

Strategic Development Strand 1: Catholic Life/Religious Education/Collective Worship

| Actions to achieve SDS 1 | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
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| 1 | Use the refreshed mission and virtues to inform the design of the whole curriculum (S48M) | DM/ST | Minimal costs | Dec. 2019 | GM – at weekly meetings with DM/ST | New college curriculum is underpinned with our new set of virtues Departmental areas adopt a chosen virtue |
| 2 | Enhance the spiritual experience of students during form collective worship to include increased students planned worship (S48M) | DM/Tutors | New prayer shelves and e-candles in all form rooms | Termly | DM/GM/ST – ‘We have come to pray with you’ | An increased number of students actively plan and lead tutor time collective worship |
| 3 | Embed Catholic life elements within departmental curriculum delivery | ST/DM/HOD’s | Minimal costs | Dec. 2019 | ST – at weekly meetings with DM/GM | All departments have a specific Catholic life focus within curriculum delivery/Departmental adoption and promotion of chosen virtues |
| 4 | Continue to develop Catholic Life inset for staff | DM/ST/RE Dept. | Minimal costs | Jan. 2020 | DM – at weekly meetings with GM/ST Review SEF on a termly basis | Restorative Justice programme & SJB room continues to flourish Increased number of staff become involved in supporting/participating in services and liturgies/ All staff adopt a Catholic Life objective as part of their performance management Staff retreat takes place |
| 5 | Embed the Catholic RSE curriculum | ST/LJ | Cost of TenTen resource pack | Dec. 2019 | ST/LJ at diarised RE dept. meetings | TenTen RSE lesson resources being used Dedicated RSE days for Year 10 and 11 Vocations Day for Year 9 |
| 6 | Enhance the Catholic Life website link and the termly Catholic Life newsletters | GA/DM | Minimal costs | Dec. 2019 | GA/DM at diarised RE dept. meetings | Termly Catholic Life newsletter is shared with parents The wide range of Catholic Life ‘opportunities’ are celebrated with all members of our community |

Evaluation Arrangements

Termly CL/RE/CW report presented to the full governing body by the link governor
Diarised RE departmental Meetings
Weekly discussion at heads meeting with the two deputies

OTHER

[Mission Summer 2021](#)
[Outreach](#)
[Physical environment](#)
[Liturgical Seasons](#)

Notes on progress

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Strategic Development Strand 2a: Design an inclusive whole college curriculum with a clear structure and sequence

| Actions to achieve SDS 1 | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
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| 1 | Training of SLT and Heads of Department to ensure a clear rationale for our evolving curriculum. | ST PE | Cover Training courses for ST/PEGM Hive hire | December 2019 March 2020 | ST PE GM Meeting attended Department curriculum review meetings Summer 2019 | HOD off-site planning days with a focus on KS3 curriculum and assessment and reporting HODs have a clear view of their curriculum design, sequencing, assessment and reporting. Focus on 'Wow and 'Farewell' curriculum in Year 7 and 9. |
| 2 | Introduction of Curriculum planning afternoons with a focus on sequencing and disciplinary knowledge and skills x4. College closes at 1.35. | ST PE | Planning material Refreshments | 1.10.19 13.11.19 23.1.20 23.3.20 | ST PE | Planning completed Teachers aware of disciplinary knowledge and skills and leaders have taken steps to improve it depending on teacher's starting point National curriculum coverage complete and assured in all subject areas. Schemes of work for year 7 identify composites and the related components of knowledge. |
| 3 | Introduce 'Wow' and Farewell curriculum to foster enthusiasm for individual subjects in year 7. In Year 9, the Farewell curriculum will provide learners with the knowledge and skills not covered by the national curriculum to enrich lives beyond KS3. The Wow curriculum supports the learning journey in Year 9 and builds on the sequences of lessons in the subject schemes of learning. | ST PE and HODs | Resources | 9.12.19 18.5.20 (HOD meetings) | ST PE at meetings Meeting minutes | New curriculum in place and reviewed and quality assured through Curriculum Review meetings with SLT. |
| 4 | All departments to have written a curriculum of intent statement outlining their visions and purpose of their subjects. | ST and GM | Meeting time | Half termly/ Dept planning meetings Summer 2019/2020 | ST and GM at SLT planning and review meetings | HODs meeting with ST and GM half termly to review their curriculum planning. Evidence of careful thought and planning in the reviewed statements of intent. HOD annotations to show their thought processes. HODs review curriculum to ensure that their curriculum is ambitious for all and is not narrow for particular groups or Key Stages. HODs can articulate the rationale behind their curriculum design. Evidenced via Middle Leader questions from The Key. |

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| 5 | Regular meetings in place with SLT and HODs to review curriculum planning and ensure a clear rationale for the sequencing of lessons. This includes a review of the learning in the student books and portfolios of work. | SLT and HODs | Meeting time/ cover | Half termly | GM, ST and link SLT | Meetings take place and discussions on the curriculum shows an evolution of the programmes of study. HODs and SLT review curricula to ensure they prepare students for the next stage of their learning. |
| 6 | Driven by our Catholic mission statement, ensure that our curriculum is designed for 'the greater glory of God'; promoting virtuous people of good character Ensure that our Curriculum also prepares students for life in the 21 st Century as British and global citizens, and to provide guidance and advice for their personal health and wellbeing. | ST, DM, PE | Meeting time | Ongoing | ST, DM, PE | Catholic virtues are evident in the planning and delivery of the Curriculum |
| 7 | Create classrooms with standardised ICT that enhance the learning experience for students. | ST, PE, GM | £5000 | Termly | GM at SLT meetings | Classrooms are tidy and displays are up to date. ICT standardised and of high quality in RE, English and Maths rooms. SEN review by external agency |

Evaluation Arrangements

Fortnightly meetings between HOD and link SLT
Presentations by Key HODs to SLT
Termly review of strand at strategic SLT meetings
Collaborative planning afternoons – agendas checked by SLT
SLT and HOD walkabouts
Lesson observations
Student voice

Notes on progress

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Strategic Development Strand 2b: Implementation of the curriculum through classroom teaching

| Actions to achieve SDS 2b | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
|---------------------------|--|--------------------|--|---|------------------------------|--|
| 1 | Continue to grow a culture of enquiry and evidence-based practise that will inform teaching practice and develop professionalism. | ST | Training costs, books and meeting time | January and July 2020 | ST | <p>Research ideas evident in discussions with teachers after classroom visit and observations about their planning and improvements.</p> <p>Research and reading of current thinking on effective design informing staff training.</p> <p>Fortnightly teaching and learning morning training 8.30-8.40 and a rhythm of CPD on T&L throughout the year, to include four 'early finish' planning afternoons.</p> <p>Training for SLT and HODs on how to conduct a department "Deep Dive". Trial conducted in three subject areas using other HODs as reviewers along with link SLT</p> |
| 2 | Return ownership of disciplinary CPD to subject departments, to focus on developing Metacognition, Feedback, Questioning and Literacy. | ST | Training costs, books and meeting time | Half termly and at training opportunities throughout the year | ST and GM | <p>Departmental meetings show evidence of sharing good practise based on research and reading.</p> <p>Teachers discussing latest thinking in their subject areas.</p> <p>Regular curriculum reviews with SLT and HOD's for them to share discussions with departments.</p> <p>Teachers regularly accessing the Staffroom Library of current thinking.</p> <p>CPD calendar created for 2019/20 academic year.</p> |
| 3 | Develop professional standards by promoting the importance of joining or subscribing to professional organisations for the subject areas taught. | ST | N/A | Ongoing | ST and GM | All teachers have joined a professional organisation or subject related network. |
| 4 | All departments can articulate how their curriculum and teaching impacts on students' long term memory. | ST and GM | N/A | Half termly | ST and GM | <p>Teachers aware of horizontal, vertical and diagonal links in their curriculum in relation to knowledge components students should have already learned.</p> <p>Teachers able to articulate "why this?" and "why now?" In terms of sequencing.</p> <p>Teachers can identify crucial knowledge components and emphasise these to ensure they are remembered long term.</p> <p>In Summer term HODs begin to plan the implementation of knowledge organisers.</p> |

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| 5 | A whole college literacy drive whereby staff plan each lesson to include a literacy focus and revisit key subject specific words. | ST HOD's | Photocopying and classroom display costs | At half termly HOD/SLT meetings | ST and GM | Teachers unpicking the etymology of subject specific words. Schemes of work highlight a key piece of reading which all students will access each half term in each subject. |
| 6 | A promotion of the importance of creating a learning environment that provides our student's with greater social and cultural capital so that they can become better learners and become equipped for the world. | ST and SLT | Training costs | Ongoing | ST | Lessons focused on the importance of knowledge and homework that encourages students to read and research. Literacy drive improving student learning experiences. Assemblies that provide greater understanding of the world, the arts and science, for example A PSHE and Citizenship curriculum that is taught and monitored well HODS have a clear rationale for all extra curricular activities and how they link to the curriculum. |
| 7 | The implementation of our new Marking and feedback system and policy to ensure that students receive high quality and relevant feedback on their learning than enhances their learning experience and encourages progress. | ST | Marking and feedback form photocopying and Staff Teaching and Learning Folders. | Ongoing | ST – lesson observations SLT and HOD meetings Staff meetings and training | Teachers all using the agreed new policy and feedback sheets evident in their folders. Student books have evidence of feedback lessons in green pen and are responding to the feedback. HODs have evidence of Student voice feedback. |
| 8 | Implementation of the reviewed homework policy to ensure homework supports the aim of developing long-term memory. | ST | Education Quizzes, Doodle and other online homework subscriptions | Half termly | ST – lesson observations SLT and HOD meetings Staff meetings and training | Teachers applying the new homework policy and setting homework regularly. This will be evident in their folders on the feedback forms Student books have evidence of completed homework in their books or in Google Classroom. Lesson observation and book trawls. HODs have evidence of Student voice feedback. |
| 9 | Regular monitoring of bookwork to ensure students are successfully progressing through the curriculum. | ST and SLT | Staff folders with relevant notes about each student | Ongoing | ST - lesson observations SLT and HOD meetings Staff meetings and training | Lesson observation and book trawls. Positive discussions with HODs at meetings. |
| 10 | The promotion of the importance that every member of staff know the students in front of them in their lessons, so that each student's learning needs are addressed and provided for each lesson to maximise learning. | ST and SLT | Staff folders with relevant notes about each student | Half termly | ST – lesson observations SLT and HOD meetings Staff meetings and training | Lesson observations and conversations with teachers reveal a good knowledge of individual learning needs and the lessons and folders show that these are being provided for. Seating plans show evidence of this. Teachers identify gaps in knowledge through feedback lessons which occur every three weeks. |

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| | | | | | | Teachers intervening before formative assessments which only happen twice a year. |
| 11 | Teaching and Learning CPD every fortnight 8.30-8.40 to share knowledge on how students learn as opposed to generic teaching and learning strategies. | ST | Resources for training; printing costs | Weekly | ST in weekly discussion with GM and with HODs at half termly HOD meetings | Teachers are implementing strategies imparted at training and assessing their impact on the learning. Teachers are aware of how they can enable students to know more and remember more. |
| 12 | Catholic Curriculum is being taught and monitored across the whole curriculum with a focus on lesson each term that complement existing programmes of study. | ST | Printing costs | Half termly | ST in HOD meetings | Catholic Curriculum evident through observations. |
| 13 | PSHE, RSE and Citizenship to be reviewed and quality assured for effective delivery. Long-term planning to include the appointment of a PSHE Co-ordinator. | ST, KM | PSHE Association subscription; RSE resources subscription from Ten Ten | Termly | ST and KM off site planning days | PSHE, RSE and Citizenship in place and meeting arranged for teaching staff; Evaluation of lessons taught and plans in place for observations of these curriculum areas. New appointment. |
| 14 | Develop a programme of support for recently qualified teachers. | ST, GM | £1000 for training resources | Termly | ST and GM through SLT meetings | RQTs continue to develop their subject knowledge, subject pedagogy and behaviour management strategies. This will lead to improved outcomes for students and ensure teacher retention. |
| 15 | Ensure consistency across all subjects in terms of lesson beginnings | SLT and HODs and HOYs | N/A | weekly | SLT, HOD and HOY meetings, student voice, learning walks | All lessons follow the same routine at beginning of class; teacher meet and greet, students get out all equipment, students begin "bell work" teacher takes register, lesson begins. This will ensure that learning time is maximised. HODs have evidence of Student voice feedback. |
| 16 | Create a standardised approach to ICT provision in lessons including quality of projectors and work stations | GM, PE, MT ST | £10000 | termly | | All projectors work efficiently to promote quality learning. All classrooms have a standardised workstation and IT provision. |

Evaluation Arrangements

Fortnightly meetings between HOD and link SLT
Presentations by Key HODs to SLT
Termly review of strand at strategic SLT meetings
Collaborative planning afternoons – agendas checked by SLT
SLT and HOD walkabouts
Lesson observations
Student voice

Notes on progress

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Strategic Development Strand 2c: Impact, outcomes and Raising Standards

| Actions to achieve SDS 1 | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
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| 1 | To improve outcomes for all students based on the needs of underperforming pupil groups (disadvantaged, SEN, boys) through a systematic review of student progress at key points throughout the year. | GM | Meeting time and cover implications | Weekly | PE/ST/SLT at agreed regular meetings each week and half term | Underperforming students highlighted and strategies agree and actioned; Review of feedback lessons shows that formative assessment is fit for purpose. Teachers check that curriculum components have been remembered and do not rely on summative assessments which assess composites and a sample of key knowledge. Teachers are not merely teaching to the test. Teachers can provide evidence of students who fell behind in a lesson sequence and with intervention got back on track in a timely fashion. High achievers given opportunities for further study. |
| 2 | A strategic and co-ordinated approach to raising standards and tracking progress of all Year 11 students to ensure all achieve on or above forecast grades | ST | Meeting time, photocopying, letters to parents | Weekly | ST, PE at weekly meeting with relevant parties | The following are carried out and become embedded into the college culture: <ul style="list-style-type: none"> •2x parent seminars preparing for Year 11 GCSE study and parent support •PEP (Pupil Exam Preparation) meetings with identified students and parents (L20) •L20 identified in all departments, discussed in departmental RS meetings •Weekly Maths and English RS meetings •Termly RS meetings with all HODs •WTM's for L20's and vulnerability groups •Revision drive: compulsory after school revision for L20's including late revision in the Library; pre-exam revision for L20's; new Year 11 revision website; Year 11 after school revision timetable. •PIXL – embed Perform, Wave, Unlock, Apps •PP Barrier report – all PP students interviewed using a barrier to learning profile •Rearrange tutor groups in line with progress and effort to focus on revision and study techniques. Students divided into 10 bespoke morning tutor groups. |
| 3 | Raising attainment plans developed in English and Languages to ensure 19/20 results improve on 18/19. | GM, ST, PE, RJ, CP | N/A | Half termly at SLT meetings | GM, ST and PE | English Language, English Literature and German above national averages. A minimum of 70% of students achieve or exceed their target grade leading to improved progress data. |

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| | | | | | | Disadvantaged students make progress in line with their peers. |
| 4 | PP Barrier report – all PP students interviewed using a barrier to learning profile. | SK | N/A | Half termly | SK and PE | All PP students have detailed barriers to learning reports and shared with staff at new pastoral briefings and on Mint Class. Three year PP strategy created and implemented. |
| 5 | Year 7 baseline testing and changes from setting to mixed ability in Autumn Term; Spring Term – 2x upper sets; 6x mixed ability. | PE | Photocopying costs | Sept 2019 | PE, ST | All Year 7 students have a baseline result for English and Maths, and associated data, and wellbeing survey which will identify possible pastoral issues. All of this to inform teaching groups and interventions. |
| 6 | Reduced number of Summative assessments to 2 per year Y7-10. Prior learning focus to develop long-term memory. | ST,PE | Planning time | 18.5.20 | PE,ST | Two tests out of 50 marks (20 prior, 30 marks current) developed for Year 7-10 Essential that teachers are intervening before these summative tests. Students who are behind are identified through feedback lessons and in class questioning and ongoing formative assessment. |
| 7 | A clear strategy in place to prepare students for assessments in lessons and assembly and a review performance built into lesson time with quality feedback. Underperforming students to re-sit assessments formally. | ST,PE | N/A | After each assessment phase | ST,PE | Progress in assessments tracked and the right interventions agreed and carried out. Progress tracking stickers on books that show progress are leading to positive discussions with the teachers and parents about the learning journey. |
| 8 | A co-ordinated approach to wave 2 and 3 intervention based on need rather than provision. | SK, PE | External tutors for wave 2/3 | weekly | PE, SK | Intervention set up in line with our college intervention strategy. |
| 9 | Review use of e-learning in assessment and homework. | PE | Licences | Yearly | PE,GM | Staff using current resources to support formative assessment and homework. |
| 10 | Year 9 Student Intervention Leaders to support access arrangements. | ST, RJ, MF | training | Yearly | ST,PE | Student scribes ad readers supportive KS3 assessments. |
| 11 | Assessment information on the website and App to support strategies for learning at home. | PE ,HODs and QJ | Development time | Three weeks before assessments | ST, PE | Assessments 1 and 2 content plus revision support material on the website. |
| 12 | A reviewed reporting system that informs parents of students performance in assessments by percentage and against class averages | PE | Photocopying costs | Termly | PE, ST and SLT at weekly meetings | Positive feedback from parent questionnaires on the information given on student performance.. |

Evaluation Arrangements

Fortnightly meetings between HOD and link SLT

Presentations by Key HODs to SLT

Termly review of strand at strategic SLT meetings

Collaborative planning afternoons – agendas checked by SLT

SLT and HOD walkabouts

Lesson observations

Student voice

Notes on progress

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Strategic Development Strand 3: Personal Development, behaviour and welfare

| Actions to achieve SDS 3 | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
|--------------------------|--|---------------------|--|------------------|--|--|
| 1 | Develop PSHE curriculum and monitor content is being taught (Safeguarding, Citizenship, RSE, British Values, preparing learners for life in modern Britain). Explore the role of PSHE Co-ordinator | KM/CC/PSHE Lead/HOY | PSHE Lead (£TLR) Books/resources Collapsed PSHE days | Half termly | KM/CC/PSHE lead/HOY | Embedded and Clear PSHE curriculum is being delivered to all students |
| 2 | Improve behaviour for learning by reducing low level disruption, reduce fixed term exclusions. Provide fortnightly training in Pastoral and T&L briefings. Promote the use of SLT Call out and consistently encourage it's use. Regular and consistent promotion of awareness of barriers to learning. | ST/KM/CC/LS/HOD | Resources for St John Bosco room, Lead inclusion mentor £20000 Text messages sent home to parents for behaviour points £ | Half termly | Analysis of call out data ST SLT detentions CC Analysis of exclusions KM Monitor inclusion room data ST | Less low level disruptions Positive relationships with students Less behaviour logs |
| 3 | Narrow the gap in attendance between PP/SEN and non PP/SEN students, improve the attendance of PP/SEN students through daily monitoring and analysis. Regular contact with home. Include focus on this in PP Strategic meetings | CC/CS/HOY | Attendance officer | Fortnightly | CS/CC/GM/HOY/HT/AE KS3 & KS4 attendance form groups to support students | Attendance across all key group shows improvements Persistent absenteeism dealt with rigorously by attendance officer. |
| 4 | Develop and review programmes, assemblies and event days, focussed on helping students to become confident and raise self-esteem. Utilise programmes such as Sanctuary and Be You. | KM | Be you programme £5026 Resource for sanctuary | Weekly | KM/MB Weekly meeting with lead teacher Review meetings with MB on progress | Students feel confident in school and have the resilience to learn as evidenced by student voice. |
| 5 | Monitor and quality assure the effectiveness of AP at the Bridge, Aspire to ensure they are meeting the needs of our students. Embark of planning for our own 'in-house' alternative provision to provide a bespoke educational experience for students who we | KM/MF | Redevelop sanctuary £1000 Appoint TA Resources for enable £1000 The bridge £165 per day x 3 students attending | 6 weekly | KM/MF On-going monitoring of students' progress and adaption to timetables | Students engage with alternative education so they can achieve their potential In house AP up and running Reduced numbers utilising Alternative Provision. In house MET approach designed |

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| | know well and can seek to provide for their specific needs. | | | | | |
| 6 | Develop recognition of students' achievements through termly reward events and yearly rewards evening. Rewards to be a weekly focus by HOYs in assemblies and a focus of the HOY role development to plan for event days and reward events in place each term/ half-term. With exception of year 11. | CC/KM | Reward prizes £500 Trophies £500 Prefects trip – | termly | CC/KM/HOY Analysis data from reports, achievement points | Students rewarded for outstanding effort and achievement in school. Increased numbers of reward cards being sent. Review of year 7 – 10 awards evening Analysis of Mintclass praise points |
| 7 | Implement start programme to be able to gain data to enable further planning to meet Gatsby Benchmarks for 2020 and further tailor information students can access based on their aspirations. | CC/JH | £1200 | Half termly | CC | Greater depth of tracking Enhanced careers provision Gatsby benchmarks being met |
| 8 | Employ a careers and aspirations coordinator. | CC/GM | £11000 | Half termly | | Students have tailored careers guidance from an impartial person are more engaged and motivated to succeed. Less NEETs. |
| 9 | Develop careers provision in school with ambition fortnight and careers fayre, mock interviews and workplace visits for disadvantaged students. | CC/JH | £1000 careers budget and help from the Hub SH/ KD | Termly | CC/JH/HOY | Ambition fortnight held and evaluated Mock interviews held Increased focus on disadvantaged students' aspirations through analysis of careers co-ordinator interviews and meetings |
| 10 | Develop form time programme to include KS3 reading, current affairs, quiz, restorative circles. In KS4 students will have a 2 weekly morning programme to include GCSE resources from core. | KM/CC | The day or interactive news resources £799 | Half termly | HOY/CC/KM | Students engaged in a variety of current affairs gaining knowledge, students developing confidence with speaking in front of peers. Form time being used effectively. Tutors have detailed knowledge of progress their tutees are making |
| 11 | Build on the embedded Restorative Practice and Justice approaches to building relationships and managing conflict. HOYs to monitor and observe circle discussions in tutor groups. HOY to ensure that any conflict arising between peers | ST/HOYs | £200 | Half termly | HOY meetings Tutor meetings Feedback at strategic SLT meeting | Observation schedule in place Evidence of RJ in use around college Language of RJ continues to be embedded Training for HOYs held |

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| | and between staff and students is methodically dealt with through restorative justice. All restorative meetings to be recorded and shared on a central file. Additional training to be provided for HOYs | | | | | |
| 12 | Creating a culture of equality with the intention of narrowing the progress gap between boys and girls and supporting the Catholic ethos of the college. This is to be done through assemblies and pastoral event days as well as through explicit CPD in training before and after school. | ST/HOYs | £200 | Half termly | ST | Staff knowledgeable on the types of masculine behaviour they need to challenge. Tender masculinity evidenced around college Assemblies highlight issues Further staff training held |
| 13 | PCSO role further developed in the college in order to further safeguard students. | KM/CC/GM | N/A | Half termly | KM/CC/GM at strategic SLT meetings | PCSO involved in attendance work PCSO involved in RJ sessions where applicable PCSO integrated into the HOY team PCSO gives relevant presentations to students |

Evaluation Arrangements

Fortnightly meetings between HOY and link SLT
Termly review of strand at strategic SLT meetings
Report of Personal Development and Welfare Governor to full governing body
SLT and HOD walkabouts
Lesson observations
Student voice
HOY meetings
Tutor team meetings

Notes on progress

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Strategic Development Strand 4: Safeguarding

| Actions to achieve SDS 1 | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
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| 1 | To further enhance student safeguarding the college will ensure that the safeguarding team is well supported through relevant one to one support, regular training and sharing of resources. | KM/GM | £600 | Termly | GM Links with Create Safer Organisations | DSL to receive supervision throughout the year On-going support for DSL through challenging cases to reflect on and evaluate practice. Safeguarding team receive regular updates on role |
| 2 | Appoint link governor for Anti bullying. | KM/GM | N/A | Termly | KM, GM, MT Termly meeting with governor | Bullying incidents are logged and analysed by governor to ensure action has been taken correctly and efficiently. Anti bullying governor reports to full governing body. |
| 3 | Implement programme of study for safeguarding, PSHE, internet safety and healthy relationships | KM/ST/CC/PSHE Lead/MN | £2000 TLR for PSHE lead | Half termly | KM/CC Student voice Safeguarding logs Schemes of work | Appoint a member of staff with direct responsibility for overseeing PSHE. Students are aware of safeguarding issues and indicators and how to report concerns. Students develop knowledge from PSHE lessons on healthy relationships, health and wellbeing and living in the wider world. |
| 4 | Update all relevant policies that link to safeguarding. | GM/KM/MT/MF/PC | N/A | Termly | KM & GM Governors review meetings for safeguarding | All policies reviewed and up to date Policies uploaded onto the college website linked to safeguarding. Procedures are followed by all staff. |
| 5 | Bullying and prejudice incidents recorded on Myconcern | HOY/KM/CC | N/A | Half termly | Analysis of incidents and scrutiny of procedures by KM and link governor | Evaluation of incidents shows correct procedures being followed. Incidents being recorded. Patterns analysed |
| 6 | A Code of Conduct for Safer Working Practice, is created which applies to all staff, Governors, visitors and volunteers | KM/MT/GM | £1500 Electronic sign in system | Termly | KM/Front reception | Evidence collected which shows that volunteers and visitors have agreed to code of conduct. Signing in system updated. |

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| 7 | Staff are aware of the procedures for responding to, reporting and managing allegations against staff | GM | N/A | Termly | GM | Processes displayed for ease of access. |
| 8 | All LAC and PLAC students make progress in their studies. | KM/HT/SG/LS/AR/CS /PB | PP+ funding per student | Termly reports to LAC governor on student progress | KM Overseeing PEP and attending PEP meetings | Intervention/support plans are being monitored by virtual school Students are making progress. New LAC team working effectively. |
| 9 | All staff have a working knowledge of relevant safeguarding guidance | KM/GM | Hays online training £1000 | Half termly | KM/GM and safeguarding governor | All staff trained in specific safeguarding issues. Staff can identify signs and know how to report Half termly briefing updates on changes and relevant issues. Spot checks with staff show they know how to report and to whom. Hays online training completed Induction for new staff completed. Training for governors as well as termly updates. |
| 10 | Staff wellbeing support is implemented to ensure all staff have the opportunity to access support when required. | KM/GM/CM | £1000 | Termly feedback to governors | CM – through meetings with KM | Staff absence decreases Staff feel supported. |

Evaluation Arrangements

Fortnightly meetings between KM and GM

Termly governor visits

Full governing body meetings

Analysis of safeguarding records.

Half termly checks of SCR

Student voice

Notes on progress

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Strategic Development Strand 5: Supporting the learning needs of SEND and vulnerable learners

| Actions to achieve SDS 1 | | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
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| 1 | To support teachers with strategies and information in how to better know and understand the learning needs of the students they teach | MF, SG ST | Resources; handouts | Termly at SEN strategic meeting | ST – SEN meetings with MF and GM | New style Support Plans in place and being used by staff Excel data files with all relevant information about each student with a need/multi-strategy map shared with all staff and information in staff folders Pastoral briefings provide quality training and support External SEN review held and feedback acted upon SENCO office relocated Sign up to Lorraine Petersen support network |
| 2 | Support teachers through regular CPD to provide quality wave one intervention in the classroom strategies so that teachers are able to effectively differentiate | MF, ST | Resources; handouts | Termly at SEN strategic meeting | ST | A rhythm of planned CPD throughout the year Pastoral briefings and after school CPD provide quality training and support for staff Strategies shared with staff on how to effectively differentiate. |
| 3 | Deployment of Teaching Assistants based on the needs of the most vulnerable and those who require the most support – high needs EHCP students/statemented | MF | Planning time | Weekly with MF at meeting | ST – weekly meeting with MF | All learning needs assessed and provided for, with TAs supporting others in the classroom where possible. Review of TA allocation based on the four main areas of need; SEMH, Cognition and learning, Communication and Interaction, Physical disability New job descriptions for TAs based on a “caseload model” |
| 4 | Support the literacy drive across all subject areas by looking at the vocabulary gaps and providing advice on the most relevant and necessary words and literacy needs to be met | | | | | HODs discussing at HOD meetings advice from MF and disseminating to subject teachers. Planning folders contain strategies and advice for individual students Pastoral briefings address key literacy issues |

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| | | | | | | Templates from language therapy in use Implementation of EEF Literacy information. |
| 5 | Access arrangements for all major assessments: Summer term of Year 7; two assessment periods for Year 8-10 and three in Year 11 are in place. To continue working with Worcester University students in the Summer term. Training Year 9 student mentors as readers for Year 7 and 8 students. | MF, ST | Training of Year 9 mentors - cover | Weekly with MF at meeting | ST – weekly meeting with MF | All students who require access arrangements are provided for at each main assessment Worcester University students attending New Year 9 mentors trained Identified member of staff given responsibility for Access Arrangements |
| 6 | Year 7 Provision mapping for vulnerable/SEND learners to have a personalised curriculum in Core subjects in addition to Sanctuary support | MF | N/A | Termly MF and SG | ST and MF at weekly meeting | The personalised curriculum in place and meeting the needs of the Year 7 students |
| 7 | To plan for alternative provision for vulnerable and SEND learners to be brought in-house to ensure that the curriculum is inclusive, purposeful and skill building. | MF and KM | Funding for programmes; staff; outside agencies | Termly with GM, KM, ST and MF | KM, MF and ST | An outline plan in place for September of what provision will look like including programmes, timetables, staffing etc. Enable programme running Review of Sanctuary provision as part of transition to a “Nurture/Intervention” base. |
| 8 | To promote a whole school approach to awareness of the needs of dyslexic students and vulnerable learners with a focus on the colour background of presentation slides, colour preference exercise books and types of font. | MF and ST | N/A | Ongoing | ST | All staff using pastel shaded presentation slides, handouts, books and using the accepted fonts |

Evaluation Arrangements

Fortnightly meetings between SENCO and link SLT
Presentations by Key SENCO to SLT
Termly review of strand at strategic SLT meetings
SLT and HOD walkabouts
Lesson observations
Student voice
Report of SEN Governor to full governing body

Notes on progress

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Strategic Development Strand 6: Growing Governance

| Actions to achieve SDS 6 | Person responsible | Resource and costs | Key review dates | Monitoring person and method | Success Criteria |
|--|--------------------|----------------------------|------------------------------|------------------------------|--|
| 1 Governors receive safeguarding update from DSL on changes to KCSIE | GM/KM | n/a | | GM/PC | DSL delivers presentation on KCSIE 19, Governors updated on safer recruitment procedures All governors undergo section 128 check All governors undertake HAYS online training |
| 2 A calendar of governor visits created to monitor and report on key college priorities | GM/PC | £500 for governor training | Full governing body meetings | GM, MT, PC | Link governor visits undertaken in the following areas; Pupil premium and LAC 3 times a year Safeguarding 3 times a year SEN 2 twice a year English 3 times a year Curriculum 2 times a year Catholic Life 3 times a year Personal development and welfare 2 times a year (linked to anti bullying) |
| 3 Core group of governors trained in interpreting school data in order to provide robust challenge | GM/PE | N/A | End of Term 1 | GM/PC | Training held Evidence in minutes of challenge and knowledge of data |
| 4 Governors actively involved in building a supportive school ethos which promotes student and staff wellbeing. | GM/PC | £1000 | Full Governing Body meetings | GM/PC/KM | Governors involved in student voice to promote student well being. Key staff trained in mental health awareness Report produced on steps taken to reduce staff workload and promote well being |
| 5 Report to governors on the statutory information that a school must publish on its website | GM/PE | N/A | Full Governing Body meetings | GM | GDPR update given to governors Website updated and shared with governors All statutory requirements fulfilled on website |
| 6 Update governors on new Ofsted framework | GM | N/A | Full Governing Body meetings | GM | Updates delivered Governors aware of how they are involved in an Ofsted inspection |

Evaluation Arrangements

Meetings between Head and Chair
Committee meetings
Full Governing Body meetings
Governor visits and subsequent feedback

Notes on progress

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.