

**'Fine Tuning for Excellence'**

<b>Achievement</b>	<b>Grade: 1c</b>
<p>The achievement of students at KS4 is outstanding (ISDR 2017). The progress for the last 3 years shows that students at KS4 make considerable progress given their starting points. Key headline measures show:</p> <p><b>3 year trend</b></p> <ul style="list-style-type: none"> <li>▪ 2015 - % 5A* -C Sig above Average, VA 1036.5</li> <li>▪ 2016 – P8 0.19 , Sig above Average, top 29% of school</li> <li>▪ 2017 – P8 0.70, Well Above Average, top 6% of schools</li> <li>▪ Disadvantaged VA significantly above national (RAISE 2015)</li> <li>▪ Disadvantaged in top 15% in 2016</li> <li>▪ Disadvantaged in top 10% for 2017</li> <li>▪ SEN VA in 2015 just above national</li> <li>▪ SEN P8 in 2016 below that of national for students with EHCP</li> <li>▪ SEN P8 in 2017 0.05 vs National others 0.06</li> <li>▪ Languages P8 in top 15% for last three years</li> </ul> <p><b>2017 data specifically</b></p> <ul style="list-style-type: none"> <li>▪ Overall P8 for the school in the top 6% of schools nationally</li> <li>▪ P8 for middle and high attainers in top 10%</li> <li>▪ P8 for English in top 2% of schools</li> <li>▪ P8 for Open Element in the top 5% of schools</li> <li>▪ P8 for EBacc in the top 20% of schools</li> <li>▪ % of students achieving L4+ in Ma and En above national</li> <li>▪ Attainment 8 above national</li> </ul>	
<p><b>Areas for Development</b> : Whilst outcomes at KS4 are strong we are keen to ensure that the progress of subjects at KS4 are bought in line with the highest achieving subjects – Therefore we are targeting Science, History , Maths and Business Studies to bring these in line with the very best. Priority 1 students (SEN/WBR and disadvantaged) continue to be a focus as these are a 'historically' vulnerable group and we need to ensure that they achieve in line with the progress of all others within school.</p> <p>The sixth form at BSFG is small (current year 13 44 pupils) the school works in collaboration with other local sixth forms. The performance of students at post 16 is not in line with the rest of the school. Progress within the Arts subjects is strong, and students who enter with an average 'C' grade make good progress (top 30%). However, the progress of students who enter with the higher grades, at an A or B do not make enough progress and therefore the overall grading for the school for sixth form is a : C-(DFE league tables 2017)</p> <p><b>Target 1: Ensure that student progress within the sixth form is in line with national/above</b></p> <p><b>Target 2: Ensure that staff are embedding the strategies and systems for Priority 1 students so that they make progress in line with other students within school</b></p>	

<b>Quality of teaching, learning and assessment</b>	<b>Grade: 1c</b>
<p>Quality assurance and whole school monitoring show that teaching across the school is consistently strong. Formative and summative assessment is used well to measure students' progress and reshape, target classroom intervention where this is required. Outcomes in both English and Maths are strong, gaps are identified early through the use of baseline data and strategies are initiated to close any gaps. The development of student's literacy skills is a strength of the school (Accelerated reader results and English GCSE outcomes +1.17) and the school recognises the need to further develop girls' numeracy skills in order to further improve outcomes in Maths (data on entry shows that girls at BSFG</p>	

are a grade below their peers nationally on entry), bringing this in line with the exceptional results in English. Parents are regularly briefed and involved in understanding how their daughters are progressing and how they can support (attendance at meetings usually above 90%). Whole school target setting is justifiably ambitious and student, staff and parents have high expectations of pupil performance.

**Areas for Development:** Historical data on entry shows that our girls enter in year 7 almost one grade below national in terms of their achievement at KS2 in mathematics. We have therefore invested in a complimentary Math curriculum for all of our students in year 7 in order to close the math's gap in achievement from KS2. This will run for an extra lesson each week for all Students in year 7. Additionally, better use could be made of both the curriculum and assessment at KS3 (although some work already done in this area) and KS4, in some subject areas – History, Business and Math, as well as in the sixth form. This would help to further support student achievement within these areas. The focus on developing pedagogies which can support students in consolidating their learning will again remain a key area of focus this academic year.

**Target 4: Further develop the curriculum and use of assessment to ensure that it continues to engage students and leads to improved outcomes for all groups**

**Personal Development, behaviour and welfare**

**Grade: 1b**

**Behaviour and attendance** across the school are outstanding and this is consistently maintained. Attendance of students is significantly above the national average (94.8% absence nat. 5.4%, school absence 4.5%- ISDR 2017 ) Incidences of low level disruption are rare and students are engaged and positive about their school community. Incidences of bullying are extremely rare.

**Personal development and welfare:** Students have a clear understanding of how to keep themselves safe online and more generally. There is a strong focus on sport and healthy lifestyles across the school and a full programme of well- being activities is run throughout the school calendar year. The school vision and its focus on ambitious Brentford girls of the future, threads throughout the fabric of the school and community. Careers advice and guidance is exceptional (Careers Quality Mark 2018)

**Areas for Development:** Attendance overall is strong however a small group of **SEN** Students still have an **attendance** rate of 93.7% (National SEN attendance– 92.4%.) While attendance is better than national average there remains a gap between SEN students and students within the whole school. There is also a need to continue with the schools work on building resilience within the learners given both the national and school increase of students with **mental health** issues. This is particularly important in supporting learners and preparing them for the pressures of a largely terminally examined curriculum. We need also to retain the strong **behaviour system** that we currently run in school.

**Target 3: Behaviour for learning and student well - being further supports improvements in student outcomes**

**Effectiveness of Leadership and Management**

**Grade: 1b**

The school vision is fully embedded across the school. Leaders promote a culture of high expectations around achievement and student behaviors. There is a relentless focus on self-evaluation and self-improvement, which has led to the strong and continuous development of the school over the last 3-5 years. There are robust systems in place for monitoring pupil progress and staff development, from the sharing of best practice on Wednesday briefings to the development programs for middle leaders and staff new into teaching and new to teaching at BSfG. The schools approach to securing achievements within challenging circumstances, the way it has managed efficiency savings and recruitment shortages is commendable. The culture and ethos of the school is palpable, SMSC and the safeguarding provision are a real strength of the school.

**Areas for Development:** Although the schools' finances are in a relatively strong place, the continued turbulence in student numbers, created by an unrequired increase in school places across the LA, requires constant and careful consideration of the budget. The schools marketing strategy, although successful in increasing choices needs to be remodeled in light of the place planning challenges and the increasing number of students who choose us locally –The latter increases the challenge. The schools marketing strategy needs to be reviewed and the school needs to ensure its fundraising strategy is even more robust, so that it can support projects such as the Astro turf project. Additionally there is huge expertise across the school and staffing costs are heavily weighted to expert teachers. The school is keen to draw on this resource to support development of staff across the school. The retention of teachers is good but recruitment continues to be an issue and therefore the school is keen to develop its own bespoke program for successful graduates.

**Target 5: Ensure that the principle of best value continues to drive efficient resource management and ensures that school finances remain in a strong position**

- Key Ofsted Grading's – 1abc= Outstanding / 2abc= Good/3abc= Requires Improvement/4abc= Inadequate

**Target 1: Ensure that student progress within the Sixth Form is in line with or above national**

**Areas for Development (Summary)**

The sixth form at BSfG is small (current year 13 44 pupils) the school works in collaboration with other local sixth forms. The performance of students at post 16 is not in line with the rest of the school. Progress within the Arts subjects is strong, and students who enter with an average 'C' grade make good progress (top 30%). However, the progress of students who enter with the higher grades, at an A or B do not make enough progress and therefore the overall grading for the school for Sixth Form is a : C-(Dfe league tables 2017)

**Success criteria:**

**Sixth Form**

- Sixth Form outcomes are in line with national expectations (Brentford VA for 16-19 program is at least 0) and there are no gaps in achievement
- Students accessing external courses make good progress and there is effective communication which supports this across partner institutions
- Teaching and learning remains a key focus- Lessons are well differentiated so that all learners make good progress
- New curriculum and assessment procedures are well implemented. These are linked tightly to exam board AO's, and feedback is regular and used effectively by teachers to improve the progress of learners.
- Impactful intervention takes place after each data collection by both departments and the Sixth Form team
- Transition program delivered for both year groups focused on developing students independent learning is effectively delivered across post 16, enabling students to be successful independent learners Strategies for students with prior attainment of B and A , ensure that they make expected progress
- Program of support implemented enabling Biology, Geography, Maths and Chemistry to achieve a positive VA score
- Pastoral program supports some of the more vulnerable students so that student attendance remains at the whole school level and poor attendance is tackled quickly
- Student feedback shows that students feel well supported in lessons
- All actions are delivered on from the cross borough project and students make good progress as a result of this

Key Actions	Start	End	Lead	Resource	Monitoring (who/how)
Teaching and Learning lead works closely with Geography, Maths and Biology and identifies a package of support focused around improving teaching in post 16 with mixed ability groupings	Sept-Plans in place by October half term	July	KST		LE through line management
Additional lessons given to Geography, Maths and Biology are monitored to ensure that the pace is not lost. Data is considered to confirm that the increased contact time is leading to improved outcomes.	Sept	July	KST	Extra lessons	KST through learning walks and through LM of subjects
Those students with prior attainment of a B become a focus, all staff are aware of who they are and what their learning needs are. These students are tracked as a group to confirm which ones are making expected progress and those who are not. Stakeholders views to take place with this targeted group to better learn what it is that they need.	Sept	July	LCO		KC through LM All LM's through LM
Sixth form teachers meetings focus on teaching and learning – how to differentiate effectively when you have a wide ability range within your classroom, how to cater for the most able students, how to stretch and challenge those students. A full program to be developed.	Sept	July	KST		LE through LM
Is it possible the new A' level content is too challenging for staff? Audit subject knowledge of staff teaching A' level. Is there any content that they find challenging to	Sept	July	KST		LE through LM

cover? Can they meet with other A' level teachers to discuss how best to approach it? Link up with Chiswick.					
System developed across partner institutions within the consortium which track attendance and progress- School intervention where required in collaboration with partner school	Sept	Oct- New system in place and reviewed following each data collection	PMA		KC through regular meetings with PMA
The enrolment process ensures that all students are placed on suitable courses.	Sept	July	LCO		During enrolment
New assessment program to be put in place to identify areas for improvement and feedback, which informs intervention following data collections. Assessment snake for KS5 introduced and all assessments to be written in subject assessment books. Assessment linked to the duration of the course that they are on. This to be shared with all students and monitored rigorously according to the linear format.	Sept	July	LCO/KST/Amanda		Through LM of LCO/KST
Schemes of work reviewed, to include assessment foci, clear progression for transition and key elements of knowledge to develop skills from the syllabus.	Sept	July	KST/PMA		Learning walks and LM
Intervention plan created which identifies both subject and sixth form level following data collections. Reviewed after each data collection and following the PPE's. Impact is measured and action taken where needed.	Sept- Plan in place for year 13	July	LCO		Through LM and reporting back to SLT
Information on students backgrounds is shared with staff in September as well as academic ability (For new year 12 and 13)	Sept		LCO		DSI/KC
Transition activities implemented by all depts. at the start of Year 12. These are linked to developing the skills required for the courses	Sept	Sept	LCO/KST		Through LM and learning walks – Review last week of September re impact
Better use is made of the line management agendas to target and monitor what is happening in post 16. This becomes a regular item on the agenda for all departments in the weekly agendas					
The sixth form becomes a regular item of focus during department termly monitoring. Actions are identified and raged termly to ensure that corrective action is taking place.	Sept	July	PMA		PMA to feedback sixth form areas to KC/LCO
Improvement in parental engagement in regards to academic achievement. Subject teachers phone home if students are a cause for concern and send letters home to confirm this, monitoring through HOD's and quality assurance from Head of Sixth Form.	Sept	July	LCO/SLT		Through LM and tracking by LCO
Successful induction and integration of new Sixth Form Study mentor. Weekly work plan identifies key activities she leads on.	Sept	July	LCO		Through LM
External students' induction program is created and implemented. Feedback is received from previous school and shared widely with staff	Sept	July	LCO		Through LM
Fresher's week activities to provide a focus on expected hours of independent work and how to get organised in post 16. Weeks activities are reviewed	Sept	Oct	LCO		Through LM

Redo the data collection sheet so that it shows MEG and aspirational target. Following data collections students review where they are against both. Student target setting focuses on creating targets that could be set which reflect aspirational targets.	Sept	July	LCO/DSI		Through LM/ LM of depts
Following data collections staff are spoken to about aspirational targets as well as MEG. Actions following data collections at progress meetings address the gaps in MEG/Aspirational targets where relevant	Sept	July	LCO/KC		KC through LM of LCO
Implement Priority 1 student passports across the sixth form and ensure that these students feature within sixth form teacher meetings- Actions are taken following data collections. These are identified on the sixth form intervention plan	Sept	July	KC/LCO		KC through LM of LCO
Enforcement of the 'wave' model of attendance.	Sept	July	LCO/KC		KC through LM of LCO and behavior reports
Train all tutors, induct new ones so that they understand what is expected of them in regards the role: Progress, Behavior and attendance. Ensure that they are using the systems effectively- Agendas at Thursdays meetings – This is a weekly focus	Sept	July	LCO		KC and LCO through monitoring activities – tutor times
Further develop the careers provision and tracking across the Sixth Form, so that all students have been given at least one opportunity for a visit to a university	Sept	July	LCO/EB		KC through LM of LCO and EB

<b>Target 2: Ensure that staff are embedding the strategies and systems for Priority 1 students so that they make progress in line with other students within school</b>					
<b>Areas for Development (Summary)</b>					
Whilst outcomes at KS4 are strong we are keen to ensure that the progress of subjects at KS4 are brought in line with the highest achieving subjects – Therefore we are targeting Science, History and Maths to bring these in line with the very best. Priority 1 students (SEN/WBR and disadvantaged) continue to be a focus as these are a historically vulnerable group and we need to ensure that they achieve in line with the progress of all other students within the school.					
<b>Success criteria:</b>					
<ul style="list-style-type: none"> <li>• Staff are aware of Priority 1 students in their classes and are using the learning passports to ensure that work is differentiated effectively for these students</li> <li>• LSAs are used effectively to support the progress of Priority 1 students</li> <li>• The impact of SEN interventions are measured and data reactive</li> <li>• Priority 1 students are making expected progress/better than expected progress</li> <li>• Assessment is being utilized effectively to support student learning</li> <li>• Written feedback in books is more detailed enabling students to respond appropriately and make improved progress leading to better outcomes</li> <li>• Art GCSE results improve to ensure that the department has a higher value added score</li> <li>• History and Business studies GCSE results improve to ensure that the departments have a higher value added score (At least in top 20% of schools)</li> <li>• Maths GCSE results to improve so that they move into the first quintile (As with English)</li> </ul>					
<b>Key Actions</b>	<b>Start</b>	<b>End</b>	<b>Lead</b>	<b>Resource</b>	<b>Monitoring (who/how)</b>
Priority 1 students clearly indicated on SIMS including sixth form students and staff have a clear understanding of the criteria for students to be Priority 1	Sept	Sept	DSI /NG	SIMS /Priority 1 list	LE

All teaching staff to receive pupil passports for the SEN /Priority 1 students they teach, including those in sixth form, by the end of the first week in September to be included in pink folders.	Sept	Sept	NG	Pupil passports	SLT / HOD
INSET day session in September led by each head of year to run through the Priority 1 students in their year group and strategies contained within the pupil passports. To be followed up at the start of the Spring term.	Sept	July	HOY		PDE/DSI through LM
HOYs monitor the progress of Priority 1 students following each data collection. Action plans are in place and reviewed following the data collections	Sept	July	HOY/DSI/PDE		DSI through monitoring meetings are taking place and actions followed up
Parent groups are established for targeted Priority 1 students. These are planned and at least one each term is run. Stakeholder reviews are collected and impact of group measured	Sept	July	Charlotte		KC through LM
Pupil passports used in progress meetings to review and update the strategies being used for Priority 1 students as part of wave 1 teaching. Any comments recorded on SIMS for collating by NG.	Sept	July	NG		NG/KST/DS to visit progress meetings to see effective use of pupil passports
Training on effective use of TAs – compulsory for all staff during the first half term. Best practice is shared along with the non-negotiables for working with TAs. Monitoring to take place to confirm that the non-negotiables are being followed and heads of department to follow up where this is not taking place.	Sept	July	NG		DSI via LM
Year 11 intervention plan shows half termly milestones for the progress of Priority 1 students and where this have not been achieved appropriate intervention are put in place as detailed on the intervention plan.	Sept	July	NG/DS	Y11 intervention plan	LE via LM
Resilience training is provided for all staff. We need staff to be able to demonstrate resilience and to foster resilience within classrooms. This is important not just for Priority 1 students but for all students.	Sept	July	KST		LE via LM
Use of appropriate baseline assessments are used to measure the impact of SEN interventions (subject specific baseline tests, PASS, student questionnaires, Lexia, Accelerated reader and Accelerated maths, round robins)	Sept	July	NG		DSI via LM
A timetable of withdrawal and small group interventions for Priority 1 students across all year groups is compiled and effective from September to be delivered by SCO and JO and used accordingly depending on the data.	Sept	July	NG		DSI via LM
Menu of SEN interventions compiled and shared with each HoY so that they can make referrals based on each data collection for SEN students.	Sept	July	NG		DSI through LM
Specific training is provided for those who are teaching – new Year 7 with unmedicated ADHD. To take place early on in the Autumn term.	Sept	Ongoing if required	NG		DSI via LM
Further training to be provided regarding ASD students – this should be linked specifically to the students that we have in the unit.	Sept	Ongoing if required	SCO		NG via LM

Training on how to feedback effectively to students, especially Priority 1 students so that feedback is simplified and given as step by step instructions on how to improve their work so that they make progress. To be provided in CPD sessions.	TBC	July	KST		LE via LM
TAs to receive training on how to support students with acting on the feedback given. Where TA support is not available for Priority 1 students in lessons, teachers are dedicating time to support Priority 1 students during FIT time.	Sept	July	NG		SLT via learning walks
Art: additional support is provided in lessons from a HLTA so that the teacher can better focus on meeting the needs of all students in the GCSE class.	Sept	July	LST		PMA via LM
Literacy initiatives such as being taught the academic word list, accelerated reader, lexia, DEAR etc. support literacy development of Priority 1 students	Sept	July	JE		KST via LM
Staff in the <b>Maths department</b> who under their teaching load allocation are used for small group interventions and support in lessons – Impact of their work is measured	Sept	July	DSI/AW		DSI through support TT
JC attached to Year 11 as a tutor so that <b>math's</b> intervention session are done during tutor time on a carousel model and incorporating the use of the Pixl maths app or Hegarty maths	Sept	July	DSI/NG	Maths app Teaching room	DSI through monitoring
Students achieving a L4+ and L5+ in English but not in <b>Maths</b> (and visa versa) are targeted for intervention during academic mentoring lessons	Sept	July	DSI/AW	Staff free during AC lessons	DSI through monitoring
The achievement of students with KS2 results in <b>Art</b> is a focus for intervention and progress meeting discussions as these are the students who will be counted in the value-added calculation	Sept	July	DSI/KC/LS		DSI following data collections
Lead practitioner to continue working with new Head of department in History, Maths, and Business Studies to ensure that the content delivered in lessons is differentiated so that it is accessible for lower ability students and focuses on key facts that need to be learned for assessment purposes.	Sept	July	EDO/HCH		DSI through impact reports and data
To carry out question level analysis of students' assessments in History/Maths/Business Studies to accurately diagnose each students' gaps in knowledge and so that intervention is personalised and effective.	Sept	July	HCH/KST		KST through LM discussions

**Target 3: Behaviour for learning and student wellbeing further supports improvements in student outcomes**

### Areas for Development (Summary)

Behavior and Attendance overall are strong. However a small group of **SEN Students** still have **attendance** rate of 93.4% , and this does impact their learning. We need also to retain the **strong behaviour system** that we run in school and ensure that all new staff and students understand the systems and processes in this area. Exclusions are very low, but there are a few students who continue to disengage from their learning, mainly as a result of external influences. There is also a need to continue with the schools work on building resilience amongst students given both the national and school increase in the increasing numbers of students with mental health related issues. This will be particularly important in supporting learners emotionally and in preparation for the pressures of a largely terminally examined curriculum.

### Success Criteria:

- Implementation of a successful wellbeing strategy in place to support mental health and well being
- Students are able to work independently at home. They can make use of tools such as knowledge organisers which provide key vocabulary, definitions and overviews
- Whole school attendance to be at or above 96% and SEN (Priority 1) attendance to fall in line with the rest of the school
- Students know what resilience means and what it looks like in a school context. Students are able to utilise tools to improve their resilience
- Behaviour for learning plan is implemented effectively ensuring the continuation of strong behavior systems within the school
- Year group monitoring weeks are fit for purpose and provide us with useful feedback on which we can act
- HUB interventions are impactful leading to improvements in student attitude – measured by the PASS survey
- The PSHCE programme and SMSC lead support the work of the wellbeing strategy across the school leading to improvements in student attitudes

Key Actions	Start	End	Lead	Resource	Monitoring (who/how)
Whole school CPD plan in place and implemented as per CPD calendar – Focus areas: Mental health and awareness (First aid) , training in using effective revision techniques such as interleaving, knowledge organisers etc.	Sept	July	KST		LE
HUB intervention success measured by the PASS survey, attendance percentage and current working grades after each group intervention. This feeds into data collections and is reported on termly to governors.	Sept	July	KC	PASS survey licences Report to Govs	KC via LM of HUB team LE through LM
Review of all policies related to safeguarding following the release of ‘Keeping Children Safe in Education 2018’.	July	Dec	KC	Time	LE through LM
PSHCE SOW’s reviewed and developed to ensure that there is a focus on mental health and wellbeing through every year group programme.	July	July	KC/PMA		KC through LM LE through LM
HUB team meetings reviewed to ensure a ‘tighter’ focus in order to make the meetings more effective and so that there is better use of the resource here. Meetings are scheduled following data collections.	July	Dec	AS/KC		LE through LM
HUB team support the transition activities in both year 7 and the sixth form. Information which they produce is shared widely with teachers and leaders across the school	July	Dec	KC		LE through LM
Staff mental health and wellbeing team is established. Team establish a vision for this area and write implementation plan for 1 <sup>st</sup> year of whole school strategy	Sept	Oct- Plan in place	KC/MW/MC		LE through LM

Train key members of staff in mindfulness and deliver a pilot program with identified year group, monitor and evaluate its impact	Sept	July	MN/MW/KC		LE through LM
HOY Improve plans/SEF's show that all areas for improvement identified in this plan are reflected in their year team plans ad these plans are reviewed on a termly basis.	Sept	July	PD		PD through LM
Pastoral managers work plan used for intervention with identified groups to ensure maintenance of outstanding behaviour and attendance in line with the whole school. Plans are shared weekly in PD morning briefings	Sept	July	LS		LE through LM
Ensure the REMOVE remains fit for purpose and used in line with school policy to maintain low numbers of FTE. Review of REMOVE protocols and these shared with staff to maintain a high quality provision.	Sept	July	PDE/LS		LE through LM with PDE –
Bring HOY monitoring in line with department monitoring systems- calendar published and shared with all in advance and actions document created which identifies actions from each term. These are Rag rated	Sept	July	PDE		LE through LM
Maintain rigorous behaviour monitoring systems and HOY monitoring activities. Weekly learning walks take place with a specific focus to quickly identify any areas of need or concern to ensure any matters are dealt with quickly. HOY monitoring activities identify areas for improvement, follow up is taken and this is checked	Sept	July	PDE		LE through LM
Continued use of the behaviour report and actions document to allow HOY/HOD to strategically intervene with those Students with low attendance or behaviour issues to ensure all gaps are closed with a focus on Priority 1 students.	Sept	July	PDE	Half termly behavior reports/action plans	SLT through LM
Delivery of a training programme for all new staff focused on effectively managing behaviour and knowing school systems	Sept	July	PDE		PD through LM
Maintain high impact effective visibility across the school. Marketing importance through weekly reminders :Week ahead, briefings, Brentford Bulletin, regular letters home, displays and through use of assemblies	Sept	July	PDE	Cost of publication £1000	PDE through LM with HoY SLT through LM HoD's
Use of student leadership – HUB Ambassadors, Prefects, House Captains and sixth form Prefects to support promotion of positive behaviour across the school- Sharing of the schools priorities with this team around behaviour – Meet teams at least termly to ensure effectiveness	Sept	July	PDE/AST/SGI		PDE to meet student leadership teams once a term with key staff members
Implementation of plan focused on improving the attendance and behavior of key SEN pupils- Work closely with the NG through the Hub meetings to develop a strategy for improving the behavior and attendance of SEN pupils, seeing all Priority 1 students fall in line with whole school statistics. PD/NG/LS-HOY weekly attendance meetings	Sept	July	PDE/NG		LE through LM and reviewing behavior reports

<p>Attendance continues to remain a key focus for all- Implementation of the waves attendance model for new staff and regular updates via briefing to ensure staff are taking a consistent approach to its implementation.</p> <p>Weekly attendance raffles and weekly competition between year groups continue within year group assemblies to ensure outstanding attendance is high profile throughout the school year.</p>	Sept	July	PD/HOY/ LS	Admin time	PDE through LM and Reported as part of behavior plan
<p>Punctuality to school and movement between lessons to be monitored by HOD/ HOY to ensure Students are arriving to school and lessons on time. HOD/HOY to identify key students and ensure detentions are set and contact home is made if issues persist in line with the schools attendance WAVES model.</p>	Sept	July		Rewards budget	PDE through LM of HOYs
<p>Maintain use of 'AT RISK' document to ensure appropriate and consistent intervention has taken place for those students who may be at risk of FTE or PEX.</p>	Sept	July	PDE		HOY through LM meetings
<p>Maintain use of 'welcome back' meetings for key students and development of restorative justice measures post exclusion. This will also help to ensure a positive return to school and limit any gaps in learning due to periods of time away from school.</p>	Sept	July	HOY and LS		PDE and LE through LM
<p>All staff are regularly reminded on what is expected re the schools' Homework policy. Implementation is monitored rigorously by middle and senior leaders through the use of department and pastoral monitoring activities. Corrective action is taken with individual teachers and this will be monitored by HOD.</p> <p>Department and Year team homework clubs run and students are targeted. Reporting back is in place through the 'Behaviour Report'</p>	Sept	July	PDE/PMA		<p>SLT- learning walks/ drops ins HOY via LM and monitoring folder checks HOD- department monitoring activities LS- Focus groups- specific identified groups.</p>

**Target 4: Further develop the curriculum and use of assessment to ensure that it continues to engage students and leads to improved outcomes for all groups**

**Areas for Development (Summary)**

Historical data on entry shows that our girls enter in year 7 almost one grade below national in terms of their achievement at KS2 in mathematics. We have therefore invested in a complimentary Math curriculum for all of our students in year 7 in order to close the maths gap in achievement at KS2. This will run for an extra lesson each week for all Students in year 7. Additionally, better use could be made of both the curriculum and assessment at KS3 (although some work already done in this area) and KS4, in some subject areas – History, Business and Math, as well as in the sixth form. This would help to further support student achievement within these areas. The focus on developing pedagogies which can support students in consolidating their learning with again remain a key area of focus this academic year.

**Success Criteria:**

- Useable and effective schemes of work are in place that include appropriate assessment activities for each student and as a result students are making good progress towards their targets (FACE lessons for year 11)
- Monitoring shows that assessment for learning activities are being utilized in all lessons in order to inform planning and as a result students are making good progress
- MINT seating plans and pink folders are utilised appropriately when planning lessons and are modified and updated throughout the year
- Year 7 students are catered for appropriately and work is at a level that challenges and motivates all students including HAPs and as a result these students enjoy school and are meeting their targets
- The options process is effectively review to ensure that there is an increase in students doing EBAC in line with the governments ambition of achieving 75% of students studying EBAC by 2022 (10% increase in 2018-19)
- Implement use of tools such as GCSE pod across targeted departments within school to further support students independent learning skills
- Detailed and appropriate feedback can be seen in student books and this leads to improvements in students' understanding resulting in improved progress for students
- Improved outcomes in Science, Business and History (the latter at KS4 and KS5) leading to a positive value add score for both subjects and increased uptake at GCSE and A' level for History
- Improved outcomes in Maths at GCSE so that they are in line with the excellent outcomes in English.
- Improved progress of students in Year 7 as a consequence of new Year 7 curriculum (Better than expected progress)

Key Actions					
A review of assessment at Brentford is undertaken to ascertain how often assessment takes place, what is actually being assessed and what corrective measures are in place to act on information coming from assessments. Provision for different groups is considered within this review – i.e. HAPs/Disadvantaged. Are they being catered for appropriately, do they need anything different?	Sept	July	Amanda F		KST through LM
CPD provides training on effective use of assessment within the classroom and key assessment for learning activities	Sept	July	KST		LE through LM
Develop a plan and implement the first year of the plan, ensuring that there is at least a 10% increase in the number of students doing EBAC this year- Languages element /history element critical re increase in numbers	Sept	Plan in place by Oct half term- Program rolled out	PMA		LE through LM
Making use of KS2 data to ensure that the Year 7 curriculum meets the needs of all students – including those lower and higher ability students. Providing CPD on KS2 curricula and assessment data.	Sept	July	KST		LE through LM

A review of Year 7 SoW takes place to confirm that they are sufficiently challenging for students. Feedback is provided to each department and SoW should be modified accordingly where required.	Sept	July	PMA		LE through LM
Developing a clear understanding of what effective written feedback looks like, providing training for staff and then monitoring to ensure that feedback being provided leads to learning gains for students.	Sept	July	KST		LE through LM
Development of new Maths curriculum in Year 7 using baseline data. This should be developed in the Autumn term and evaluated on an ongoing basis to confirm that it is leading to better outcomes for students.	Sept	July	Amanda with PMA		DSI through LM and termly report back to SLT/or following data collections
Schemes of work are evaluated to confirm that they are fit for purpose and provide adequate challenge for all students in a cohort.	Sept	July	PMA with KST		LE through LM
Training on tools to consolidate knowledge i.e. use of knowledge organisers. Training on supporting academic writing i.e. by use of structure strips. Training on effective revision techniques. Feedback from research project.	Sept	July	KST		LE through LM
Specific support for Business Studies to ensure that outcomes improve. Observations of lessons, feedback, stakeholders views, targeted intervention.	Sept	July	KST		LE through LM
Specific support for History to ensure that outcomes improve. Observations of lessons, feedback, stakeholders views, targeted intervention.	Sept	July	KST		LE through LM
Specific support for Science to ensure that outcomes improve. Observations of lessons, feedback, stakeholders views, targeted intervention.	Sept	July	DSI with KST		LE through LM
Further training in the use of MINT and how seating plans can be used as a tool to support good teaching and learning.	Sept	July	KST		LE Through LM
Investigate and pilot use of IT programmes which can enhance students learning and consolidation in key areas such as GCSE pod (Business, History, Science?)	Sept	Oct launch pilot	PMA		LE through LM
Further training on the use of data to inform planning	Sept	July	KST		LE through LM
Support plan in place for Maths to ensure that students are making good progress in all lessons. Support for the new head of department through line management. Monitoring of lessons to ensure that differentiation is appropriately planned and delivered and that students are making progress in Maths in line with their progress in English.	Sept	July	KST/EDO/DSI		LE through LM

**Target 5: Ensure that the principle of best value continues to drive efficient resource management and ensures that school finances remain in a strong position**

**Areas for Development (Summary)**

Although the schools' finances are in a relatively strong place, the continued turbulence in student numbers, created by an unrequired increase in school places across the LA, requires constant and careful consideration of the budget. The schools marketing strategy, although successful in increasing choices needs to be remodeled in light of the changes and the increasing number of students who choose us locally – This increases the challenges. The schools marketing strategy needs to be reviewed and the school needs to ensure its fundraising strategy is even more robust so that it can support projects such as the Astro turf project. Additionally there is huge expertise across the school and staffing costs are heavily weighted to expert teachers. The school is keen to draw on this resource to support development of staff across the school. The retention of teachers is good but recruitment continues to be an issue and therefore the school is keen to develop its own bespoke program for successful graduates.

**Success Criteria:**

- Whole school CPD plan which drives school improvement and uses in house expertise – coaching /UPS teachers etc.
- Staff who are new to the school feel confident about our systems and processes and are able to fulfil their job description effectively
- New staff do not experience high rates of absence
- Staff well being strategy developed and implemented effectively and staff feedback recognizes the benefits of this
- We are able to train our own graduates at school so that they become competent practitioners and this reduces the need for us to pay recruitment consultants
- New heads of Maths and Science Department lead their teams effectively so that staff are happy and outcomes improve at KS4 and KS5
- Improve the learning environment through the successful achievement of capital bids – Astro turf. Fundraising completed and project begins
- Fundraising strategy in place which continues to bring additional funds to the school
- Review and strengthen the schools marketing strategy so that 80% of Y11 choose BSfG sixth form and we are full in Year 7 (2019)
- Continue to develop school partnerships (Chiswick) (Leading Edge) (Sixth Form program) in order to provide further opportunity for continued efficiency savings / sharing best practice
- Our retention rate remains high because staff enjoy their job and want to work at Brentford

**Key Actions –**

A “new to Brentford” training programme will take place during the Autumn term to ensure that staff who join the school are clear on the systems and processes that exist within our school	Sept	December	EDO		KST through LM
Brentford develops its’ own training programme for graduates in-house and this is monitored to ensure that it is fit for purpose and provides good value for money.	Sept	July	JAW		KST through LM
A training programme is provided for those who are new to middle leadership within school. Consider triads/coaching groups/support from UPS teachers who could act as mentors for new HoD	Sept	July	EDO		KST through LM
Publish the projects paper for UPS teachers. Ensure that Expert teachers are used to support staff development through the whole school CPD program	Sept	July	KST		LE through LM

Leadership development programme is implemented across the school- Use of CMT meetings with a focus on development	Sept	July	KST		LE through LM
Review findings' from staff wellbeing strategy. Develop plan for improvement and implement effectively, report back to GB. (Email protocol, environment- staffroom, use of cover (rarely), staff social club	Sept	Oct- Plan in place and implemented- July	KC		LE through LM
External coaching to be provided for middle leaders who need support	Sept	July	KST		LE through LM
Training for SLT regarding differentiated line management so that all middle leaders get the support that they need.	Sept	July	KST		LE through LM
Fundraising group created. Plan in place and fully implemented so that the school raises enough money to complete astro turf bid	Sept	Dec	PDE/KC/MP/Charlotte		LE through LM
Marketing plan in created and implemented effectively – focus on Y11 and Y6 (Consider place planning information and family of schools- Chiswick schools)	Sept	July	KC	£4000 marketing budget	LE through LM
Further develop partnership working with Chiswick school- shared training opportunities/sixth form provision – Plan in place from October which identifies opportunities for sharing best practice/resources	Sept	July	LE		GB meeting feedback