and tariffs - Rewards and commendations awarded publicly and celebrated in assembly weekly - Sanctions are applied swiftly and with certainty, proportionately and appropriately	All stakeholders are clear of rewards and tariffs and policy is applied consistently.	PFE MWE	September 2019 Rewards budget (12k). CPD time and resources.	HT4- no more than 9 FTE by the end of the Spring Term. HT6- no more than 5 FTE by the end of the Summer Term.	Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. External Teaching and Learning Reviews: November 2019 May 2020 BEP Peer to Peer review Process: February 2020 PST data and analysis.

2.2 Ensure there is effective support for all members of staff so that systems can be consistently applied, so that learning time is not wasted.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability

Ensure that all staff are applying the 5:1 rewards/sanctions principal: - Staff CPD, verbal non-verbal communication & praise, knowing students - Close weekly monitoring by PST to ensure staff accountability - Public rewards update to all staff weekly by staff/department	As a result of timely and effective CPD, monitoring evidences that all staff (including non-teaching) consistently apply the rewards policy and student success is celebrated through weekly assemblies, the website and newsletters.	MWE	September 2019 Rewards budget (12k). CPD time and resources.	HT1 - ALL staff, students and parents have clear expectations and understanding of expectations for behaviour. HT1 – SEND improvement plan in place and rigorously monitored. HT2 - Staff consistently follow new behaviour policy and students articulate improvement in behaviour. HT2 onwards - Five times as many commendations to be recorded by staff compared to negative logs. HT2 onwards – Student/parent	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis
Implement tight tracking and monitoring of behaviour and rewards: - Monitored and actioned weekly by PST - ALL key groups identified and monitored - PST target and action specific students and/or groups of students with impact - Key headline and KPIs shared with	Robust and tight tracking and monitoring in place and analysed weekly via PST and evolving issues addressed swiftly. KPI shared with students, staff, parents and governors.	DHE TBO MWE	September 2019 CPD time and resources.	voice evidences that SEND students are fully effectively supported in school. HT3 onwards - Only small numbers of students receive fixed term exclusions. The vast majority of incidents requiring higher-level sanctions are dealt with effectively through internal exclusion system. Use of FTE and IEU reduces term on term. HT3 onwards - All students receive at least an average of one commendation per day.	Half termly Impact Reports to The POIB. Self-evaluation and monitoring by Governors SIG, validated by NLG. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol.

				HT4 onwards - All staff have a consistently clear understanding of students and apply systems consistently, so that learning time is not wasted.	Half Termly cycle of Lesson Observations using the TGBS T&L Protocol.
all staff AND students/parents - KPIs reported to Governors ½ termly					
Ensure that the data insight from the daily standards capture has impact: - Clear sightlines of accountability for standards monitoring - Standards monitoring data leads to bespoke CPD for classroom management - In school coaching deployed effectively to support staff - On call logs completed and monitored to identify patterns and trends leading to action that has impact - Weekly reporting of impact to PST	Standards monitoring data leads to bespoke CPD for classroom management through coaching support and bespoke CPD. All staff have a consistently clear understanding of students and apply systems consistently, so that learning time is not wasted.	DHE PFE	September 2019 CPS time and resources. OAKS Beacon SLE		External Teaching and Learning Reviews: November 2019 May 2020 BEP Peer to Peer review Process: February 2020 PST data and analysis.
Ensure that staff have a good understanding of students and their influences:	All staff have a consistently clear	VBE DHE	September 2019		

- Weekly SEND briefing - Staff CPD, specific students and cohorts of students, positive professional relationships - SPOC established for every student at risk (CN Cohort)	understanding of students and apply systems consistently, so that learning time is not wasted.		CPD time and resources. OAKS SEND SLE		

2.3 Ensure all pupils feel safe at school.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Commission a full review of Safeguarding completed by an external expert to include actions to be implemented, repeated in the following half term to check for impact. Commission a full review of site Health and Safety, including scrutiny of risk assessments.	Safeguarding procedures and process are robust and fit for purpose. The school site is validated as being safe. All students feel safe at school.	AIN	September 2019 Review costs (£500 per day)	HT1 – Reviews completed. One way system in place. HT2 – Safeguarding Actions implemented and checked for impact in second review. HT2 onwards – Safeguarding and H&S Standards Maintained. Student and parent voice evidences that all students feel safe at school and that where bully occurs, it is dealt with effectively	External Safeguarding and H&S Reviews, reported to all stakeholders. BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews.
Implement school wide programme to teach learning behaviours and targeted approaches to meet the needs of individual students:	Only small numbers of pupils receive fixed term exclusions by end of 2019/20.	DHE PFE	October 2019 CPD time and resources.	HT3 onwards - Only small numbers of students receive fixed term exclusions. The vast majority of incidents requiring higher-level	BEP priority partner (PP) Weekly monitoring visits • Learning walks

- Staff CPD, teaching learning behaviours alongside managing misbehaviour based on EMR principals (Establish, Maintain, Restore) - Assemblies delivered weekly focussing on positive learning behaviours - Follow up sessions delivered in form time - Targeted and bespoke re-integration programme triggered for every student after a Gateway activation - Compulsory 'behaviour lessons' delivered for targeted student as identified in PST monitoring data	The vast majority of incidents requiring higher-level sanctions are dealt with effectively through internal exclusion system.			sanctions are dealt with effectively through internal exclusion system. Use of FTE and IEU reduces term on term.	• Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB. Self-evaluation and monitoring by Governors SIG, validated by NLG. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. External Teaching and Learning Reviews: November 2019 May 2020 BEP Peer to Peer review Process: February 2020 PST data and analysis

- ALL staff adhere to the Winning Classroom (TGBS T&L) Protocol, monitored through the daily standards capture					
Implement a resourced and costed, school 'one-way' system around the building with re-worked duty points before and after lessons to ensure student safety. - Staff CPD and student CPD, clear signage in place - Monitored daily through HT Pastoral Rolling Review	All students feel safe in school, specifically when moving around the building. One way system implemented and is effective in reducing congestion and effectively monitored through duty allocation.	PFE	September 2019 Creation of C10 corridor (6k) Additional signage (£500)		
Revisit and review Anti-Bulling systems and procedures to ensure that all students feel that bullying is dealt with effectively, - Anti-Bullying plan designed and implemented incorporating greater engagement with the Diana Award	Student and parent voice evidences that all students feel safe at school and that where bully occurs, it is dealt with effectively.	DHE TBO	September 2019 CPD time and resources. PSHE Resources Bully boxes (£200) Diana Award		

and Digital Ambassador Programme - Review and redefine leadership responsibilities - Development of the PSHE programme, assemblies and form time activities - Relaunch the SHARP system - Student/parent voice and formation of committees - Implementation of 'bully box' anonymous reporting system - Creation of 'club spaces' within the school during social times.			Digital Ambassadors Programme		

PRIORITY 3: Reduce the amount of time some pupils miss from their education due to being absent from school.

3.1 Reduce the amount of time some pupils miss from their education due to being absent from school.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Review and define clear staffing structure for attendance with clear roles and responsibilities identified at all levels. - Review of all communications linked to attendance - Clear staff structure with clear roles and responsibilities published	Clarity of roles and responsibilities regarding attendance established including protocols for parent communication.	AIN	September 2019	HT1- attendance is at least 95% and maintained term on term. HT1 – ALL roles, responsibilities and routines firmly established and adhered to. HT3 onwards - Only small numbers of students receive fixed term exclusions. The vast majority of incidents requiring higher-level sanctions are dealt with effectively through internal exclusion system. Use of FTE and IEU reduces term on term. HT4 onwards: Attendance for 2019/20 of at least 95%. Reduced difference in attendance of the following groups of students: SEN/ non-SEN, PP/ non-PP, AP/ non-AP.	External Safeguarding and H&S Reviews, reported to all stakeholders. BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB. Self-evaluation and monitoring by Governors SIG, validated by NLG.
Ensure a co-ordinated approach to raising attendance continues, role modelled by the attendance/PST. - Simple and effective tracking systems embedded with essential data review weekly through PST priority groups	PST priority groups established and maintained and reviewed weekly via PST.	LAB	September 2019 CPD time and resources.		
Ensure bespoke intervention in place for all pupils with problematic attendance.	Effective interventions improve student and parental understanding of the	LAB	September 2019		

				All staff comply fully with all procedures when pupils are late/ missing from lessons.	
- Key meetings for ALL students/families with SLT support - Short term strategies implemented to promote positive attendance for PST priority groups	need for improved attendance.				Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. PST data and analysis.
Ensure fast track procedures are followed for all pupils where support fails to impact on improving attendance. - Ensure Fast Track training completed for key leaders - Fast Track outcomes shared publicly (anonymously) with all stakeholders	Fast track training completed for key staff and used in line with policy. Outcomes shred with all parents via newsletter and website.	LAB	September 2019 Fast track training costs. Admin support time.		
Continue to deliver weekly attendance briefings and weekly attendance 'round up'. - Year/Form attendance shared publicly in Monday briefing and via email to all staff	All staff clear about attendance KPI's for year groups, forms and specific students.	LAB	September 2019		
Create new weekly tutor time sessions on attendance where tutors discuss attendance with students & plan next steps. - CPD for all key staff to understand the importance of attendance and how they can support	Awareness of the importance of improving and maintaining good attendance understood consistently by tutors and students.	PFE	September 2019 CPD and Tutor time resources.		

20

through relationships and consistency - Deliver training for all staff in procedures for lates/ students missing from lessons.			
Ensure close liaison with AP providers continues so that attendance there is supported and maintained at a high level.	Robust tracking and monitoring of AP attendance in place and reported weekly via PST.	TBO	September 2019
Implement a full distribution of a budgeted, calendared and heavily incentivised rewards programme that rewards good attendance. - 100% attendance text to parents weekly - 100% attendance automatically merits 3 commendations weekly Weekly 100% prize draw each Friday	Rewards system for attendance implemented with buy-in from staff/parents/students.	MWE	September 2019 Rewards budget (12k)
Maintain tighter control and monitoring of FTE incidents including repeated FTE occurrences through weekly PST meeting.	Monitoring and data capture systems in place to identify key cohorts, priority groups and individual students to reduce FTE and time absent from school.	DHE TBO	September 2019
Ensure re-integration meetings for ALL students & parents following GW activated	Tighter student monitoring post FTE indicates improved	DHE TBO	September 2019

(resulting in FTE) followed by regular monitoring via HOY report.	behaviours and reduction in repeat FTEs.				
Design and implement bespoke reintegration programme for all students receiving FTE focussing on changing behaviours and attitudes.	Bespoke interventions in place for key students/priority groups resulting in a reduction of repeat FTE's week on week.	DHE TBO	September 2019		

PRIORITY 4: Increase the capacity and improve the effectiveness of leadership, including governance, to ensure improved outcomes for all pupils, particularly the most able, SEND and disadvantaged pupils, by ensuring that:

4.1 systems for monitoring teaching, assessment, behaviour and attendance are strengthened and that their processes are followed by all leaders and the data gathered is reported accurately to governors

4.2 the additional funding that the school receives has a positive impact on the outcomes of those groups of pupils it is intended for

4.3 all leaders routinely and systematically analyse all information all about pupils so that leaders can spot trends and patterns more quickly

4.4 all middle leaders are effective in monitoring and developing their subject area including making sure there is an appropriate, challenging curriculum in place

4.1 Ensure that systems for monitoring teaching, assessment, behaviour and attendance are strengthened and that their processes are followed by all leaders and the data gathered is reported accurately to governors.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Review all school monitoring systems and ensure they are fit for purpose in providing information and analysis to improve provision. - Department assessment tracking - Whole school progress and attainment monitoring - MQTL and standards - Behaviour and FTE - Attendance and punctuality	School monitoring systems strengthened, robust and are fir for purpose in providing analysis. The data gathered is reported accurately to governors.	AIN	September 2019 Admin time. OAKS SLE support for individual subjects.	HT1 - All school monitoring systems reviewed and developed to ensure robust and fit for purpose. HT1 - Governance links established, and fortnightly monitoring visits scheduled. SIG strengthened, and weekly visits scheduled. HT1 - ADT/PST established and mechanisms to robustly monitor action and impact implemented. HT1 - External review of Governance completed and actions implemented – statement of action completed.	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB.
Review all job descriptions and responsibilities linked to every leadership role and develop accordingly to ensure clarity of purpose.	All JDs reviewed and developed to ensure clear sightlines of accountability.	AIN	September 2019 – SLT, TLR holders. October 2019 – UPS3, teaching staff. November – all staff.		

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Link governance to SLT roles; governors hold school leaders firmly to account for school performance. - Fortnightly monitoring visits - Data driven impact reports produced by school leaders on each key area half termly and reviewed by governors	Governance links established, and fortnightly monitoring visits scheduled to ensure school leaders are robustly held to account for performance.	SHO AIN	September 2019 Governor admin support.	HT2 - All JDs reviewed and developed to ensure clear sightlines of accountability.	Self-evaluation and monitoring by Governors SIG, validated by NLG. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed.
Strengthen governance to ensure that school performance data is used robustly to hold school leaders to account. - External review of governance - Secure NLG support - Update skills audit to align to priority areas - Governor School Improvement Group strengthened – fortnightly progress meetings with HT and monitored through SOA and POIP delivery matrix.	External review of Governance completed and actions implemented, supported via NLG. SOA and POIP confirmed as robust and fit for purpose, monitoring systems and delivery matrix created and developed.	SHO AIN	September 2019 External Review of Governance (£500) NLG support (£500/day) Governor admin support.		

4.2 Ensure that the additional funding that the school receives has a positive impact on the outcomes of those groups of pupils it is intended for.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability

Commission external review of Pupil Premium and Y7 Catch up Funding.	External review of Pupil Premium and Y7 Catch up Funding completed and actions implemented.	AIN	September 2019

External Review (£500) | HT1 – SEND improvement plan in place and rigorously monitored.

HT1 - External review of Pupil Premium completed and actions implemented – statement of action completed.

HT1 onwards - Interventions including T&L support are put in place quickly following accurate diagnosis of need. Progress of SEN pupils is mapped and measured half termly and interventions reviewed as a result.

HT2 onwards – Student/parent voice evidences that SEND students are fully effectively supported in school. The quality of support for SEND students is effective in helping them to be successful in school as a result of improved teaching.

HT2 onwards – tracking and monitoring evidences that the additional funding that the school receives has a positive impact on the outcomes of those groups of pupils it is intended for. | BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term.

Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews.

BEP priority partner (PP) Weekly monitoring visits
- Learning walks
- Book scrutiny
- Student Voice
- Staff Voice
- Data analysis

Half termly Impact Reports to The POIB.

Self-evaluation and monitoring by Governors SIG, validated by NLG.

Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact.

Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed. |
| Complete Governor led in-depth scrutiny and review of PP and Y7 Catch up spend; evaluate and develop action plan to secure progress.
- PP spend clearly identified
- Monitor and review spend
- Evaluate the impact of spend
- Evaluate future spend considering impact in improving provision | PP/Y7 CA Plan designed and implemented with Gov monitoring scheduled ensuring school leaders are robustly held to account for the impact of funding. | SHO AIN | October 2019 (following external PP review).

Governor admin support. | | |
| Ensure that disadvantaged and vulnerable student's achievement and experience of school are in line with those of their peers.
- Establish clear accountability sightlines
- Embed tracking of key groups further into QA processes
- Target enrichment opportunities | The additional funding that the school receives has a positive impact on the outcomes of those groups of pupils it is intended for. | AIN PFE KBR VBE TBO | October 2019 (following external PP review).

Pupil Premium and Y7 Catch Up Statements of Action updated and implemented. | | |

Ensure that SEND Post Review (March 19) Action Plan is rigorously enacted. - External support in place - Review and development of responsibility and accountability structures within SEND team - CPD for all staff through weekly briefings - Close monitoring in all tracking and data captures - Improve communication with parents and students - Governor link established and SEND provision monitored through regular review of provision	Quality of provision including outcomes is improved significantly. SEND action plan enacted and has impact. The quality of support for SEND students is effective in helping them to be successful in school as a result of improved teaching.	AIN VBE	September 2019 OAKS SLE support. CPD time and resources.		Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol.

4.3 Ensure that all leaders routinely and systematically analyse all information all about pupils so that leaders can spot trends and patterns more quickly.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Embed fully the Academic Delivery and Pastoral Support Teams with clear responsibilities and accountability.	ADT/PST established and mechanisms to robustly monitor action and	AIN	September 2019	HT1 - Assessment calendar reviewed and Programme of QA with clear accountability structures implemented.	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term.

- Structure in place - Data capture systems secure and robust - Weekly Team meetings with clear actions from sharp data analysis - Impact of actions reviewed routinely	actions to secure improvement implemented. All leaders routinely and systematically analyse all information all about pupils so that leaders can spot trends and patterns more quickly.			HT1 - ADT/PST established and mechanisms to robustly monitor action and impact implemented. HT2 onwards - All leaders routinely and systematically analyse all information about all about pupils; trends and patterns are identified swiftly and action implemented with impact. H2 onwards - Curriculum adjustments made and quality assured through SLT and external review (BEP SIP).	Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB. Self-evaluation and monitoring by Governors SIG, validated by NLG. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed.
Review and develop assessment calendar to ensure that trends and patterns in students' performance are identified and acted upon. - ADT focus on progress of all students in school, including key cohorts across all subjects - Impact of actions monitored robustly - Subject leaders held to account through calendared schedule of academic review	Assessment calendar reviewed and Programme of QA with clear accountability structures implemented.	SAR	September 2019		

4.4 Ensure that all middle leaders are effective in monitoring and developing their subject area including making sure there is an appropriate, challenging curriculum in place.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Complete a full review of the current arrangement for students to specialise in GCSE and vocational courses at the end of Y8.	Through consultation with all stakeholders including external partners, an evidence based recommendation to governors is made on the effectiveness of current arrangements and further actions.	AIN	By November 2019	HT1 - Full curriculum reviews completed for English, Maths and Science; recommended actions implemented and impact monitored. HT1 - Marking policy developed and implemented, monitored for impact through MQTL. HT2 - Full curriculum reviews completed for all other subjects; recommended actions implemented and impact monitored. HT2 – Curriculum arrangements for options specialism reviewed and recommendations made to Governors. HT3 onwards - All middle leaders are effective in monitoring and developing their subject area and that a robust and challenging curriculum is in place and enacted effectively.	BEP, partner schools, and governors will all carry out reviews and monitoring exercises each half-term. Progress against the impact milestones to be evaluated half termly from October 2019 through Round Table Reviews. BEP priority partner (PP) Weekly monitoring visits • Learning walks • Book scrutiny • Student Voice • Staff Voice • Data analysis Half termly Impact Reports to The POIB. Self-evaluation and monitoring by Governors SIG, validated by NLG. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Academic Delivery Team meetings each fortnight where analysis of the
Complete full curriculum review and audit across all subjects to ensure that all subject plans are ambitious and fit for purpose. - Audit to ensure sufficient challenge to develop knowledge, understanding and skills - All LTP, MTP plans developed and quality assured by SLT – MLs held robustly to account - Common requirements for all LTP/MTP for coherence of	External curriculum reviews completed identifying clear actions for improvement. Actions implemented and impact quality assured through SLT and external review. All middle leaders are	AIN SAR	September 2019 – English, Maths, Science. October 2019 – MfL, Humanities. November 2019 – Other subjects. OAKS SLE Review Support. Curriculum CPD time and resources.		

sequencing to develop and build from previous phases, especially KS2-KS3 - CPD for curriculum leaders in developing interleaved and spaced practice opportunities to ensure knowledge is retained.	effective in monitoring and developing their subject area and that a robust and challenging curriculum is in place and enacted effectively.				impact of the TGBS T&L Protocol is reviewed. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol.
Ensure that marking is fit for purposing in supporting students to know their strengths and how to improve their work. - Review and development of the marking policy to ensure it is fit for purpose and robust. - Staff CPD on the marking and feedback expectations - Regular CPD sessions focussed on book review books for year groups / cohorts - Monitored rigorously through MQTL.	Marking policy developed and implemented ensuring consistent and clear understanding by all staff. Monitored for impact on learning through MQTL.	SAR SMA AOS	September 2019 CPD time and resources.		

PRIORITY 5: Develop more effective communication with parents and other stakeholders and improve parent voice mechanisms by ensuring that:

5.1 Parents have effective mechanisms to feedback on the performance of the school

5.2 Parents are kept informed regularly and transparently about school development

5.3 There is greater engagement with parents with school information events

5.1 Ensure that Parents have effective mechanisms to feedback on the performance of the school

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Establish a Parent Ambassador steering group of key parents who meet regularly with the HT/SLT/Governors to feedback on the impact of school improvement strategies. Conduct half termly parent questionnaires to gain feedback on school performance.	Parents report improved communication and engagement with school; the ambassadors group provides an effective mechanism for school improvement and parent feedback is positive.	AIN AIN	September 2019 Half termly PAG meetings. Parent voice questionnaire completed half termly.	HT1 – Parent Ambassador Group established and remit clear. HT1 – Parent voice completed and evidences improved school communication. HT2 onwards – Parent voice evidence improved school communication and evidence of school improvement term on term.	Self-evaluation and monitoring by Governors SIG, validated by NLG. Half termly Impact Reports to The POIB.

5.2 Ensure that Parents are kept informed regularly and transparently about school development

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Introduce a weekly newsletter to all parents detailing past and future school events.	Parents and students report that school communication home is	MWE MWE	September 2019 Printing costs (1k).	HT1 – Website statutory compliance check completed.	Self-evaluation and monitoring by Governors SIG, validated by NLG. Half termly Impact Reports to The POIB.

| Develop a half-termly student centred newsletter to all parents detailing student achievement.

Redesign the school website to ensure it effective in providing relevant information for parents and other stakeholders. | improved and effective in keeping them abreast of development and achievement. | AIN SMU | Website redevelopment (2k). | HT1 onwards – mechanisms for weekly and termly newsletters in place.

HT2 onwards – School Website redesigned and fit for purpose; regularly updated to provide timely and accurate information. | |
|---|---|---|---|---|---|

5.3 Ensure that there is greater engagement with parents with school information events

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Improve parental engagement with Parents Evenings and Information Events.	90% of parents in each year group regularly attend student evenings and information events.	PFE	September 2019

Marketing and other communication costs. | HT1 – at least 60% attendance at school information events.

HT2 – at least 70% attendance at school information events.

HT3 – at least 80% attendance at school information events.

HT4 onwards – at least 90% attendance at school information events. | Self-evaluation and monitoring by Governors SIG, validated by NLG.

Half termly Impact Reports to The POIB. |

PRIORITY 6: Foundation School

6.1 Curriculum - Create and maintain an effective curriculum that builds on the knowledge and skills of KS2 with a upon on improving literacy

6.2 Behaviour & Safeguarding – Ensure that students' behaviour does not impede learning and that all students are safe at school due to effective safeguarding

6.3 Parental Engagement - Provide relevant and timely communication to parents regarding all aspects of student's education

6.1 Curriculum - Create and maintain an effective curriculum that builds on the knowledge and skills of KS2 with a upon on improving literacy

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Ensure a thorough understanding of the students' current progress through accurate baselining. NGRT/NGST & PTM/PTE put in place for September and July. Accelerated Reader used to measure progress alongside NGRT/NGST in September/December/April/July. KS2 SATS QLA used to identify initial areas of need in English and Maths These actions allow us to: • Set students appropriately by English and Maths prior attainment. • Provide intervention through withdrawal from French for students most in need.	100% of student's complete baseline tests in September 100% of students complete baseline tests in July and show appropriate progress	SMA	NGRT/NGST PTM/PTE Accelerated Reader	HT1 – Baselines completed – NGRT/NGST/PTM/PTE/AR HT2-6 Will be committed to once baselining of students is complete.	Self-evaluation through book looks, lesson observations and MQTL, and monitoring by Governor FS, validated by NLG. Half termly Impact Reports to The POIB. Daily learning walks and fortnightly student voice carried out by senior leaders against the protocol. Half Termly cycle of Lesson Observations using the TGBS T&L Protocol. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact. Academic Delivery Team meetings each fortnight where analysis of the impact of the TGBS T&L Protocol is reviewed.

- Identify students working above their age-related expectations who will require additional challenge through accessing complex texts. - Identify the vocabulary gap for students. - Calendar appropriate moderation to judge student progress throughout the year. - Calendar appropriate testing throughout the year to allow formative and summative assessment of student progress.					
Long-term plans completed to deliver English, Science (non-practical) and Humanities subjects through six key texts. Age Related Expectations put in place to judge progress in each subject area studied. CPD needs to be met through subject knowledge enhancement provided by the OAKS SLEs Assessments schedule planned to accurately judge student progress including: - Fortnightly 'big writes' - Half-Termly subject formative assessments	Curriculum is effective in bridging the gap between KS2 and KS3 and ensures sufficient rigour to challenge the most able to make accelerated progress.	JWO			

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
• End of year summative exams					
Six Foundation School teachers appointed from internal staff and external appointments					
Appointment of Lead Practitioner to take responsibility for curriculum development					
Foundation School Teaching Assistant appointed. Students identified who will require additional support and intervention with their reading and English subject skills	Students identified as being at risk of not meeting Age Related Expectations make expected progress and grouped for additional intervention.	JWO			
HW policy created to support students in improving their RAGE. Students to be set three standard HWs a week.	100% of students to complete weekly HW to support RAGE	JWO	JWO to produced weekly HWs to support RAGE by pre-teaching vocabulary SRO to resolve issues regarding student's ability to complete online HWs	HT1 – 90% of students completing weekly HWs HT2 – 95% of students completing weekly HWs HT3 – 100% of students completing weekly HWs HT4-6 – Maintenance of prior targets	

6.2 Behaviour & Safeguarding – Ensure that students' behaviour does not impede learning and that all students are safe at school due to effective safeguarding

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
The Foundation school has been allocated six classrooms in a	100% of students within	SRO	All systems in place for September 2019	HT1 – At the end of HT1 100% of parents and students to report that	Student and parent voice every half-term.

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
defined section of the school. Students will spend the majority of their curriculum time in these classrooms • The whole school will line up before school, after breaktime and lunchtime. Teachers will collect students to ensure that behaviour on corridors is appropriate. • Foundation School Key staff supporting students during lesson transitions • A Foundation School pastoral lead appointed to provide pastoral support for students. • Afterschool HW club put in place to provide students with opportunity to complete HW. The school timings have been amended to allow Year 7 a separate breaktime from the rest of the school. Lunchtime will be shared with Year 8 only.	the Foundation School report themselves as feeling safe within school and supported with incidents that occur outside of school. There will be zero incidences of bullying reported within the Foundation School		A student review to take place at the end of every half-term.	they feel safe within the Foundation School. Attendance to remain above 96%. LLD to be rare and FTE low.	Self-evaluation and monitoring by Governor FS, validated by NLG. Half termly Impact Reports to The POIB. Pastoral Support Team meetings weekly where sharp data analysis identifies issues and intervention strategies monitored for impact.

6.3 Parental Engagement - Provide relevant and timely communication to parents regarding all aspects of students education

Actions	Key Success Criteria	Lead(s)	Implementation Date and Resources	Expected Half Termly Milestones 2019-2020	Monitoring and Accountability
Creation of a foundationschool@tgbs.co.uk email address to aid prompt	All communication from parents to	SRO	Email address created and provided to parents June 2019	HT1 – All communication from parents to responded to appropriately	Self-evaluation and monitoring by Governor FS, validated by NLG.

					Half termly Impact Reports to The POIB.
communication with parents. Email address directed to Head of Foundation School, Pastoral Lead and Lead Practitioner.	be responded to during the same working day if before 5pm and the next working day if received after 5pm.				
Use of ParentMail to communicate with parents	All key documents to be provided to parents using ParentMail to ensure receipt. 100% of parents to be signed up for ParentMail	SRO	ParentMail temporary addresses provided in July 2019 Official links will be provided in Sept 2019	HT1 – By the end of the first half term 100% of parents will be contactable on ParentMail.	
Year 7 Drop in Evening or Achievement Evening calendared in HT1,2,3,4 & 6. Parents Evening calendared HI2 & HT5	90% attendance at all Year 7 school events	SRO	SRO/SMA to chase up all event replies with phone calls to ensure attendance	HT1 – 90% attendance at first school event. HT2-6 90% or better attendance to be maintained throughout the year at all school events	