

# School Development Plan - September 2015- August 2016



**Top Valley Academy:** A school committed to ensuring its pupils successfully learn in a rich and diverse learning community.

*We believe all pupils are entitled to a highly inclusive education in a respectful, tolerant and welcoming culture. We want all children to learn, flourish and be well equipped socially, emotionally and academically to successfully take the next steps into adulthood.*

*Vision statement developed September 2015*

## Aims

- To improve the progress and core outcomes of all our children and young people.
- To ensure that all our students, no matter what their starting point, make at least expected levels of progress in all subjects.
- To be judged a good school both by Ofsted at the next inspection on its journey to outstanding and our local community.

## By increasing the proportion of:

- Students achieving 5A\*CEM by the end of KS4.
- Students (and all groups), and make expected, and more than expected progress, by the end of KS4 so that all progress in mathematics compares favourably to national average.
- High ability students on entry make expected, and more than expected progress in all subjects, by the end of KS4 so this starting point compares favourably to national average.
- Students with Special Educational Needs making progress socially, emotionally and/or academically to better prepare them for the next phase of education.
- Pupil Premium students make expected progress, by the end of KS4 in all subjects.

To do this we will deliver ambitious plans that move the academy towards the vision above, whilst addressing the Ofsted Areas for Improvement below.

1. Improve the quality and consistence of teaching, and so improve achievement in all subjects by ensuring that teachers:
  - Provide direct help to students whose reading, writing, communication and numeracy skills are weak
  - Provide appropriate challenge and engaging lessons to strengthen students' attitudes to learning
  - Consider the prior knowledge, skills and understanding required for students to be successful with new work
  - Provide opportunities for students to act on the feedback they are given
  - Ask challenging questions to develop students' knowledge, understanding and communication skills
  - Develop strategies to improve students' attitudes to learning in order to eliminate incidences of low level disruption
  - Follow agreed behavioural policies consistently.
1. Improve the effectiveness of leadership and management by:
  - Making sure that improvement plans set out precisely what action are to be taken to improve achievement across the academy; and by identifying Measureable milestones so that progress can be effectively checked
  - Arranging internal moderation and external validation of assessment across all subjects to ensure accuracy
  - Strengthening the Key Stage 3 curriculum, and the progression of reading, writing, communication and numeracy skills across the academy
  - Strengthening the role of all leaders in driving improvement
  - Ensuring that governors receive information to enable them to monitor the effectiveness of pupil premium funding on students' rates of progress
  - Identifying how new initiatives will be reviewed and evaluated to inform refinement or change.

Ofsted Areas for Improvement, May 2014

## Notes:

- This document is intended to provide a summary of the main actions that the Academy will take over the next twelve months. Other 'Teams', for example, Subject Areas, Pastoral Teams, SEN Department etc., have more detailed Action Plans that sit behind this.
- Clear milestones have been established and progress towards these will be assessed each half term through the academy's 'Monitoring and Evaluation Plan'.
- A Local Authority School Improvement Officer alongside the Central Academy's Trust Director will provide external scrutiny, challenge and support and will also form part of a 'Review Group' with academy governors.
- Actions will be RAG rated every half-term (Red, Amber, Green, Grey – not started) and Progress against Milestones evaluated every term. These documents will be available on the Academy website.
- Following on from the plan is the detailed monitoring scorecards, by year group and RAG criteria explained.

Outcomes for children and learners		Autumn Term 2015		Spring Term 2016		Summer Term 2016	
Objective	Actions	Milestones	Actions	Milestones	Actions	Targets	
1. Increase the proportion of students achieving 5A*CEM by the end of KS4	<ul style="list-style-type: none"> <li>Establish a senior mentor for all Y11 students and review targets and current projections (DHT4)</li> <li>Resilience building National Outward Bound Week (AHT11)</li> <li>Formal mock examinations for all subjects (DHT4)</li> <li>Launch Attendance Reward Strategy (DHT3)</li> <li>Review and personalise curriculum offer (Best 8) (AHT11)</li> <li>Y11 teacher forecast entry and mock outcome grade entered (SDHT)</li> <li>Half-term revision sessions for outstanding coursework requirements (AHT11)</li> <li>Y11 Revision Centre open (AHT11)</li> <li>Subject specific drop-down days (targeted groups) (AHT11)</li> <li>Drop-down day(s) focused Revision Strategies (AHT11)</li> <li>4Matrix analytical training given to all MLs</li> </ul>	<ul style="list-style-type: none"> <li>Y11 attendance 93%</li> <li>% A*CEM 35-40%</li> <li>Personalised timetables ready for Spring start.</li> <li>95-100% attendance during mock exam week.</li> <li>Holiday catch-up programme ensures students are on track to complete all outstanding coursework material by Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Saturday Intervention Programme Jan-May. Focused on soft-skills (revision techniques and motivation). (AHT11)</li> <li>Coordinated Revision Cycle through the Y11 Centre (DHT4)</li> <li>Academic Intervention Programme activated, including addition mentor capacity (ex-high performing Year 11 students) following detailed review of mock performance and teacher predictions (DHT4)</li> <li>Coordinated revision timetable launched for Mock 2 (AHT11)</li> <li>Mock 2 (SDHT)</li> <li>High level intervention (critical mentoring group) (AHT11)</li> <li>PET-Xi focused Saturday intervention (Feb-May) (AHT11)</li> </ul>	<ul style="list-style-type: none"> <li>Y11 Attendance 94%</li> <li>% A*CEM 40-45%</li> </ul>	<ul style="list-style-type: none"> <li>Saturday Intervention Programme to May exams (AHT11)</li> <li>May half term subject specific revision sessions – targeted underperformers (AHT11)</li> <li>Coordinated Revision Cycle – before, during and after school (DHT4)</li> <li>Formal examinations (SSM:EX)</li> </ul>	<ul style="list-style-type: none"> <li>Y11 Attendance 95%</li> <li>% A*CEM 45-50%</li> </ul>	
2. Use pupil premium money effectively to improve the achievement of all PP students to halve the gap this year and be in line with their peers within 3 years.	<ul style="list-style-type: none"> <li>Check all PP student targets are ambitious at KS3 &amp; KS4 to close gaps (AHT9&amp;10, SM:D&amp;A).</li> <li>Implement PP appraisal targets for all teachers (HT, SDHT)</li> <li>Share most effective PP in-class strategies via Coaching for Quality Model (SSM:CPD)</li> <li>Use Team QA model to identify effective wave one intervention (HT).</li> <li>PP cohort analysed for progress using 4Matrix and specific interventions actioned at class teacher, departmental and pastoral level (AHTs, SLs).</li> <li>Issue criteria for PP initiatives so that all intervention monies are used directly to accelerate progress of identified students (AHT9&amp;10).</li> <li>Pastoral leaders to ensure high attendance to all targeted support lessons (HOS, SSM:VG).</li> </ul>	<ul style="list-style-type: none"> <li>KS3: PP gap on track to close by one sub-level at the end of KS3 compared to previous year.</li> <li>KS4: PP gaps are further narrowed by a further 5% based on 2015 results.</li> <li>80% of team improvement plans show PP students have effective challenge and support.</li> </ul>	<ul style="list-style-type: none"> <li>Review students underachieving and with subject leaders and Pastoral Leaders communicating concerns and strategies to move things forward in briefings and ARB meetings (AHT9&amp;10)</li> <li>Team Improvements Plans updated so that they continually challenge PP students to make better than expected progress (SDHT).</li> <li>Deployment of English and mathematics Academic Mentor periods, reviewed based on need of students (DH4, SLs Ma/En).</li> <li>SLs and SLT links discuss any underachieving PP students in all year groups; agree actions and record interventions: monitor impact (SLT).</li> </ul>	<ul style="list-style-type: none"> <li>KS3: PP gap on track to close by one sub-level at the end of KS3 compared to previous year.</li> <li>KS4: PP gaps are further narrowed by a further 6% based on 2015 results</li> <li>90% of team improvement plans show PP students have effective challenge and support.</li> </ul>	<ul style="list-style-type: none"> <li>Complete PP 'work sampling' and follow up concerns where books show students not making expected progress (SLT)</li> <li>Review Easter revision session and use final intervention monies for additional PP support in run up to GCSE exams (AHT9&amp;10, SM:D&amp;A).</li> <li>Work with HOYs to continue to contact home, mentor key students, liaise closely with Subject and Pastoral Leaders teams to remove any remaining barriers to progress (AHTs).</li> <li>AP2 reviewed and urgent actions in place where students are not making expected progress so that intervention uses available resources effectively (SLT, SL).</li> </ul>	<ul style="list-style-type: none"> <li>KS3: PP gap on track to close by one sub-level at the end of KS3 compared to previous year.</li> <li>KS4: PP gaps are further narrowed by a further 6% based on 2015 results</li> <li>All team improvement plans show PP students have effective challenge and support.</li> </ul>	
3. Accelerate the progress in KS3 (with a specific focus on boys, PP, LAC and those with SEN)	<ul style="list-style-type: none"> <li>Check the targets set for all students, including Boys, PP, LAC &amp; SEN are aspirational (SM:D&amp;A).</li> <li>Ensure all subject areas moderate work carefully so that work in books matches teacher assessments entered (SLT).</li> <li>Sample Team Improvement Plans to quality assure and share most effective wave one interventions (SDHT).</li> <li>KS3 ARB to meet regularly, ensuring student mentoring action plans are drawn up and reviewed over two data cycles (DHT3).</li> </ul>	<ul style="list-style-type: none"> <li>KS3 and specific groups on track to improve by one sub-level at the end of KS3 compared to previous years.</li> <li>Note: for PP see Obj. 1</li> </ul>	<ul style="list-style-type: none"> <li>Focussed 'Learning Enquiry' to look at KS3 'group' students and focused on 'challenge' (DHT3, AHT7-9)</li> <li>Use teacher assessments to check outcomes for each group are in line with, or better than, expected. Ensure clear plans are in place: monitor impact (SLT).</li> <li>KS3 ARB to review students causing concern (including 'groups' who are not making expected progress yet) and address concerns by adopting SMART targets (DHT3).</li> </ul>	<ul style="list-style-type: none"> <li>KS3: identified groups on track to improve by one sub-level at the end of KS3 compared to previous years.</li> <li>Note: for PP see Obj. 1</li> </ul>	<ul style="list-style-type: none"> <li>Final moderation of all Levels to take place before class moves to next year (SLT, SLs)</li> <li>Analysis of Progress Plans to look at evidence of impact for wave 1 interventions (SDHT)</li> <li>Plans for KS3 Assessment finalised and explained to all by half term to leave time for planning (SDHT)</li> <li>'KS3 Assessment Group' to start planning based on pilot for 'life after levels' (SDHT)</li> </ul>	<ul style="list-style-type: none"> <li>KS3: 'groups' on track to improve by one sub-level at the end of KS3 compared to previous years.</li> <li>Note: for PP see Obj. 1</li> </ul>	
4. Increase the proportion of students (and all groups) who make expected, and more than expected progress, by the end of KS4 so that progress in all subjects (in particular mathematics, Geography, Food and engineering) compares favourably to national average.	<ul style="list-style-type: none"> <li>4Matrix Analysis training given to all Middle Leaders (SM:D&amp;A)</li> <li>Complete action plans based on analysis of departments where 2015 achievement is not yet 'good' (SLT, SLs)</li> <li>Implementation of new Y7 Mastery curriculum to ensure the Y7 are on suitable but rigorous pathways (SLT, SLs)</li> <li>Review targets to ensure at least 4 &amp; often 5 levels of progress is expected (SM:D&amp;A, SLs)</li> <li>ARB continue to take place through agreed meeting cycle to ensure intervention and mentoring are focussed and having impact (DHT4, DHT3)</li> </ul>	<ul style="list-style-type: none"> <li>5A*-C (EM) 35%</li> <li>Progress in the majority of subjects is 5% above Trust targets for 3 LP and 3% for 4+ LP</li> <li>Gender gaps narrow to national levels</li> <li>Proportion of 3c &amp; 3b students making expected progress are at least in line with national figures</li> </ul>	<ul style="list-style-type: none"> <li>Critical cohort updated to ensure intervention cohorts are well known (DHT4)</li> <li>Subjects review 4Matrix with SLT links and plan and monitor effective intervention where necessary (SLT)</li> <li>Pinpoint specific areas for action: monitor impact (SM:D&amp;A)</li> <li>Extensive revision and support sessions offered with at least 3 Easter schools attended by 75% of targeted students (AHT11, SLs)</li> <li>Y11 Student mentoring action plans drawn up and reviewed over two data cycles (AHT11)</li> </ul>	<ul style="list-style-type: none"> <li>5A*-C (EM) 40%</li> <li>Progress in the majority of subjects is 5% above Trust targets for 3 LP and 3% for 4+ LP</li> <li>Gender gaps narrow to national levels</li> <li>Proportion of 3c &amp; 3b students making expected progress are at least in line with national figures</li> </ul>	<ul style="list-style-type: none"> <li>Focussed intervention to maximise chances for students (AHT11).</li> <li>Subjects review their Improvement Plans and set out, with SLT links, where there are concerns and agree actions: monitor impact (SLT, SLs)</li> <li>Revision sessions offered to all students (including A* booster) and significant work done to target key individuals, including PP (AHT11, SLs)</li> <li>Monitor subject areas where estimates do not show making and exceeding expected progress (SDHT)</li> </ul>	<ul style="list-style-type: none"> <li>5A*-C (EM) 40%</li> <li>Progress in the majority of subjects is 5% above Trust targets for 3 LP and 3% for 4+ LP</li> <li>Gender gaps narrow to national levels</li> <li>Proportion of 3c &amp; 3b students making expected progress are at least in line with national figures</li> </ul>	
5. Ensure that all students develop and apply a wide range of skills in reading, writing, communication and mathematics.	<ul style="list-style-type: none"> <li>Y7 Catch up intervention to start by week 3 to maximise impact (AHT7&amp;8)</li> <li>Y8 &amp; 9 literacy group tracked and groups amended to maximise impact (AHT7-9).</li> <li>Year 11 interventions planned around English &amp; Maths and PP progress and key staff deployed to deliver this (AHT11, SLs)</li> </ul>	<ul style="list-style-type: none"> <li>Y7 catch up students make 1 sub-level progress</li> <li>Percentage making and exceeding expected progress in Maths and English is above national averages by 5% and 3% respectively</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of Y7 Catch up provision and impact plans amended as necessary (AHT 7&amp;8)</li> <li>Focus on Y8 &amp; Y9 literacy groups to look at progress. Findings used to amend programme (AHT8-9)</li> <li>Review impact of intervention and review cohorts (AHT11)</li> </ul>	<ul style="list-style-type: none"> <li>Y7 catch up students make 2 sub-level progress</li> <li>Percentage making and exceeding expected progress in Maths and English is above national averages by 5% and 3% respectively</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy event planned and delivered to Y7 catch-up students using external organisation (AHT7&amp;8)</li> <li>Year 10 interventions refined based on data collections and additional resources once Y11 leave (DHT4, AHT9&amp;10)</li> </ul>	<ul style="list-style-type: none"> <li>Y7 catch up students at level 4 or above in relevant core subject</li> <li>Percentage making and exceeding expected progress in Maths and English is above national averages by 5% and 3% respectively</li> </ul>	

Quality of teaching, learning and assessment Objective	Autumn Term 2015		Spring Term 2016		Summer Term 2016	
	Actions	Milestones	Actions	Milestones	Actions	Targets
1. Ensure that the quality of teaching is consistently good and better by systematically improving the quality of teaching across the Academy through the provision of effective, targeted and specific training, coaching and mentoring	<ul style="list-style-type: none"> <li>September Training Day to re-launch key expectations and CPD opportunities (HT, SDHT).</li> <li>All staff identify an Appraisal target of delivering consistently good teaching (HT, SDHT).</li> <li>Coaching for QA Model redesigned with consultation from Transform (SDHT).</li> <li>Phase 1 of Coaching for QA Model launched to Middle Leaders (SSM:CPD).</li> <li>'Super coaches' identified and access Transform coaching programme (SDHT).</li> <li>Weekly Middle Leader 'progress' briefing (SDHT).</li> <li>Middle Leaders to attend subject specific training via George Spencer Academy (SDHT).</li> <li>Team QA Cycle for priority subjects (x3) (HT)</li> <li>Head of English to begin SLE training (SL).</li> <li>All NQTs (7) access Transform's Getting to Good Programme (SSM:CPD)</li> <li>Whole school CPD cycle launched and addressing key whole school priorities (SSM:CPD)</li> <li>Additional CPD cycle for all Teach First, NQT, PGCE and Year One teachers in place (SM:CPD)</li> <li>All individual CPD needs identified through Appraisal process (HT, SDMT).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks, work sampling and student progress identify teaching typically as 'good' or better.</li> <li>Parent &amp; Student Surveys indicate 75% satisfaction re: quality of teaching</li> <li>CPD exit surveys show 80% satisfaction</li> <li>Team QA identifies good practice and areas for improvement to the next cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Progress Bulletins developed to have contributions from good and outstanding teachers - VLE (SDHT)</li> <li>Phase 2 of Coaching for QA model delivered to all staff via inset day (SHTD, SSM:CPD).</li> <li>Evaluate and refine the use of the Coaching for QA model to include good practice shared via Progress bulletins (SSM:CPD).</li> <li>'Super coaches' continue to access Transform coaching programme (SDHT).</li> <li>Additional mentoring to be arranged as necessary as part of the appraisal process to increase the proportion of good and outstanding teaching (SDHT).</li> <li>Learning Plans to be written as part of the coaching cycle (SDHT).</li> <li>Team QA Cycle 2 (x2 subjects) (HT).</li> <li>Team QA: Review of Progress against Action Plan (English and mathematics) (HT).</li> <li>Whole school CPD sessions continue to address key school priorities SSM:CPD).</li> <li>Additional CPD cycle for all Teach First, NQT, PGCE and Year One Teachers in place (SSM:CPD).</li> <li>Middle leaders continue to attend subject specific training via George Spencer Academy (SDHT)</li> <li>Individuals attend external CPD as identified through Appraisal (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks, work sampling and student progress identify teaching typically as 'good' or better.</li> <li>Parent &amp; Student Surveys indicate 80% satisfaction re: quality of teaching</li> <li>Training and coaching exit surveys show 80% satisfaction</li> <li>Team QA identifies good practice and areas for improvement to the next cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching for Quality Assurance lesson observations (SDHT).</li> <li>Review of Learning Plans against predicted outcomes (SDHT).</li> <li>Review of whole school and additional CPD programme. (SDHT).</li> <li>Review of additional mentoring (SSM:CPD).</li> <li>Middle leaders continue to attend subject specific training via George Spencer Academy (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks, work sampling and student progress identify teaching typically as 'good' or better.</li> <li>Parent &amp; Student Surveys indicate 85% satisfaction re: quality of teaching</li> <li>Training and coaching exit surveys show 80% satisfaction</li> <li>80% of observed Coaching for Quality lessons judged to be 'good' or better.</li> <li>All NQTs judged as 'good' in final induction review.</li> </ul>
2. Ensure that teaching meeting the needs of individuals and groups of students through effective progress planning and differentiation of learning outcomes for all students.	<ul style="list-style-type: none"> <li>Introduce new model Team Improvement Plan and provide exemplars (SDHT).</li> <li>Training Strands in challenge for all and making progress visible led by outstanding practitioners (SDHT).</li> <li>Middle Leader Briefings to present best practice in Progress Planning and Differentiating Learning Outcomes (SDHT).</li> <li>Whole school session on Effective Differentiation delivered to all teaching and support staff (SSM:CPD).</li> <li>Whole school session on Meeting the Needs of More Able Pupils delivered to teaching and support staff (SSM:CPD).</li> <li>Whole school session on Effective Learning for Outstanding Progress delivered to all teaching and support staff (SSM:CPD).</li> <li>Term One of year 7 'Mastery Curriculum' implemented, reviewed and Term Two prepared (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>75% of lessons observed during Team QAs identify good planning for groups.</li> <li>Differentiated Learning Outcomes evident in 75% of lessons observed</li> <li>Student surveys indicate 80% satisfaction</li> <li>Work scrutinies via internal QA schedule show 75% of books in each department demonstrate differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Continue to scrutinise quality of Team improvement Plans and differentiated Learning Outcomes via lesson observation, Work Sampling and Learning Walks (SLT).</li> <li>Whole school session on Raising Achievement of Boys delivered to all teaching and support staff (SSM:CPD).</li> <li>Term Two of year 7 'Mastery Curriculum' implemented, reviewed and Term Three prepared (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>80% of lessons observed during Team QAs identify good planning for groups.</li> <li>Differentiated Learning Outcomes evident in 80% of lessons observed</li> <li>Student surveys indicate 85% satisfaction</li> <li>Work scrutinies via internal QA schedule show 80% of books in each department demonstrate differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Student review of Drop-Down-Days (AHT11).</li> <li>Continue to scrutinise quality of Team improvement Plans and differentiated Learning Outcomes via lesson observation, Work Sampling and Learning Walks (SLT).</li> <li>Whole school session on Teaching, Learning, Progress and Achievement Strategies for Improved Learning Objectives delivered to all teaching and support staff (SSM:CPD).</li> <li>Year 11 'gain time' used to review and refine all long and medium term planning (SLT).</li> <li>Review of overall 'Mastery Curriculum' ready for roll-out in year 8 (SDHD, SLs).</li> </ul>	<ul style="list-style-type: none"> <li>85% of lessons observed during Team QAs identify good planning for groups.</li> <li>Differentiated Learning Outcomes evident in 85% of lessons observed</li> <li>Student surveys indicate 90% satisfaction</li> <li>Work scrutinies via internal QA schedule show 85% demonstrate differentiation</li> </ul>
3. Ensure all assessment, marking and feedback is of high quality so that students know how to make progress, are challenged to extend their learning and that they habitually respond constructively to feedback.	<ul style="list-style-type: none"> <li>Introduce Presentation Expectations and BfL Expectations (C System) to all staff through Training Day and ongoing INSET (DHT3).</li> <li>Introduce Presentation Expectations and BfL Expectations (C System) to all students through the Assembly Programme (DHT3, DHT4).</li> <li>All Middle Leaders use 4Matrix to ensure planning for groups is effective (SLT).</li> <li>Work Sampling and Learning Walks used to monitor progress. Challenge and support in place where concerns arise and follow up to check impact (SLT).</li> <li>External validation of marking and assessment scrutinies and sharing of best practice and Y11 Mock Marking via the Trust (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks and work sampling indicate that marking and feedback is regular, diagnostic and resulting in effective responses from students so that 75% Good or better</li> <li>75% of books show impact of Presentation Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Focus on use of open and probing questioning and scaffolding to appropriately challenge students (SLT, SLs).</li> <li>Are they differentiated/scaffolded appropriately?</li> <li>Do they provide sufficient challenge?</li> <li>Are they precise enough?</li> <li>Do they encourage metacognition?</li> <li>Work Sampling and Learning Walks used to monitor progress. Challenge and support in place where concerns arise and follow up to check impact (SLT)</li> <li>External validation of yr 11 mock marking via the Trust (SDHT, SLs).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks and work sampling indicate that marking and feedback is regular, diagnostic and resulting in effective responses from students so that 80% Good or better</li> <li>80% of books show impact of Presentation Expectations</li> </ul>	<ul style="list-style-type: none"> <li>LA to join SLs in evaluating the impact of marking and feedback within their teams and to plan next step training (SDHT).</li> <li>Follow up Learning Assembly delivered to reinforce work in this area (BfL) (DHT3, DHT4).</li> <li>Sharing of best examples of marking and feedback in ARB to review policy for 2016/2017 as recommendations to the SLT (DHT3, DHT4).</li> <li>Work Sampling and Learning Walks used to monitor progress. Challenge and support in place where concerns arise and follow up to check impact (SLT).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks and work sampling indicate that marking and feedback is regular, diagnostic and resulting in effective responses from students so that 85% Good or better</li> <li>85% of books show impact of Presentation Expectations</li> </ul>
4. Ensure teachers improve students; reading, writing and numeracy skills across all subjects so that they are exceptionally well-prepared for the next stage in their education.	<ul style="list-style-type: none"> <li>Literacy Lead working with key subjects on embedding the sequence for teaching writing (AHT7&amp;8).</li> <li>Training Strand in teaching writing introduced, delivered by Lead Teacher (Literacy) (AHT7&amp;8, SLs).</li> <li>Literacy Champions identified in three subjects with Appraisal objective linked to improving the teaching of literacy skills within subject area (AHT7&amp;8).</li> <li>Establish expectations of extended writing and introduce to students via Assembly Programme (AHT7&amp;8).</li> <li>Numeracy Lead working with Head of Mathematics to establish 5 whole school priorities and review whole school Numeracy Policy AHT9&amp;10).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks and student surveys indicate effective literacy and numeracy delivery in 70% of tutor groups</li> <li>50% of work sampled shows effective use of text-type toolkits</li> <li>25% of borrowers are boys</li> <li>Numeracy priorities published to all staff</li> </ul>	<ul style="list-style-type: none"> <li>Focussed book sampling by SLs and SLT to check use and impact of extended writing focus and challenge and support in place where concerns arise (SLT).</li> <li>LA Officer to support scrutiny of extended writing across the curriculum (AHT7&amp;8).</li> <li>All subject areas to use the Library as a teaching space and embed in schemes of learning (SLT).</li> <li>Promote reading for pleasure among students via clear interventions and strategies (SLs).</li> <li>Numeracy Policy to focus on a common Mathematical language and 5 key priorities.(AHT9&amp;10, SL Ma)</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks and student surveys indicate effective literacy and numeracy delivery in 80% of lessons</li> <li>65% of work sampled shows effective use of extended writing techniques</li> <li>30% of borrowers are boys</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor delivery of literacy and numeracy in lessons via Learning Walks and work scrutiny (SLT).</li> <li>Provide opportunities for all students to take part in extended reading during lunchtime time through library visits (DHT3, DHT4).</li> <li>Provide real world and cross-curricular numeracy activities to be delivered through Drop-Down-Days (AHT11).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks and student surveys indicate effective literacy and numeracy delivery in 90% of lessons</li> <li>80% of work sampled shows effective use of extended writing techniques.</li> <li>35% of borrowers are boys</li> </ul>

Personal development, behaviour and welfare	Autumn Term 2015		Spring Term 2016		Summer Term 2016	
Objective	Actions	Milestones	Actions	Milestones	Actions	Targets
1. Further develop skilled and consistent pastoral work to drive improvements in Behaviour, Uniform, Punctuality and Attendance over time for individuals or groups with specific behavioural needs.	<ul style="list-style-type: none"> <li>Develop a consistent approach to 'student expectations' across year groups through Pastoral Training and the Assembly Programme (HOS, DHT3, DHT4).</li> <li>Develop systems that clearly measure impact in the areas of student expectations (DHT3).</li> <li>Increase the public presence/profile of Pastoral teams across the site (HOS).</li> <li>Promote and develop the use of Restorative Practices at readmission meetings and C4 detentions (DHT3, HOS).</li> <li>Use the Assembly programme to develop underpinning traits of 'good character' (HT).</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral meeting minutes show evidence of monitoring of students causing concern and actual impact</li> <li>Documented evidence indicates that RP is taking place and is becoming regular practice (2 case studies)</li> </ul>	<ul style="list-style-type: none"> <li>Further embed the use of Restorative Practices at readmission meetings and C4 detentions and build up an evidence base of successful practice (SLT, HOS, HOYs)</li> <li>Carry out monitoring activities on set days to identify uniform and punctuality infringements, to measure impact of work done and intervene as necessary (SLT, HOS, HOYs).</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral meeting minutes show evidence of monitoring of students causing concern and actual impact</li> <li>Documented evidence indicates that RP is taking place and is becoming regular practice (4 case studies)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how consistent the approach across year groups has been in responses to 'student expectations' through comparative data (DHT3).</li> <li>Evaluate the systems that have been established to measure the impact in the areas of 'student expectations' (DHT3, DHT4).</li> <li>Evaluate the use of RP at readmission meetings and C4 detentions and to assess the effectiveness of such interventions through the use of case studies (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral meeting minutes show evidence of monitoring of students causing concern and actual impact</li> <li>Documented evidence indicates that RP is taking place and is embedded in our practice (8 case studies)</li> </ul>
2. Improve attendance and reduce persistent absence (PA) for all students with a specific focus on narrowing the gap for vulnerable groups (particularly PP).	<ul style="list-style-type: none"> <li>CP Officer(s) to ensure early intervention for PP students through liaison with HOY &amp; Attendance Officer &amp; foster positive relationships with families (DHT3, HOS)</li> <li>Track and intervene with students in danger of being below 93% across all year teams (HOS, HOYs).</li> <li>To improve liaison between Attendance Officer and HOY through regular weekly calendared meetings (DHT 3, DHT4).</li> <li>Launch 100% 'er tombola strategy (DHT3).</li> </ul>	<ul style="list-style-type: none"> <li>Whole school attendance at 93%</li> <li>Whole school PA to be on track to be below 5%</li> <li>PP attendance to be on track to be 92%</li> <li>PP PA to be on track to improve by 2%</li> <li>Baseline 100%'ers by year group and whole school</li> </ul>	<ul style="list-style-type: none"> <li>To review the attendance strategy and its practices in the light of data autumn 1 and 2 2015-6 indicating whether milestones are being met with particular reference to PP interventions (DHT3, DHT4).</li> <li>Parental meetings with HOS/PP Offer and HOY where concerns remain (HOS).</li> <li>Fast track meeting with parents, AHT and governor panel as necessary (DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Whole school attendance at 93.5%</li> <li>Whole school PA to be on track to be below 5%</li> <li>PP attendance to be on track to be 92%</li> <li>PP PA to be on track to improve by 2%</li> <li>100%'ers on track to improve by 5%</li> </ul>	<ul style="list-style-type: none"> <li>To review the attendance strategy and its practices in the light of data spring 1 and 2 2015-6 indicating whether milestones are being met with particular reference to PP interventions (DHT3, DHT4).</li> <li>Parental meetings with HoS/PP Offer and HOY where concerns remain (HOS).</li> <li>Fast track meeting with parents, AHT and governor panel as necessary (DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Whole school attendance at 94%</li> <li>Whole school PA to be on track to be below 5%</li> <li>PP attendance to be on track to be 92%</li> <li>PP PA to be on track to improve by 2%</li> <li>100%'ers on track to improve by 10%</li> </ul>
3. Ensuring attitudes to learning are of a high standard across all year groups through the skilful application of a range of behaviour strategies.	<ul style="list-style-type: none"> <li>HOS to work with T&amp;L Teams to introduce Presentation Expectations and BfL Expectations to all students through Learning Assemblies (HOS, SLs)</li> <li>Work Sampling with a focus on students complying with Presentation Expectations (SLT, HOS, HOYs)</li> <li>HoS, HOY(s) &amp; AHT(s) to use the C System to plan, and monitor impact of, intervention (DHT3, DHT4).</li> <li>Ensure that there is consistent adoption from students of the school uniform (DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Infringements of school uniform are uncommon</li> <li>Amount of litter on the site at 13:30 is minimal</li> <li>75% of books show impact of Presentation Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of C3 and C4 detentions through targeted work that reduces repeated behaviours (DHT3, DHT4, HOS).</li> <li>Continue to use assemblies to reinforce positive attitudes to learning, including the importance of a 'Good Character' (AHTs).</li> <li>Reinforce systems used to ensure litter on the school site is minimal (DHT3, DHT4).</li> <li>Check that students reward systems are effective (DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Infringements of school uniform are uncommon</li> <li>Amount of litter on the site at 13:30 is minimal</li> <li>80% of books show impact of Presentation Expectations</li> </ul>	<ul style="list-style-type: none"> <li>To review the BfL (C System) and Rewards policy in the light of internal data (DHT3, DHT4).</li> <li>To evaluate strategies which have been used to reduce the number of C3 and C4 detentions through targeted work (DHT3, DHT4).</li> <li>To continue to ensure that there is consistent adoption from students of the school uniform and that new protocols are embedded in response to non-compliance with uniform DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Infringements of school uniform are uncommon</li> <li>Amount of litter on the site at 13:30 is minimal</li> <li>80% of books show impact of Presentation Expectations</li> </ul>
4. Further develop provision (Achievement Centre) for students at risk of exclusion (particularly boys) so that all such students are well prepared for their next stage in education or training.	<ul style="list-style-type: none"> <li>Complete Post-16 interviews with all students in Achievement Centre so that programmes, including core qualifications, are preparing them for their next steps (AHT11).</li> <li>To ensure that all external providers provide regular detailed evidence of progress, attainment and attendance (HOS).</li> <li>Develop and deliver short SEAL courses in Achievement Centre with at least 50% access by Ever6 KS3 boys (HOS).</li> </ul>	<ul style="list-style-type: none"> <li>All Post-16 interviews documented</li> <li>All AP students accessing appropriate qualifications provided by both external and internal provision</li> <li>50% of those accessing SEAL courses show reduction in detentions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to complete quality assurance visits with external providers (HOS).</li> <li>To carefully monitor progress that all AP students are making in chosen qualifications and plan intervention (HOS).</li> <li>To support all Year 11 students with applications and interviews so that none are NEET (AHT11).</li> <li>Scrutiny of record keeping portfolios for all AP and Achievement Centre students (DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Every AP or Achievement Centre student has an updated portfolio</li> <li>All AP students on track to achieve their qualifications at an appropriate level</li> <li>60% of those accessing SEAL courses show reduction in detentions</li> </ul>	<ul style="list-style-type: none"> <li>Develop additional focussed courses into Achievement Centre for targeted KS3 students (DHT3, HOS).</li> <li>To review monitoring arrangements from external providers (HOS).</li> <li>To continue to use Pastoral Meetings to ensure that resources are used to target appropriate cohorts (DHT3).</li> <li>To review and evaluate the structure and use of Achievement Centre in 2015-6 (DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Every AP student has an updated portfolio</li> <li>All Y11 AP students successfully access provision Post 16</li> <li>70% of those accessing SEAL courses show reduction in detentions</li> </ul>
5. All groups of students are safe and feel safe in the Academy.	<ul style="list-style-type: none"> <li>Assemblies delivered to raise awareness of anti-bullying and Peer Mentors (DHT3, DHT4).</li> <li>Establishment of Peer Mentoring Scheme (C Jane's to lead) (DHT3, DHT4).</li> <li>Participation in Anti Bullying Week (SLT, HOYs).</li> <li>Further development of E-Safety and anti-bullying pages on Academy website (DHT4).</li> <li>Sample logging of bullying incidents and investigate patterns and impact of action (AHT11).</li> </ul>	<ul style="list-style-type: none"> <li>2 case studies of interventions</li> <li>All bullying incidents and responses logged</li> <li>Student and parental feedback indicates improving levels of satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Audit of Bullying Behaviours Log (AHT11).</li> <li>Audit of safety education and interventions across the Academy (DHT4, AHT11).</li> <li>Student voice routinely used to seek views of Behaviour and Safety and then respond to findings with HOY(s) (DHT4).</li> <li>Further develop work ready for Anti-Bullying Alliance Accreditation (DHT3, DHT4).</li> <li>E-Safety evening delivered to parents to increase awareness (DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>4 case studies of interventions</li> <li>Student and parental feedback indicates improving levels of satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Review and evaluation of Peer Mentoring scheme and identify and train new Peer Mentors (DHT3, DHT4).</li> <li>Match Peer Mentor with vulnerable Y6 students as part of transition (DHT3, SSM:T&amp;M).</li> <li>Review Anti-Bullying Policy (AHT11, HOYs).</li> </ul>	<ul style="list-style-type: none"> <li>8 case studies of interventions</li> <li>Student and parental feedback indicates high levels of satisfaction</li> <li>School is successful in gaining Anti Bullying Alliance Accreditation</li> </ul>

Effectiveness of leadership and management	Autumn Term 2015		Spring Term 2016		Summer Term 2016	
Objective	Actions	Milestones	Actions	Milestones	Actions	Targets
1. Further refine appraisal and training so that all targets are highly ambitious and that staff increasingly take responsibility to drive their own CPD	<ul style="list-style-type: none"> <li>Review Appraisal Policy and Lesson Observation Protocol so that they focus on typicality and not showcase lessons (HT, SDHT).</li> <li>Share SIP and agree whole school targets before next appraisal round (COG, TD, HT)</li> <li>Develop non-teaching appraisal (HT, DHT3)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson obs., work sampling and student progress identify teaching as 75% Good and 15% Outstanding.</li> <li>PP gaps continue to close and improve on 2014-15 by 5%</li> </ul>	<ul style="list-style-type: none"> <li>Check all mid-term reviews take place and any staff where areas are causing concern are given appropriate support from their Line Manager (SDHT).</li> <li>Questionnaire used to gather views of non-teaching staff on new appraisal system (DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks, Team QA., work sampling and student progress identify teaching as 78% Good and 18% Outstanding.</li> <li>PP gaps continue to close and improve on 2014-15 by 5%</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate impact of CPD through staff feedback and data from Team QA and Coaching for Quality Model (DHT4).</li> <li>Ensure significant urgency in supporting any areas where there is a significant cause for concern (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks, Team QA., work sampling and student progress identify teaching as 84% Good and 24% Outstanding.</li> <li>PP gaps continue to close and improve on 2014-15 by 5%</li> </ul>
2. Ensure that Middle Leaders increasingly play a central role in driving school improvement by embedding the work of the senior and extended senior leadership team	<ul style="list-style-type: none"> <li>SLT links and SLs agree ambitious Team Improvement Plans and targets following exams evaluations (SDHT)</li> <li>Training on 4Matrix delivered (SM:D&amp;A).</li> <li>Review T&amp;L documentation as a group to ensure we are developing 'typicality' (SDHT, SLs).</li> </ul>	<ul style="list-style-type: none"> <li>SDP are ambitious and match school objectives</li> <li>Minutes of Team meetings are clearly focussed on improving T&amp;L</li> <li>78% of QA documents are evaluative and show impact</li> </ul>	<ul style="list-style-type: none"> <li>Amend actions as necessary, including mentoring and coaching, and sharing good practice, based on emerging evidence (SDHT, SSM:CPD).</li> <li>Continue systematic scrutiny and training around planning for progress with a focus on PP (SLT, SLs).</li> </ul>	<ul style="list-style-type: none"> <li>Moderation shows that 90% of work in a given subject area is assessed accurately</li> <li>90% of PP have specific actions in place to accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>Further scrutiny of Team Improvement Plans with a focus on provision for PP, Boys, SEN and any students underachieving (SLT).</li> <li>Use evidence collected, including assessment data, Lesson Observations, QA documents and Work Sampling to plan training for next year (HT, SDHT).</li> <li>Review impact of HOY roles (DHT3, DHT4).</li> </ul>	<ul style="list-style-type: none"> <li>Moderation shows that 95% of work in a given subject area is assessed accurately</li> <li>95% of PP have specific actions in place to accelerate progress</li> <li>Teaching: 84% Good and 24 % Outstanding</li> </ul>
3. Refine monitoring and evaluation so that it provides robust evidence and measures 'typicality' rather than just 'showcase lessons' so that outcomes drive improvement.	<ul style="list-style-type: none"> <li>Develop and trial 'Work Sampling' documentation to provide a sharper analysis of the quality of teaching over time, including: progress in books; moderation of assessments; high expectations and marking and feedback (SDHT).</li> <li>Trust led moderation day attended by subject leaders following Y11 AP1 (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Moderation shows that 85% of work in a given subject area is assessed accurately</li> <li>85% of PP have specific actions in place to accelerate progress in Team Improvement Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Amend actions as necessary, including mentoring and coaching, and sharing good practice, based on emerging evidence (SDHT, SSM:CPD).</li> <li>Continue systematic scrutiny and training around planning for progress with a focus on PP (SLT).</li> <li>Trust led moderation exercises developed further into Team's within each Academy (SDHT, SLs).</li> </ul>	<ul style="list-style-type: none"> <li>Moderation shows that 90% of work in a given subject area is assessed accurately</li> <li>90% of PP have specific actions in place to accelerate progress in Team Improvement Plans</li> </ul>	<ul style="list-style-type: none"> <li>Further scrutiny of Team Improvement Plans with a focus on provision for PP Boys, SEN and any students underachieving (SLT).</li> <li>Use evidence collected, including assessment data, Lesson Observations, QA documents and Work Sampling to plan training for next year (HT, SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Moderation shows that 95% of work in a given subject area is assessed accurately</li> <li>95% of PP have specific actions in place to accelerate progress in Team Improvement Plans</li> <li>Teaching: 84% Good and 24 % Outstanding</li> </ul>
4. Governors and external partners, including the Local Authority, to provide the external support and scrutiny required to move rapidly from 'RI' to 'Good'.	<ul style="list-style-type: none"> <li>CoG conduct fortnightly review of progress with HT (COG, HT)</li> <li>CoG to look at refining Link Meetings (COG, HT).</li> <li>Paired activity with Link Governors and LA Officers to review progress against milestones with SLT links (SDHT).</li> <li>LA Officer to work with SDHT on SLT Subject moderation (SDHT).</li> <li>TD to conduct termly Trust monitoring of progress (HT, TD).</li> </ul>	<ul style="list-style-type: none"> <li>Governor visits increasingly focus on School Improvement Activity</li> <li>Thorough evaluation of first SIP</li> </ul>	<ul style="list-style-type: none"> <li>Consult on potential teaching and non-teaching structure for 2016/2017 (HT, SDHT).</li> <li>Governors have second termly meeting with SLT links to review progress against milestones for their section of the School Development Plan (COG, HT)</li> </ul>	<ul style="list-style-type: none"> <li>Structure finalised and agreed</li> <li>LGB minutes show an consistent focus on the milestones</li> </ul>	<ul style="list-style-type: none"> <li>Implement a structure for 2016/2017 that reflects the needs and size of school (growth and rebuild) (HT, SDHT).</li> <li>Joint evaluation activity held between governors, school leaders and LA to look at overall progress over the year (COG, HT).</li> </ul>	<ul style="list-style-type: none"> <li>Summary of Academy Evaluation is built upon increasingly robust evidence from a wider range of internal and external partners</li> <li>Academy judged as at least Good by Ofsted</li> </ul>
5. Review the curriculum to ensure the Academy meets the needs of all learners, meets all statutory requirements and is efficient and effective	<ul style="list-style-type: none"> <li>Full curriculum review to include preparedness for new GCSEs and subject time allocations (including the delivery of PSHE and RE) and in light of: <ul style="list-style-type: none"> <li>Changes to the time of day structure.</li> <li>Drop-Down-Day(s)</li> <li>PSHE</li> <li>College Offer</li> <li>Y7 Mastery Curriculum</li> <li>En/Ma Number system (SDHT, SLs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>New curriculum model in place for KS3 &amp; KS4 including agreement on revised model of PSHE/ RE delivery</li> </ul>	<ul style="list-style-type: none"> <li>Competitive sport to be developed through inter-House competition (AHT11, SL PE)</li> <li>Review of new EAGLE Project to ensure experience is positive and effective (AHT9&amp;10).</li> <li>Audit SMSC provision and promotion of Traditional British values and ensure effective coverage (AHT7&amp;8).</li> </ul>	<ul style="list-style-type: none"> <li>Inter-house events held for Y7-10</li> <li>SLT agreement on number of courses to run both KS4 and KS5</li> <li>Whole school &amp; Subject level SMSC provision maps available</li> </ul>	<ul style="list-style-type: none"> <li>Competitive sport to be further developed through Inter-Trust Sport event (AHT11, SL PE).</li> <li>Complete rooming review so that best use is made of available space (HT, SDHT, SLs).</li> <li>Evaluate Drop-Down-Day trial and plan for 16-17 (AHT11, SLT)</li> <li>Provision map of Citizenship/ RE and PSHE finalised (SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>Space is best utilised to enhance delivery of curriculum</li> <li>Final curriculum plan timetabled</li> </ul>
6. Further develop parental engagement and perception by developing strong transition, communication and access to professionals at the point of need.	<ul style="list-style-type: none"> <li>Complete an audit of current Parental Engagement as a first step towards achieving the Quality Standard (DHT3, DHT4).</li> <li>Plan a number of Family Learning opportunities to support intervention and accelerate progress (DHT3, DHT4).</li> <li>Communicate structural changes and investment in key senior staff to families. (HT, SSM:T&amp;M).</li> </ul>	<ul style="list-style-type: none"> <li>Audit completed and detailed plan produced</li> <li>Transition activities planned for all feeder primary schools</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all student success is widely celebrated through quality communications (SLT, HOYs)</li> <li>Deliver Family Learning events to support Maths, English and e-Safety (SDHT, DHT3, DHT4)</li> <li>Progress early rebuild work and maintain effective communication with parents and wider community (HT, SDHT).</li> </ul>	<ul style="list-style-type: none"> <li>3 Family Learning opportunities have positive evaluations</li> <li>Publications and communication is viewed as positive from parental questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Complete assessment for Parental Engagement Quality Standards and ensure that it is a key element of the school's future work (DHT3, DHT4)</li> <li>Evaluate success of academic transition work that has taken place all year (SSM:T&amp;M).</li> <li>School leaders to visit all feeder primary schools to meet Year 5 parents (SLT, SSM:T&amp;M).</li> </ul>	<ul style="list-style-type: none"> <li>Parental Engagement Quality Standard achieved</li> <li>6 Family Learning opportunities have positive evaluations</li> <li>Proportion of Y6 feeder primary students choosing TVA increases</li> </ul>

Code	Title	Named professional
<b>COG</b>	Chair of Governors	G. Mansfield
<b>HT</b>	Headteacher	S. Kelly
<b>SDHT</b>	Senior Deputy Headteacher	N. Pearson
<b>DHT4</b>	Deputy Headteacher Key Stage 4	T. Meeks
<b>DHT3</b>	Deputy Headteacher Key Stage 3	L. Morgan
<b>AHT11</b>	Assistant Headteacher Year 11	K. Vanterpool
<b>AHT9&amp;10</b>	Assistant Headteacher Year 9 &10	N. Silcock
<b>AHT7&amp;8</b>	Assistant Headteacher Year 7 & 8	K. Harvey Taylor
<b>SSM:EX</b>	Senior Strategy Manager Examinations	S. Wheatley
<b>SSM:CPD</b>	Senior Strategy Manager: Continual Professional Development	A. Steer
<b>SSM:M&amp;T</b>	Senior Strategy Manager: Marketing and Transition	A. Walden
<b>SM:VG</b>	Strategy Manager: Vulnerable Groups (SENCO)	A. Hawkins
<b>SM:D&amp;A</b>	Strategy Manager: Data & Assessment	A. Khan
<b>HOS</b>	Head of Support	T. Astle
<b>CP Officer(s)</b>	Child Protection Officers	S Matthews, P. Owen
<b>HOY</b>	Head of Year 7	H. Morley
	Head of Year 8	C. Blackburn
	Head of Year 9	S.Appleby
	Head of Year 10	K. Castledine
	Head of Year 11	K. Holland
<b>TD</b>	Trust Director	P. Brown
<b>SL</b>	Subject Leader	
<b>SIP</b>	School Improvement Plan	
<b>SEN</b>	Special Educational Needs	
<b>PP</b>	Pupil Premium	
<b>LAC</b>	Looked After Children	
<b>QA</b>	Quality Assurance	
<b>SLT</b>	Senior Leadership Team	
<b>CPD</b>	Continual Professional Development	
<b>BfL</b>	Behaviours for Learning	
<b>RP</b>	Restorative Practices	
<b>SEAL</b>	Social and Emotional Aspects of Learners	
<b>C Jane's</b>	Commando Joe Military Ethos & Resilience Programme (targeted to girls)	
<b>AP</b>	Alternative Provision	
<b>EAGLE PROJECT</b>	English As a Growing Language Project	