



## COMMITTED TO SUCCESS FOR ALL SCHOOL DEVELOPMENT PLAN 2016-19

*"We will become a regional and national hub of excellence and lead all of the partner schools to outstanding results in our multi-academy trust . We will do this with a strong moral ethic and through hard work. Every stakeholder at Redden Court School has a role and a responsibility to make this happen."* **Mr Ward July 2016**

### 3 Year Results and Future targets - All students

YEAR 11	3 LOPs EN	3 LOPs MA	4 LOPs EN	4 LOPs MA	P8	A8	5A*- CEM	5A*- C	A*- C EM	EBACC										
2015	85% 89% EXCEEDED	78% 73%	45% 59% EXCEEDED	35% 47% EXCEEDED	0.3 0.36 EXCEEDED	52 52.58 EXCEEDED	68% 70% EXCEEDED	72% 74% EXCEEDED	70% 73% EXCEEDED	30% 41% EXCEEDED										
2016	90% 90%	78% 80%	45% 60% EXCEEDED already and will improve further by August 2016	45% 47%	0.4 0.53	56 56.05	75%	73% 75%	73 76%	43% 59%										
2017*	87%	82%	48%	48%	0.4	60	N/A	N/A	80	45%										

*\*These Targets will be adjusted in the light of greater clarity about new accountability measures post 2016 results.*

PRIORITY 1: TEACHING, LEARNING & ASSESSMENT AND OUTCOMES WILL BECOME INCREASINGLY OUTSTANDING BECAUSE...

PRIORITY 2: PUPIL PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE WILL BECOME INCREASINGLY OUTSTANDING, HELPING STUDENTS ACHIEVE BETTER OUTCOMES BECAUSE...

PRIORITY 3: LEADERSHIP & MANAGEMENT, CONTINUOUS PROFESSIONAL DEVELOPMENT AND GOVERNANCE WILL BECOME INCREASINGLY OUTSTANDING AND LEAD TO BETTER STUDENT OUTCOMES BECAUSE...

PRIORITY 1: TEACHING, LEARNING & ASSESSMENT AND OUTCOMES WILL BECOME INCREASINGLY OUTSTANDING BECAUSE...		PRIORITY 2: PUPIL PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE WILL BECOME INCREASINGLY OUTSTANDING, HELPING STUDENTS ACHIEVE BETTER OUTCOMES BECAUSE...		PRIORITY 3: LEADERSHIP & MANAGEMENT, CONTINUOUS PROFESSIONAL DEVELOPMENT AND GOVERNANCE WILL BECOME INCREASINGLY OUTSTANDING AND LEAD TO BETTER STUDENT OUTCOMES BECAUSE...	
T1	<b>More than expected progress for all:</b> Ensure all and especially target groups of vulnerable students (MABLEs, Disadvantaged, SEND) make more than expected progress.	P1	<b>Attendance:</b> To improve the attendance and punctuality of students and offer interventions where necessary with a specific focus on PA students and to improve the outcomes for all learners.	L1	<b>More than expected progress for all:</b> All leaders will consistently challenge and support all students, but particularly Disadvantaged, SEND and MABLE students to achieve the best possible outcomes.
T2	<b>Quality first teaching:</b> Teachers' planning to improve outcomes will demonstrate strong content knowledge and pedagogy. There will be a strong focus on thinking skills and cognitive approaches to learning.	P2	<b>Alternative Provision:</b> To ensure that the school caters for all students by using appropriate alternative provision packages to provide better outcomes for students at risk of permanent exclusion and other vulnerable students.	L2	All leaders will work to ensure that all students are offered aspirational and relevant careers guidance and IAG in order to achieve the best possible outcomes
T3	<b>Classroom climate:</b> Classroom climate and classroom management will enhance learning to improve outcomes for all.	P3	<b>Behaviour for Learning:</b> To develop the area of behaviour for learning and having a focus on rewards, sanctions and learning walks.	L3	All leaders will work to ensure that students become independent, resilient and focused learners in order to achieve the best possible outcomes.
T4	<b>Marking:</b> Ensure Marking improves outcomes for learners (especially target groups mentioned in T3 above)	P4	<b>Form Time:</b> To enhance the form time programme by offering a varied, challenging range of activities to suit all learners.	L4	All Governors will consistently challenge and support all aspects of the schools development in order to achieve the best possible outcomes. This will include being self-evaluative and monitoring all aspects of the school.
T5	<b>Technology:</b> Develop teaching and learning with the effective use of technology, cloud services and wireless devices to improve outcomes.	P5	<b>Assemblies:</b> To ensure that there is a well planned assembly rota that allows for students to have a range of presentations on key topics. The programme should cover current issues both within the school community and the wider school community which helps develop confident, healthy young people.	L5	All leaders will contribute towards the continual development of a CPD and Appraisal programme which supports the strategic vision of the schools in our MAT.
T6	<b>Home learning:</b> To be set and marked regularly with feedback. Monitored via Homework Module. Must be challenging and appropriate.	P6	<b>Interventions:</b> Further improve the interventions that are offered to all stakeholders through agencies and system leadership to help improve the outcomes for young people and their families.	L6	All leaders will ensure that the safeguarding of students is given the highest possible priority.
T7	<b>Mentoring:</b> Improve Teaching, Learning, Assessment and Outcomes through mentoring of students and staff.	P7	<b>Disadvantaged:</b> To focus on our disadvantaged students and ensure that they have a wide range of opportunities and their voice is being heard (FSM, LACS). To adopt a strategic approach to improving the outcomes for disadvantaged students and close the achievement/progress gap.	L7	All leaders will promote the importance of British Values in all aspects of school life.

<b>T8</b>	<b>Learning:</b> Encourage students to see that learning is not only done in lessons in both Key Stages.	<b>P8</b>	Student Voice: Further develop the area of student voice to allow all students to feel valued and provide many opportunities for them to be heard. The students voice members should represent the school community and have a direct impact on school life including teaching and learning, student welfare, behaviour, leadership and contribute to the Redden Court experience and the improved outcomes for learners.	<b>L8</b>	All leaders will play an active part in developing the 'Success for All' Multi-Academy Trust by sharing approaches across partner schools.
<b>T9</b>	<b>KS4 Curriculum:</b> Further improve KS4 curriculum for students 2017-2020 with a view to maximising best outcomes for all to ensure that students experience a broad and balanced curriculum with a particular emphasis on the EBACC, P8 and A8.	<b>P9</b>	<b>Child Protection:</b> To enhance the safeguarding and child protection systems to ensure that all students and staff are following the correct procedures.	<b>L9</b>	All leaders will ensure Financial Probity is in place and there is adherence to the Academies Financial Handbook.
<b>T10</b>	<b>KS3 Curriculum:</b> Development of Schemes of work including Moderated Assessments which will lead to better outcomes at KS4	<b>P10</b>	<b>Case Studies:</b> To provide further case studies on a range of students which will provide evidence on the background of particular students and the impact of the interventions that have been put into place (academic tracking, counselling). Case studies should be used to inform planning and provide insight as to how to further improve outcomes for students in future.	<b>L10</b>	All leaders will work together to ensure that the highest calibre of staff are recruited
<b>T11</b>	<b>Teaching and Learning Conference:</b> January 2017 with Multi-Academy Trust Partners on quality first Teaching and Learning to improve outcomes. The day will focus on: The Non-tickbox guide to outstanding teaching and Learning and raising boys' achievement.			<b>L11</b>	All leaders will ensure that the Learning Environment is fit for purpose and delivers 21st Century Learning.
				<b>L12</b>	School data systems widely understood and used across all schools in our MAT.

PRIORITY 1: TEACHING, LEARNING & ASSESSMENT AND OUTCOMES WILL BECOME INCREASINGLY OUTSTANDING BECAUSE...					
<b>T1</b>	More than expected progress for all: Ensure all and especially target groups of vulnerable students (MABLES, Disadvantaged, SEND) make more than expected progress., Faculty Reviews.				
<b>Evidence</b>	Lesson observations; student engagement in lessons; behaviour logs; faculty minutes; learning walks; raiseonline; internal assessments; SMID. Work Scrutiny				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Monitor progress and coordinate interventions.	ST, AH, JB, AW	Time		<ul style="list-style-type: none"> <li>- 90% + of lessons good or outstanding and meet the needs of all learners.</li> <li>- Lesson planning explicit about differentiation and ensures teachers use of exemplars linked to assessment objectives.</li> <li>- All learners respond to teacher marking.</li> <li>- Outstanding marking in all subject areas.</li> <li>- Data reflects rising standards.</li> <li>- Target group students often act as Learning Ambassadors.</li> <li>- Closing the gap.</li> <li>- Ensure target groups are well represented.</li> <li>- HoFs will present evidence of monitoring at line management meetings. Regular learning Walks by SLT, HOFs and by both groups with JB, AH.</li> </ul>	
Pastoral Heads to use data to identify and monitor performance, attendance and progress data to highlight and monitor necessary intervention for specific groups and individuals (Tracking).	HoYs, ST	Time	Every month		
Half termly meetings between SLT and HoFs regarding student data and progress, especially with regard to Year 11.	SLT, HoFs	Time	Every half term		
Academic review meetings for KS4 students particularly including half-termly meetings with SLT/HoY	SLT, HoYs	Time	Every half term		
Focused work scrutinies for target groups (MABLES, Disadvantaged, SEND) by HoYs and HoFs.	HoFs, HoY	Time	Every half term		
Regular work shops of focus groups (MABLES, Disadvantaged, SEND)	ST, AH, JB, AW	Time	Every half term		
Repeat this year's success of Brilliant Club with King's College London.	JB, FG	Time, Room, External Co-ordinator	Summer 2017		
Renew or purchase licences for PIXL, GO4Schools, SMID, Brilliant Club, Show My Homework	ST, SC, JB + 1	BT to calculate	Every year		
Faculties set up 1:1 support as appropriate.	HoFs	Time			
<b>T2</b>	<b>Quality first teaching:</b> Teachers' planning to improve outcomes will demonstrate strong content knowledge and pedagogy. There will be a strong focus on thinking skills and cognitive approaches to learning.				
<b>Evidence</b>	Lesson observations; student engagement in lessons; behaviour logs; faculty minutes; learning walks; raiseonline; internal assessments; SMID. Work Scrutiny, Faculty Reviews.				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources required</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact? (Not a tick-list)</b>	
Teachers will show deep, strong understanding of the material being taught.	HoFs	Faculty Meeting time	Ongoing review	<ul style="list-style-type: none"> <li>Students confidently use metalanguage and can recall it, understand themselves as learners.</li> <li>-Work shows understanding of content and quality.</li> <li>-Students ask questions for clarification, elucidation.</li> <li>-Reviewing of previous learning, providing model responses for students, giving adequate time for practice to embed skills securely, progressively introducing new learning (scaffolding).</li> <li>-Coherence of learning Multi-sensory approaches.</li> <li>-High quality discussions, times when 'no hands-up' prevails.</li> <li>-Beginning with overviews and/or review of objectives.</li> <li>-Wide range of Afl Approaches - use of TLC approaches.</li> <li>-Self-reflection, learning from mistakes, celebrating 'stuckness.'</li> <li>-Students can target areas for development, choosing some of their own tasks</li> <li>-Enhanced student confidence, resilience and independence. Students who engage in Empathising, Risk taking, Questioning, Inquiry, Brave students who understand 'Failing well', Independent thinking, Self motivation, Reflecting, Open mindedness, Critical thinking, Metacognition, Being confident, Being resourceful.</li> </ul>	
Teachers will strive to understand the ways students think about content.	HoFs	INSET	Ongoing review		
Teachers evaluate the thinking behind students' own methods, and identify students' common misconceptions.	HoFs	INSET	Ongoing review		
Teachers will use effective questioning in every lesson.	HoFs	INSET	Ongoing review		
HoFs will regularly quality assure Lesson planning.	HoFs		Ongoing review		
Learning will be structured carefully.	HoFs		Ongoing review		
Teachers will explicitly plan for students to develop a Growth Mindset.	HoFs		Ongoing review		

	Y11 Learners scheduled to attend full enhancement programme.	HoY, HoFs		Ongoing review	
	Use P8 tracker to identify Year 11 students achieving P8 scores of <0.0 and then inform HoFs and SLs to plan interventions for personalised improvement.	ST, HoFs		Every half term	
	HoFs will ensure that regular and accurate data is entered on GO4Schools for every class - see T7 and T11.	Hofs		See school calendar	
	HoFs will embed approaches from all INSET in SoW and seek evidence of them in monitoring of lessons to secure student progression over time (e.g. extending opportunities for learners to reflect and talk about their learning; and developing their ability to assess themselves and their peers, teachers using question walls/boards regularly). HoFS, LMs.	HoFs, SLT			
<b>T3</b>	<b>Classroom climate:</b> Classroom climate and classroom management will enhance learning to improve outcomes for all.				
<b>Evidence</b>	Evidence: Lesson observations; student engagement in lessons; behaviour logs; faculty minutes; learning walks; raiseonline; internal assessments; SMID. Work Scrutiny, Faculty Reviews.				
	<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
	Teachers will show high expectations of students.	HoFs		Ongoing review	B. Resilient line - Be brave (have a go), be still (stop and think), backtrack (let's go back), buddy (ask a buddy to help), bits and bobs (use resources), boss (ask the teacher). Wagolls, Question Boards, Displays and artefacts in all classrooms so the teacher is not the only source of information and allow for independent research.
	Teachers will seek rapport and respect with every student.	All staff		Ongoing review	
	Lessons will be orderly and there will be established and clear routines.	All staff, HoFs		Ongoing review	
	The classroom environment will enhance learning. Teacher not the only source of information in the room.	All staff, HoFs		Ongoing review	
	Every teacher will aim to deliver a 'Golden Lesson' at least once per half term with every class.	FG/GL	INSET		
<b>T4</b>	<b>Marking:</b> Ensure Marking improves outcomes for learners (especially target groups mentioned in T3 above)				
<b>Evidence</b>	Lesson observations; student engagement in lessons; behaviour logs; faculty minutes; learning walks; raiseonline; internal assessments; SMID. Work Scrutiny, Faculty Reviews.				
	<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
	Assessment and all marking to be dialogic and fully implement our in-house life after levels 9-2-1 Expectation that students respond to marking.	FG, ST, SC, AH, JB, HoFs		End of each half term	-90% of lessons are good or outstanding and meet the needs of all learners in both DH and HOF/SLT observations. -Lesson planning explicit about differentiation and ensures teachers use of exemplars linked to assessment objectives. -Termly reports published. -Standard of dialogic marking continues to improve. -Sensitive surveys/interviews indicate gap is closing. -Marking moves learning on especially for target groups.
	HoFS and HoYs will undertake half-termly work scrutiny using system developed in-house with a special focus on SEND, MABLE, Disadvantaged students and other focused groups	HoYs, HoFs	Meeting Tlme	Each half term	
	Update G4S with the latest marks for each year group by the Data Drop deadlines	HoFs, SC, MB	G4S	Data Drops	
	Marking of target group student work is a focus.	HoFs, HoYs		Each half term	
<b>T5</b>	<b>Technology:</b> Develop teaching and learning with the effective use of technology, cloud services and wireless devices to improve outcomes.				
<b>Evidence</b>	SoWs, Faculty Reviews				
	<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
	Wider use of Google classroom.	SC, SIG		Ongoing	-Greater independent learning and research. -Greater parental/carer involvement and awareness. -Greater student engagement and maintained motivation. -Students with below average attendance miss less work and can catch-up faster. -Closing the gap. Differentiate through the use of technology -Online collaboration tools, such as Google Apps, sees students and teachers sharing documents online.
	Embed the use of Chromebooks 1:1 with Year 7.	SC, SIG, HoFs		30/9/16	
	Every subject area to develop its own online resources and revision materials.	SC, SIG, HoFs		Ongoing	
	Develop student ambassadors programme.	SC		Ongoing	
	Parent/Carer support and training around E-Safety and effective use of devices.	SC		Ongoing	

<b>T6</b>	<b>Home learning and Marking:</b> To be set and marked regularly with feedback. Monitored via Show My Homework. Must be challenging and appropriate.				
<b>Evidence</b>	Homework module reports and tracking, Student planners random checks, Learning walks/observations, Displays, Faculty Reviews.				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Implement Show My Homework as the whole school system for recording home learning.	SC		30/06/16	<ul style="list-style-type: none"> <li>-Regular home learning for all, seen by parents/carers. Obvious completion of revision. -Work marked with friendly diagnostic, dialogic comments and current examination rubric/criteria.</li> <li>-Assessment genuinely 'formative.' Dialogue (encourage pupils to 'talk' to teacher via their books. Instead of just comments, ask questions: "Why have you done..."</li> <li>-How could you improve...? "Is ___ correct?" In reply students ask questions, make points of information or clarify misunderstandings. Find Faults and Fix).</li> <li>-Basics in place (underlined titles and dates and expectation that pupils will proofread their work). Marking is planning. 'Dylan Wiliam: feedback should be more work for the recipient than the donor.)</li> <li>-Marking is differentiation (give them specific tasks to challenge them to be better than they currently are.) <b>Dedicated Improvement and Reflection Time.</b></li> <li>-Greater parental/carer involvement and awareness.</li> <li>-Greater student engagement and maintained motivation.</li> <li>-Students with below average attendance miss less work and can catch-up faster.</li> <li>-Closing the gap. Differentiate through the use of technology.</li> </ul>	
Decide on the regularity of home learning to be set and enforce it across all faculties	SLT		30/06/16		
Training for all staff on Show My Homework.	SC	See T1 above	22/09/16		
Training for all parents/carers on Show My Homework	SC	See T1 above	31/10/16		
<b>T7</b>	<b>Mentoring:</b> Improve Teaching, Learning, Assessment and Outcomes through mentoring of students and staff.				
<b>Evidence</b>	Lesson observations; student engagement in lessons; faculty minutes; learning walks; raiseonline; internal assessments; SMID:Go4Schools, Faculty Reviews.				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
HoFs establish mentoring times with their teams throughout the year to review appraisal targets and coach colleagues.	TG	Faculty Meetings	Ongoing review	<ul style="list-style-type: none"> <li>- All requires improvement teaching is at least good within a term of mentoring.</li> <li>- All staff contributing to 'Teachers Top Tips' which are published in the newsletter.</li> <li>- All subjects have visited at least one other school and brought back examples of good practice.</li> <li>- TLAO is noted as improved in Lesson Observations and Learning Walks. Staff and students have clear, SMART goals. The school has a genuinely self-evaluative culture. The Objective of Education Is clearly 'Learning, Not Teaching.'</li> <li>- Evidence of annual visits changing practice.</li> </ul>	
HoFs Identify the staff who require additional support for improvement and an SLT coach offers this to move them to good in a term.	FG, TG,WD	Line Management Meetings	Ongoing review		
NQT and New Staff induction is robust and supportive. All new staff have experienced 'Buddies' to become familiar with school systems.	TG	Mentor Meetings	Ongoing review		
Networking with other schools to facilitate staff visiting and bringing back ideas (Someone from each subject area goes out each year) and we welcome visitors, too.	SLT, HoFs	Cover	Ongoing review		
SLT Learning walks fortnightly and always with a SDP focus.	SLT, HoFs	Time	Every fortnight		
Effective Teaching & Learning strategies are shared and implemented by all teachers, LFs.	SLT, HoFs	INSET, Faculty Meetings, TLGs	Ongoing review		
<b>T8</b>	<b>Learning:</b> Encourage students to see that learning is not only done in lessons in both Key Stages				
<b>Evidence</b>	Lesson observations; student engagement in lessons; faculty minutes; learning walks; raiseonline; internal assessments; Faculty Reviews.				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Enhancement Programmes.	ST, HoFs	Time	Ongoing review	<ul style="list-style-type: none"> <li>-Independent learners producing work which shows understanding of both content and quality in SoWs which engage students beyond the classroom walls.</li> <li>-Teachers encourage some free-choice learning which is then connected to examination criteria (this is another element of differentiation).</li> </ul>	
Catch-Up Programme for Year 7 and 8.		Time	Ongoing review		

Educational trips and visits to develop cultural awareness.		HoFs	Expenses	Ongoing review	-SMSC developed. Student presentations in lots of subject areas.
Establish extra curricular clubs to promote each faculty area.		HoFs	Time	Every half term	
Participate in national and regional competitions for various faculties.		HoFs		Ongoing review	
Assemblies enhance SMSC, British Values and learning in a broader sense.		LS		Every week	
<b>T9</b>	<b>KS4 Curriculum:</b> Further improve KS4 curriculum for students 2017-2020 with a view to maximising best outcomes for all to ensure that students experience a broad and balanced curriculum with a particular emphasis on the EBACC, P8 and A8.				
<b>Evidence</b>	Faculty Reviews, KS4 Specifications, Examination Board Webinars/INSET.				
<b>Action/Tasks/Strategies</b>		<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Alternative education will feature for students for whom it is deemed appropriate.		AH	Room, Time, Costs	Ongoing review	-Greater engagement for some students who are harder to reach to sustain interest to end of KS4. -Greater examination success for students and all headline reporting measures for the school in 2020. -HoFs review provision and present to SLT how students are achieving on these measures in each group including mid-year. -Visits to other schools.
HoF investigate syllabi frequently to ensure we are always following best available for our learners.		HoF/SL, ST, FG	Cover	Ongoing review	
New KS4 Curriculum for target group in next Year's Y8 cohort and appointment of specialist teacher.		WD, AW, FG	Room, teacher	01/09/16	
HoFs ensure all teams update and monitor accurate GO4Schools Markbooks		ST, SC, HoFs	G4S	Every half term	
Appropriate KS4 curriculum particularly for target groups - especially SEND students.		AW, FG	Time	Ongoing review	
Raise awareness of KS5 destinations and give high quality Information and Guidance (IAG).		KM	Time	Ongoing review	
<b>T10</b>	<b>KS3 Curriculum:</b> Development of Schemes of work including Moderated Assessments which will lead to better outcomes at KS4				
<b>Evidence</b>	Faculty Reviews.				
<b>Action/Tasks/Strategies</b>		<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Schemes of work build on students' prior knowledge		Hof		Ongoing review	-HoFs investigate SOWS in feeder primaries and establish closer primary links for transition. -Data entry and tracking is regular and accurate. -Excellent preparation for KS4. -Common language of assessment understood by all staff, students and parents/carers. -HoFs survey students at least twice a year and if appropriate make changes. -Review of accuracy of assessments when results of public examinations arrive. -No 'Wasted Years.'
Schemes of work feature regular data in-put (half-termly)		Hof		Ongoing review	
Schemes of work reflect diversity and explore British Values and SMSC.		Hof		Ongoing review	
Schemes of work are tailored to meet KS4 requirements but ensure coverage of KS3 programmes of study.		Hof		Ongoing review	
Each subject establishes its own baseline assessment which is married to 9-2-1		Hof/ST		Ongoing review	
All assessment data expressed in language of 9-2-1		HoF		Ongoing review	
Student voice plays a role in establishing some elements of Schemes of Work		Hof		Ongoing review	
HoFs ensure all teams update and monitor accurate GO4Schools Markbooks		Hof, SC		Ongoing review	
<b>T11</b>	<b>Teaching and Learning Conference:</b> January 2017 with Multi-Academy Trust Partners on quality first Teaching and Learning to improve outcomes. The day will focus on: The Non-tickbox guide to outstanding teaching and Learning and raising boys' achievement.				
<b>Evidence</b>	TBC				

Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?	
Mark Salter will lead INSET day.	MS, FG	Costs	03/01/17	To be finally defined after discussion with Conference lead and partners at Royal Liberty School. Teachers will Demonstrate outstanding teaching strategies that maximise progress and impress observers, Analyse what effective AfL really means to ensure learners are challenged in every lesson you teach, Examine the myths around differentiation along with DfE guidance and recommendations, Get teachers up to date with what the inspectorate really say. Outstanding lesson beginnings, Outstanding routines, Outstanding habits and norms, Outstanding myth-busting, Outstanding challenge for all, Outstanding common sense!, Outstanding behaviour management, Outstanding AfL and observation tips. No excuse culture. SDD5: 05/01/17	
T12					



<b>PRIORITY 2: PUPIL PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE WILL BECOME INCREASINGLY OUTSTANDING, HELPING STUDENTS ACHIEVE BETTER OUTCOMES BECAUSE...</b>					
<b>P1</b>	<b>Attendance:</b> To improve the attendance and punctuality of students and offer interventions where necessary with a specific focus on PA students and to improve the outcomes for all learners.				
<b>Evidence:</b> Attendance folder in LK's office; Copies of attendance certificates in students' files; G4S; Attendance officer's records; Records on individual student's HOYS; Case studies folder, awards, EWO notes,					
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Up to date attendance data will be disseminated to key staff weekly and this is used in the full pastoral attendance meeting.	LS, AH, DF	Time	Ongoing	<p>The overall number of persistent absentees (PA) will decrease. Students will take pride in their attendance record. Progress and attainment will continue to improve. The achievement gap will close. Families will support the school on addressing attendance. Attendance figures will improve. There will be an increase of badges and certificates given out in assemblies. There will be less students who will be 'late on the gate' and the interventions put into place by the pastoral team will support this.</p>	
Students will receive personal half termly attendance certificates.	LS, HoYS	Time	Each 1/2 Term		
Development of systems and procedures to ensure that attendance and punctuality figures are kept accurate and are addressed through interventions.	Pastoral Team	Time	Ongoing		
Rewards used to celebrate positive performance across all year groups and badges and certificates	HoYS	Cost of badges etc?	Ongoing		
Sanctions put into place for persistent absentee students and those who are regularly late to school	Pastoral Team	Time	Ongoing		
Interventions are put into place to support complex cases to improve attendance figures.	Pastoral Team	Time	Ongoing		
Liaise with the EWO to ensure that consistent fines are administered and regular meetings take place with parents/carers who need support.	EWO & HoYS	Cost of EWO	Ongoing		
Home visits to take place where necessary to motivate students to attend school on time and improve their overall attendance.	VB, JM, HoYS, AH, EWO	Time	Ongoing		
Create case studies on students who have improved their attendance through the use of interventions put into place by the pastoral team.	HoYS, VB and JM	Time	Ongoing		
<b>P2</b>	<b>Alternative Provision:</b> To ensure that the school caters for all students by using appropriate alternative provision packages to provide better outcomes for students at risk of permanent exclusion and other vulnerable students.				
<b>Evidence:</b> AP folder in AH office, assembly rota, Networking at IYFAP and BAP minutes, Attendance officer's records; Records on individual student's HOYS; Case studies, folder, awards, EWO notes, AP visit notes					
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Develop the use of the portal to further cater for students who require AP.	AH	Portal	Ongoing	<p>Life chances of vulnerable students will improve. More students will finish school with a portfolio of qualifications. Attendance of vulnerable students will improve. Staff will better understand the challenges that some students face and the need for personalised pathways (alternative provision). We will strengthen relationships with the local authority and be more aware of what alternative provision is available.</p>	
Work with other agencies to strengthen the provision, opportunity and life chances of those finding it difficult to access the normal school curriculum.	Pastoral Team	Time	Ongoing		
Attend BAP and IYFAP and other networking meetings to ensure that information is current and disseminated back to the pastoral team and SLT.	LS and AH	Time	Each Half term		
Make regular and appropriate visits to alternative provision providers to develop a rapport and working relationship.	AH	Time	Ongoing		
Attend the network meetings for the AP providers to present and share good practice and information on the awards evening etc.	AH	Time	Ongoing		
Create an opportunity for students to feedback to SLT on about their experience using AP and how it has supported their learning journey.	AH	Time	Each Half term		
<b>P3</b>	<b>Behaviour for Learning:</b> To develop the area of behaviour for learning and having a focus on rewards, sanctions and learning walks.				
<b>Evidence</b>	<b>Evidence:</b> Contributions to bulletins and school reports, Reward flowchart, Prefect Recruitment, HOY notes and case studies for vulnerable students, Assembly rota, IYFAP and BAP minutes, Peer mentor schedule and meeting dates.				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Contribution to whole school Teaching and Learning strategies to include learning walks, tracking, faculty reviews and year group annual reports.	LS	Time	Ongoing	<p>Students will recognise and be proud of positive behaviour for learning. All stakeholders will enjoy being part of and celebrating the achievements in the wider school community. The school ethos will strengthen and contribute to a positive learning environment. The prefects will play an active role in modelling positive behaviour. Sanctions and rewards will be clear. There will be evidence of successful Managed Moves and other IYFAP referrals.</p>	
Regular awards assemblies and specific awards ceremonies, focusing on spotlights, headteacher commendations and behaviour points.	Pastoral Team	Time	Regular assemblies		
The Prefect system allows the older students to act as role models and assist the younger students with day to day concerns.	LS / MH	Time	By end of June 2016		

Consistent sanctions in place to ensure that student behaviour is monitored effectively. This ensures that students are fully aware of the progression of sanctions if behaviour continues to deteriorate.		LS	Time	Ongoing	Peer mentoring will increase in both numbers for the mentees and for the mentors with younger students getting relevant support.
The IYFAP panel is used to refer particular students who may be close to a permanent exclusion or who are highly vulnerable or too anxious to attend school.		LS	Time	Each Month	
Peer Mentoring takes place to allow students the opportunity to have some needed support from an older student, whilst also providing excellent leadership opportunities to the peer mentors.		VB	HSSW	Weekly	
<b>P4</b>	<b>Form Time: To enhance the form time programme by offering a varied, challenging range of activities to suit all learners.</b>				
<b>Evidence</b>	<b>Tutor timetable, Form Tutor training, Student voice Yoga feedback Questionnaires, Evidence of events and initiatives in place, Library Log, Completed core skills booklet, Thinking Schools Evidence File, Careers database of student destination</b>				
<b>Action/Tasks/Strategies</b>		<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
To create a form structure of activities for all students to be engaged and challenged during the registration period.		LS	Time	01/07/16	Tutors will deliver an engaging tutor timetable. Students will be aware of a set form structure each week that will be consistent. Students will become more resilient. The library will be a vibrant community where students enjoy attending and learning. Students will value the tutor period and how it contributes to their learning and progress and students will complete a questionnaire to evidence this. Students will be independent learners who embrace challenge. The careers programme will consist of a range of assemblies and mentoring sessions to engage students in thinking about their future.
Introduce Mindfulness 'tool's within form time to develop resilient learners		AW	Training	Ongoing	
During form time provide students with the opportunity to develop their awareness of careers and what options they will have linked into post 16.		KM	Training	Ongoing	
Develop the thinking skills programme to allow students to be challenged in form time and to use various techniques in lessons to support their learning.		GL	Time	Ongoing	
To write booklets that the core subjects provide so that form tutors can use these booklets where appropriate to develop their core skills.		ST	Booklets	01/07/16	
To ensure the library is used by all students to update their reading books for the silent reading time.		HoYS / LS	Books	Ongoing	
<b>P5</b>	<b>Assemblies: To ensure that there is a well planned assembly rota that allows for students to have a range of presentations on key topics. The programme should cover current issues both within the school community and and the wider school community which helps develop confident, healthy young people.</b>				
<b>Evidence</b>	<b>Assembly timetable delivery for UPS staff, Healthy School file and re-accreditation, Staff inset on current issues.</b>				
<b>Action/Tasks/Strategies</b>		<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Make use of UPS staff, outside agencies and groups within the school community to deliver a varied and relevant assemblies to cover relevant/current issues.		HoYs, Subject leads, outside agencies	Time	ongoing	Students will have good knowledge of key topics both locally and nationally. Students will make good healthy and active lifestyle choices. Students will demonstrate resilience in their learning. Students will identify with the role the school plays in the local community. Students will be respectful proud of the community in which they live. All stakeholders will acknowledge the importance of the assemblies being delivered and contribute as appropriate. To liaise with a HBT expert to deliver some assemblies and CRE sessions.
Use assembly time to promote healthy schools and continue to strive towards achieving the gold award.		GG	Time	01/12/16	
Deliver assemblies on travel training and awareness of the roads and overall safety.		MH	Time	01/01/16	
British Values will be incorporated through a range of assemblies and will include democracy, rule of the law and human rights.		LS/FG/PW	Time	Ongoing	
Include a range of assemblies involving resilience and linking in with the school motto 'committed to success for all.'		LS/AW	Time	Ongoing	
Create a range of assemblies involving HBT (homophobia, biphobia and transgender)		LS	Payment	Ongoing	
Develop an assembly to promote 'thinking skills' across the school.		GL	Time	01/12/16	
<b>P6</b>	<b>Interventions: Further improve the interventions that are offered to all stakeholders through agencies and system leadership to help improve the outcomes for young people and their families.</b>				
<b>Evidence</b>	<b>IYFAP notes, EHA folder, MARF folder, Counselling referral and CAMHS paperwork, BAP notes, Minutes from ARP panel meetings, ARP Training.</b>				
<b>Action/Tasks/Strategies</b>		<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>

Vulnerable students at risk of permanent exclusion are referred to the IYFAP panel to develop their life chances. The pastoral team support these students throughout the process and ensure that when a managed move is offered that the correct procedures are put into place.	LS	IYFAP Panel	Monthly	Students referred to IYFAP will have improved chances of a successful managed move. Support systems for students referred to us from IYFAP and new inductions will be well supported to ensure a successful induction period. Case study evidence will demonstrate success stories from the counselling process. Support of partnership schools and other organisations through sharing good practice and expertise. The diversity of organisations used to deliver assemblies, workshops and inset. Healthier, happier, more confident young people.
Liaising with children's services to support all of our vulnerable students by linking in with key documents such as the 'Early Help Assessment Form' and the 'Multi Agency Referral Form.'	LS	Social Services	Ongoing	
Further develop the relationship with 'Child and Adolescent Mental Health Service' (CAMHS)	HoYs, LS, AH	Time	Ongoing	
Share good practice through the Behaviour and Attendance Partnership and strengthen links	LS, AH	Time	Monthly	
The pastoral team identify appropriate students to see the counsellor and ensure that the forms are filled in with detail.	LS, JM, VB	Counsellor	Weekly	
Develop links with key agencies linked to the 'Autism Resource Provision' (ARP) and ensure that key staff are upskilled to manage the changing clientele.	AW	Time	Ongoing	
<b>P7</b>	<b>Disadvantaged: To focus on our disadvantaged students and ensure that they have a wide range of opportunities and their voice is being heard (FSM, LACS). To adopt a strategic approach to improving the outcomes for disadvantaged students and close the achievement/progress gap.</b>			
<b>Evidence</b>	<b>Details of PPI expenditure, PPI booklet provided by coordinator, LAC folder and other notes, JM reports.</b>			
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Ensure effective use of the pupil premium funding alongside students' opinions on what they	JBe, JBa	Time	Ongoing	Additional opportunities for disadvantaged students will be provided to help reduce the achievement gap. PPI funding will be well allocated and spent. The achievement/progress gap will narrow. PPI expenditure will be well documented and evidenced. The impact of interventions will be detailed and clear. Attendance figures will improve. The achievement of LAC will be closely monitored and celebrated.
Make clear to staff all students who are eligible for the funding.	data manager	Time	Census	
Accurately record the spend and support the disadvantaged students receive.	Pastoral team	Time	Termly	
Ensure that key notes for LACs are current, relevant and effective.	JM	Time	Ongoing	
Ensure that LACs are well supported and have a main point of contact in school.	JM	Time	Ongoing	
Strategic interventions to address attendance and punctuality to address the academic gap.	Pastoral team	Time	Ongoing	
<b>P8</b>	<b>Student Voice: Further develop the area of student voice to allow all students to feel valued and provide many opportunities for them to be heard. The students voice members should represent the school community and have a direct impact on school life including teaching and learning, student welfare, behaviour, leadership and contribute to the Redden Court experience and the improved outcomes for learners.</b>			
<b>Evidence</b>	<b>Minutes from ABSG meetings, JLT meeting notes and actions, Diversity amongst the JLT, Student Voice Structure Overview.</b>			
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
The Anti Bullying Steering Group (ABSG) will share their work with peers through assemblies.	DC	Time	Ongoing	A vibrant JLT and other student groups will contribute to key decisions which affect the whole school community. Students will take pride in their roles as form reps, year reps, ABSG members, prefects, house captains etc. The JLT will be flexible and fast evolving in response to the changing school climate and needs. Students will be proud of their community and understanding of how they can contribute to it as a student body.
The Junior Leadership Team (JLT) will play a huge role in student voice and contribute to key decisions such as recruitment, school improvements and other current issues.	MH	Time	Monthly	
The form representatives will ensure that they gather ideas from their peers and pass this on to their year representatives to feed this back to the JLT.	MH	Time	Monthly	
There will be a group of students from the disadvantaged group who will represent as part of the JLT to ensure that their voices are heard.	MH/AW/JB	Time	Monthly	
Using system leadership to link in with other local primary and secondary schools to gain fresh ideas and share good practice.	LS	Time	Monthly	
<b>P9</b>	<b>Child Protection: To enhance the safeguarding and child protection systems to ensure that all students and staff are following the correct procedures.</b>			
<b>Evidence</b>	<b>Sign off sheet in central record, Policy review dates and schedule, Whistleblowing displays, INSET records, Bi-annual with June Todd (safeguarding specialist) Internal database.</b>			
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Regular checks of the single central record.	WD, SD, LS, KQ	Time	Monthly	Students, staff and all stakeholders will feel safe and comfortable in the school environment. Policies and procedures are fit for purpose. Policy and procedure reviews are regular and robust. Safeguarding mark as evidence. Policies and posters are around the building and visible. All CP referrals are recorded online and kept in folders under lock and key.
Rigorous reviews of the all safeguarding procedures and policies.	LS	Time	Ongoing	
Whistleblowing and CP procedures are clearly available for all stakeholders.	LS,WD	Policies	Ongoing	
Robust training and inset for all staff with regards to changes in safeguarding policy which reflects the current changes in society.	LS, TG, WD	Time	Ongoing	

Ensuring that the child protection notes are detailed and dated along with the actions that the		LS, AW, WD	Time	Ongoing	
Ensure that all referrals have been immediately recorded and the member of staff gains feedback where appropriate of what action was taken.		LS, AW, WD	Time	Ongoing	
<b>P10</b>	<b>Case Studies: To provide further case studies on a range of students which will provide evidence on the background of particular students and the impact of the interventions that have been put into place (academic tracking, counselling). Case studies should be used to inform planning and provide insight as to how to further improve outcomes for students in future.</b>				
<b>Evidence</b>	<b>Case studies across a range of student groups, Minutes of tracking meetings, Counselling folder and referral book, Counselling log, HOY notes, Student Matter Minutes.</b>				
<b>Action/Tasks/Strategies</b>		<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Preparation of case studies focusing on key groups of students to include Mable, disadvantaged		HoYs, HoFs, Subject leads.	Time	Ongoing	HoYs and non teaching staff will demonstrate a sound understanding of students tracking and progress data.
Tracking meetings by key pastoral staff to monitor progress and attainment.		ST, HoYs	Time	Montly	The use of the counsellor will be efficient and effective. The referral system is transparent.
HoYs will liaise with students/parents/carers as appropriate to ensure that the school counselling service is well used and priority is given as needed.		HoYs, LS	Counsellor	Weekly	The governors and other stakeholders will be well briefed on all things Student Matters. The performance of all groups will be closely monitored with appropriate interventions actioned.
Ensure that case studies on the complex families are written up and that interventions that are put into place are relevant and the pastoral team can see the impact.		Pastoral Team	Time	Ongoing	A range of case studies will provide insight to teaching staff and be used to inform planning and track progress.
The student matters meeting runs every half term and we provide extensive feedback on case studies along with the heads of year attending at different times to present.		SD, AW, LS	Time	Half termly	

**PRIORITY 3: LEADERSHIP & MANAGEMENT, CONTINUOUS PROFESSIONAL DEVELOPMENT AND GOVERNANCE WILL BECOME INCREASINGLY OUTSTANDING AND LEAD TO BETTER STUDENT OUTCOMES BECAUSE...**

**L1** More than expected progress for all: All leaders will consistently challenge and support all students, but particularly Disadvantaged, SEND and MABLE students to achieve the best possible outcomes.

**Evidence** Learning walks/observations, G4S Data, Results.

Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
Line management meetings to regularly focus on progress data for all students, and in particular Disadvantaged, SEND and MABLEs.	SLT		01/09/17	Differentiated schemes of work, lessons and resources. Comprehensive intervention programme in place for all but with a particular emphasis on sub-groups. Interventions based on accurate current data and assessments. Pastoral Heads tracking student performance and both identifying and intervening on a regular basis.
Appropriate interventions led by staff to raise the attainment of all.	HoFs			
Interventions led by key staff that have responsibility for Disadvantaged, SEND and MABLES.	JB, AW, AH		Ongoing	
Pastoral Heads to identify generally underperforming students and provide support strategies such as meeting parents, mentoring, use of HSSW, Learning Mentors, counsellor etc.	HoYs		Ongoing	
HoFs to ensure curriculum is appropriately differentiated and that all staff within faculties adhere to prescribed schemes of work .	HoFs		Ongoing	
Reward system is motivational	LS		Ongoing	
Pupil premium expenditure is scrutinised and expenditure is appropriate to student needs	JB		Ongoing	
All leaders recognise the need for improvement in progress of white more able boys who are entitled to pupil premium. Interventions, differentiation and planning support this recognition to ensure improved progress	AH, JB, HoFs		Ongoing	

**L2** All leaders will work to ensure that all students are offered aspirational and relevant careers guidance and IAG in order to achieve the best possible outcomes

**Evidence** Careers Mark, Leavers Destinations data, NEET percentage.

Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
Prospects to deliver regular IAG to all year groups.	KM, KD	£4,000.00	2016/17	Students make informed choices year on year which are tracked. NEET numbers below local/national figures. Increasing numbers of students moving on to sixth form, apprenticeships and eventually university. Faculties/Subjects give relevant subject specific advice in lessons in line with Careers Mark. A notice board in every subject area. Careers information on a dedicated page of the school website. CPD - whole school Careers/IAG training (Twilight 1: 22/09/16)
Regular drop down days and careers fairs	KM, KD		2016/17	
Regular Careers focused assemblies	KM, KD		01/04/16	
Faculties/Subjects to give regular subject specific careers advice	HoFs/HODs		2016/17	
Regular visits to Universities, FE Colleges and business	KM, KD	£1,000.00	Ongoing	
Work experience opportunities offered over 5 years.	KM, KD		2016/17	
Achieving the Prospects Careers Mark	KM, KD	£500.00	31/08/17	
Introducing the London Ambitions Curriculum and ensuring we meet the recommendations of the Gatsby Report.	KM, KD		2016/17	

**L3** All leaders will work to ensure that students become independent, resilient and focused learners in order to achieve the best possible outcomes.

**Evidence** Learning walks, Lesson observations, Home Learning completion, Results/outcomes.

Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
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Engagement with parents/carers to coach them on role to support students to ensure students complete challenging homework	WD,ST,SC ,SLT and HOYs		2016/17	Parental satisfaction will be even better on Parent View, All students will develop independent learning habits, Programmes of study will have sufficient time to cover all aspects of new syllabi, results will rise.Homework completion rates will be high. Parents/Carers will develop a more holistic view of their childrens education as they become more proficient in using Show my Homework.
Providing staff, students and parents/carers with the tools to allocate and monitor homework	SC	£3,500. Show my homework	2016/17	
Memory/learning by rote	FG,GL.		06/12/16	
Provision of quiet, silent study areas before and after school	SLT,HOYS, HOFs		05/09/16	
Quality and effectiveness of homework	FG		2016/17	
Provide expectations to staff on how to set work that promotes resilience and challenge. Provide examples of what this work may look like.	FG		2016/17	
Resilience/Mindfulness training for students and staff	AW	£500.00	05/09/16	
Focus on strategies from the start of KS3 that focus on challenge, support and develop resilience from the start of Redden Court School life	SLT,HOYS, HOFs		2016/17	
<b>L4</b>	<b>All Governors will consistently challenge and support all aspects of the schools development in order to achieve the best possible outcomes. This will include being self-evaluative and monitoring all aspects of the school.</b>			
<b>Evidence</b>	Link Governor Reports, Governors Committee Meeting Minutes.			
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>
Governors to support and challenge during regular visits to linked areas.	SD		2016/17	Evidence of confident and relevant challenge in place in Governing Body minutes and Governor reports. Evidence of response to challenge, including impact, in Governing Body minutes and reports to the Governing Body. Governors have robust systems in place to make objective, informed, independent judgements of the strengths and needs of the whole school. Governors planning and decisions are based on sound knowledge of the school SLT Teachers and staff are held to account – feel supported and valued. Evidence of response to challenge, including impact, in Governing Body minutes and reports to the Governing Body. Governing Body minutes reflect challenge and impact, detailing focus on disadvantaged v non disadvantage variance. Explicit leadership culture, which embraces Growth Mindset principles, reflected in day to day shared commitment to high standards and excellent outcomes. High levels of support and accountability in a collaborative leadership model.Governors hold senior leaders to account for all aspects of the school's performance; they have a clear understanding of the school's strengths and its areas for development and ensure financial stability and sustainability. CPD - 10 Governor Briefings 2016/17.
During full Governing body meetings and subcommittee meetings governors to be prepared in advance and to challenge.	SD, BD, LP, SD		2016/17	
Headteachers appraisal to be conducted with SIP and set challenging objectives for the Headteacher.	SD, Governors Pay Committee		31/10/16	
Governors to attend regular inset and calendared briefings as part of their own development.	SLT		2016/17	
<b>L5</b>	<b>All leaders will contribute towards the continual development of a CPD and Appraisal programme which supports the strategic vision of the schools in our MAT.</b>			
<b>Evidence</b>	CPD programme, Appraisal objectives,			
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>

Ensure a compulsory training session for all Appraisers on setting challenging objectives	TG, WD, ST		30/09/16	Develop the appraisal process so that it further encourages, challenges and supports improvement. Provide a structured Continued Professional Development programme to develop leadership expertise and ensure consistency in practices across the school – specific focus middle leaders and succession planning
Appraisal process to be reviewed with a view to incorporating guidance on P8 and A8 objectives. In addition further strengthening objectives around delivering CPD to other staff.	WD, TG, ST		30/09/16	All leaders to reinforce and model high expectations of teaching and learning and model the vision and values at Redden Court School
Bespoke CPD to support our re-accreditation and development as a Thinking School.	FG, GL		06/12/16, Ongoing	All Senior Teachers contributing to the whole school CPD Calendar.
CPD for associate staff to be relevant and effective in terms of developing Leadership in these areas but particularly Site, Student Services and Admin.	BT		Ongoing	All line managers setting challenging targets and in the case of teachers using A8 and P8 targets.

<b>L6</b>	<b>All leaders will ensure that the safeguarding of students is given the highest possible priority.</b>			
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<b>Evidence</b>				
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Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
Regular safeguarding training for all staff.	LS		Ongoing	See P9
Understand clear lines of referral.	LS		Ongoing	Key Staff respond to concerns in a timely and appropriate way.
Understand and promote key school policies and key Government guidance e.g. Keeping Children Safe in Education.	LS		Ongoing	Excellent multi-agency communication.
Leaders model high levels of vigilance and challenge in the areas of safeguarding.	LS		Ongoing	Every student feels safe
				Parents/carers know the school is safe.
				Attendance levels of most vulnerable will be high because they feel safe.

<b>L7</b>	<b>All leaders will promote the importance of British Values in all aspects of school life.</b>			
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<b>Evidence</b>	Learning Walks. Lesson Observations. Assemblies. SOWs.			
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Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
Assemblies will constantly reinforce the core themes of British Values	LS, WD		2016/17	In lessons there will be opportunities for students to engage in group work and 'democratic' learning. This means that teachers will plan to meet the needs of ALL learners and differentiate effectively. Tolerance and appreciation of other cultures will be taught across the curriculum. Respect for the rule of Law and the courts will be promoted across the curriculum. CPD - Additional Training 3: Promoting British Values (23/03/17).
Visiting speakers and appropriate External agencies will be used to also reinforce these values.	LS, SS		2016/17	
All subjects will deliver elements of British Values but particularly Citizenship, RE, CRE and the Humanities	KR, SS		2016/17	

<b>L8</b>	<b>All leaders will play an active part in developing the 'Success for All' Multi-Academy Trust by sharing approaches across partner schools.</b>			
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<b>Evidence</b>				
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Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?

Regular visits by Headteacher and key leaders	PW		From January 2017	Commonality on key areas (procedures, policies), best practise shared at all levels. Clear improvement in KPI's for partner schools from Jan 2017.
Collaborative CPD calendar	TG		Easter 2017	
Working towards establishing common timetable and school day			From January 20	
Faculties jointly planning to meet requirements of new KS4	HoFs		From January 20	
Develop commonality of KS3 curriculum as preparation for KS4	HoFs		From January 20	
Faculty leaders being actively involved in self-evaluation (Faculty Reviews etc)	HoFs		From January 20	

**L9 All leaders will ensure Financial Probity is in place and there is adherence to the Academies Financial Handbook.**

**Evidence** Auditors reports, minutes of Resources Committee,

Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
Constantly striving to seek best value in services and other resources	BT		Ongoing	All procurement of services over £1,000 will have a minimum of two quotes. £5,000 will require a minimum of three quotes. Major works will seek use of a professional procurement service. New build work will ensure that full tender documents and professional tenders are required. Decisions on tenders will be discussed with the Resources Committee to seek agreement on best value. Finance policy to be updated annually and presented to Resources committee to agree schemes of delegation and responsibilities to ensure Financial Probity. Timetabling is mapped to ensure most effective use of staff resource. Exercise completed when timetabling to ensure all capacity is maximised where practicable. Events take place within the school throughout the year that fundraise for both the school and charity. Opportunities to raise funds through grants and awards are maximised where this fits in to the school vision and ethos and the award criteria is met. The
Cost effective use of staffing at all levels in the organisation.	PW/TG		01/06/17	
Exploring all opportunities to fundraise	BT		Ongoing	

**L10 All leaders will work together to ensure that the highest calibre of staff are recruited**

**Evidence** Lesson observations. Learning walks. Results. No vacancies. Low staff turnover.

Action/Tasks/Strategies	Led by	Resources	Do by date	How will we know if we have been successful? What's the evidence of impact?
Comprehensive CPD programme for new staff including NQTs	TG	CPD costed into budget	05/09/16	High percentage of good and outstanding lessons. Results continue to improve as a result of outstanding teaching. Strong fields of candidates for vacancies. Emerging leaders in many areas of the school.
Maintain our very successful partnership with the HTTP.	TG, NG		2016/17	
Further develop successful links with Universities for training purposes.	TG, NG		2016/17	
Ensure we have trainees primarily in the EBacc subjects and other identified shortage areas	TG		2016/17	
Maintain our current positive OFSTED grading.	SLT		2016/17	
Maintain our current outcomes for students.	SLT		2016/17	
Many staff leading on inset.	TG		2016/17	
All advertising of posts to be inspirational and informative.	SLT		2016/17	



All selection processes to be robust and challenging.		SLT		2016/17	
Develop international links and exchange opportunities for staff.		SLT		2016/17	
<b>L11</b>	<b>All leaders will ensure that the Learning Environment is fit for purpose and delivers 21st Century Learning.</b>				
<b>Evidence</b>					
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Delivery of Capital Improvement bid	BT	£275,000.00	31/11/2016	Roof replacement is in place within defined time scale of end of project plan. Architects have drawn plans for the ARP and these have been submitted to the Local Authority for Planning Permission. Contractor asked to start putting in place tender document. 20/6/16	
Bid for Capital Improvement - Prioritise needs and engage contractors to facilitate bid.	BT		31/03/17		
PSPB project delivered.	BT	To be determined by the EFA	31/12/18		
ARP project completed	BT	£425,000.00	04/04/17		
Bid prepared for Multi-use games area.	BT		31/08/16		
<b>L12</b>	<b>School data systems widely understood and used across all schools in our MAT.</b>				
<b>Evidence</b>	<b>Data analysis, Data drops progress, Data sheets, Results, Meeting minutes and action points,</b>				
<b>Action/Tasks/Strategies</b>	<b>Led by</b>	<b>Resources</b>	<b>Do by date</b>	<b>How will we know if we have been successful? What's the evidence of impact?</b>	
Meet with RL to determine needs and plan of action to sync data systems and share Data Officer (MB)	SC	time	30/09/16		
Provide training and support with G4S, SMID and other systems	SC	time & set up costs for RL	31/10/16		