Target 1: Quality of Education	The curriculum in all areas is well sequenced and effectively implemented so that all Brentford learners know more and remember more, so that strong progress is made across all subject areas.
Target 2: Behaviour and Attitudes	To fully embed a whole school culture of high expectations which has a long term impact on all pupils' life chances.
Target 3: Personal Development	The Personal Development Curriculum is of the highest quality, engaging all stakeholders ensuring that all students fully embrace the vision of the Brentford girl
Target 4: Leadership and Management	Leaders ensure that the quality of teaching in all areas is outstanding ensuring that pupils learn well and make progress in line with curriculum expectations.

Target 1-:*Quality of Education; The curriculum in all areas is well sequenced and effectively implemented so that all Brentford learners know more and remember more, so that strong progress is made across all subject areas.*

Success Criteria

1. Ensure bottom 20% of learners make progress inline with their peers in each year group Bottom 20% monitoring to be an element of all whole school monitoring
2. Interventions in core subjects are well planned and effectively implemented so that the bottom 20% make strong progress
3. Pupils who do not achieve ARE in Reading, writing and Maths are effectively supported to ensure that they meet the expected requirement by the end of Year 7 Earlier planning and targeting of interventions in core subjects for the bottom 20% with measured and monitored progress.
4. Ensure that the developing subject areas are at least in line with the strengthening by the end of the year and at least 50% of subjects in the strengthening have moved into the strongest (Use Intent/Implementation/Impact when developing action plans)
5. Study skills and independent learning skills are effectively embedded through the curriculum and in teaching so that learners are better independent learners
6. All pupils know and remember more because retrieval practice is strong and effective in all subjects
7. Formative assessment and student feedback is well used in lessons allowing students to embed learning in their long term memories and allowing teachers to adequately assess gaps in students knowledge. Termly progress meetings and department meetings allow departments to review how well all pupils are making progress through the curriculum (Know and remember more)
8. The balance of substantive and disciplinary knowledge across all subjects is well sequenced to avoid any subject simply teaching to the test (Contine LT review of curriculum)
9. Ensure that CPD delivered in departments addresses gaps in teacher subject knowledge effectively
10. Implement the reviewed department monitoring plans effectively enabling all subject leaders and leaders to achieve a strong understanding of strengths and areas for development across their subject
11. Literacy is strong across the school so that all pupils, including the bottom 20% can access the curriculum successfully
12. Increase the number of students opting for modern foreign language so that more pupils are choosing the full EBAC route
13. Ensure that SEND pupils make strong progress across all subjects as teaching has been adapted effectively by all teachers

Action	Who?	Timescale	Monitoring- Who? How?	Budget/resource implications	Evaluation
Bottom 20% ● The bottom 20% of students (based on attainment) identified in each year group and publicised to staff on INSET day in September ● Staff to have handover progress meetings with previous class teacher to discuss effective strategies for bottom 20% students which are then reviewed at each successive progress meeting	FDU DEA SBU	Sep 2023 Sep 2023	DSI - Through INSET programme and monitoring of pink folders		

- Staff CPD on first day of academic year to focus on effective Wave 1 strategies to get it right in the classroom for bottom 20% - Students in the bottom 20% to be a key focus of monitoring across every department so that provision for this cohort is quality assured - Bottom 20% targeted for literacy and numeracy interventions to ensure that they are on track to achieve at least a grade 4 in english and maths by the end of Year 11 (Early Intervention from Year 7)	SBU FDU	Sep 2023 Ongoing in the year	DSI - evidence in pink folders checked in first round of monitoring DSI- a timetable of interventions exist at the start of year and ready for implementation / monitoring		
Curriculum - SENCO to work with all heads of department to identify the core knowledge that is central to the curriculum in each department and indicate this on curriculum guides/ PLCs - Retrieval practice embedded in all lessons allows for core knowledge to be regularly revisited and prior learning regularly activated in an attempt to make links to new knowledge being taught - Consolidation lessons are inserted into curriculum plans of all departments and used as an opportunity to teach revision skills, assess learning of the topic to date and address misconceptions before continuing with the curriculum teaching - Advanced planning reflects that department meetings and CPD time used to improve all teacher's proficiency at delivering on both the core and hinterland knowledge of a 'knowledge rich' subject curriculum - A year 9 enrichment programme is planned that is ambitious in its intent and evidence that the curriculum is not narrowed for students after KS3 - A recruitment plan is in place and being implemented to increase numbers in MFL - Data from Summer 2022 exams used to make an initial evaluation of the curriculum provision in each subject which would then be followed by a deep dive of that subject in the academic year. - Target subjects in the key categories - DIPS are quality assured and additional support agreed where needed - Action plans created for subjects deep dived in 2022-2023 are reviewed in the Autumn term to check for impact or whether further action needed.	FDU SBU/HODs DSI HODs / SBU DSI DSI/SBU DEA/CH DEA/SBU DSI/SBU	Autumn term Ongoing Autumn term September 2022 September 2022 September launch Subjects identified September 2023 September launch By end of Autumn term	DSI - all schemes of work to denote the powerful knowledge al students should know DSI - lesson monitoring always shows evidence of retrieval practice and regular consolidation points DSI- quality assurance of CPD plans prior to the start of the new year LE - through line management Report into SLT - Presentation and action plan reviewed in mid year LE DSI - respective HoDs present at SLT	Curriculum capitation and contingency fund?? (MB) Additional capitation	
Assessment - Departments increase the use of low stakes, ungraded formative assessment to find out whether wave 1 provision in the classroom has produced the learning that was intended. - Assessment produces useful and timely data used for effective intervention at a whole school, subject and classroom level. - Students trained in the use of knowledge organisers and PLCs to self assess their progress through the curriculum in individual subjects **Literacy** - Whole school literacy strategy is reviewed with clear actions in place for 2023-24 - Ensure Literacy team are all clear about their job roles and success criteria for their areas - Literacy strategy group to review plan termly	DSI DEA DSI	Ongoing Ongoing	SLT - through ongoing monitoring and deep dives which involve student voice DSI - intervention TTs, raising achievement plans, meetings with HoDs LE - through student voice, pastoral monitoring		

Adaptive Teaching ● SENd improvement plan identifies ke groups and KPIs for achievement. This is effectively implemented ● Programme of CPD is in place which ensures that all teachers can effectively adapt their teaching for SEND pupils ● SENCo is doing regular monitoring to ensure that pupils needs are being well met ● Teaching assistants liaising with teachers to ensure needs are well planned for and support is used effectively	FDU/SGI SBU/FDU FDU FDU/SGI	Ready for september Ongoing Ongoing Ongoing	Through half termly reporting back at SLT meetings Through department/Whole school and SEND monitoring activities		

Target 2: *Behaviour and Attitudes: To fully embed a whole school culture of high expectations which has a long term impact on all pupils' life chances.*

Success Criteria

- Reduce the number of fixed term and internal exclusions by 20%, ensuring that 'Repeat offenders' behaviours are reduced as provision is well targeted for the 'At risk' group
- Ensure that the new internal exclusion procedures and practices are well implemented and feedback and data show that this is having impact
- Reviewed behaviour policy is effectively implemented. Staff are well trained so that they consistently promote a culture which promotes and celebrates positive behaviours
- Staff requiring additional support around BFL strategies receive well targeted CPD so that their practice improves and no learning time is lost due to disruptive behaviour
- HOYs continue to target the top 10% of pupils who demonstrate negative behaviours and ensure that preemptive strategies as well as responsible strategies are in place
- Whole school attendance returns to the pre covid level of 96%. Punctuality ??? figures as a target

Action	*Who?*	*Timescale*	*Monitoring Who? How?*	*Budget/resource implications*	*Evaluation*
Embed a consistent, high quality internal inclusion room provision ● Recruit appropriately qualified candidate - process underpinned by a detailed operationalised job description that makes explicit the intent for IIR provision. ● Appropriate training is put in place for the II manager to ensure they are capable of upholding required standards of behaviour / leading reflection and or behaviour focused modification programmes. ● Appropriate training is put in place for the II manager to ensure they are capable of confidently navigating the required range of remote learning platforms ● HOY are clear on their role in upholding high expectations in the IIR via operationalised job description and pastoral line management agenda. ● IIR space / resourcing (available ICT) reflects the high expectations we have of students utilising the space. ● Prompt, detailed communication of which students are placed in the IIR prior to the end of the school day which precedes their placement to enable subject teams to provide remote work that aligns with intended curriculum ● HODs have a clear understanding of the reformed role of IIR - ensuring that classroom teachers provide appropriate work via GC, GCSE Pod etc. ahead of a student's placement in IRR ● An range of effective / evidence informed behaviour modification programmes are in place that equip students placed in IRR with strategies to prevent repeat instances of poor behaviour	DEA / PDE PDE DEA / PMA PDE MBA / DEA / PDE IIR manager / Heads of Year DEA / PDE DEA / PDE / HOY	By September Ongoing By September - ongoing End of Summer 2 and then ongoing By September From September September inset By September and then ongoing so that menu of provision expands over time	JD shared / approved by LE / DSI DEA DEA / DSI LE / DSI to approve JDs. Progress in relation to JD's monitored via PDE LM of HOYs PDE / DEA PDE / DEA PDE / DEA monitoring of IIR processes on day to day basis relative to stated intent		

● Positive parental communication for all students who have been placed in the IIR takes place each day led by HOY ● A clear reintegration procedure / process is in place and consistently applied for students returning from IIR / FTS to ensure required foundational knowledge is in place ahead of students' return to mainstream lessons ● A clear procedure is in place to allow BsfG to offer a consistent, high quality off site provision (OSP) to partner Hounslow schools	HOY DEA / PDE / HOY / IIR manager DSI / DEA / PDE	From September July '23 following IIr appointment	Stakeholder voice conducted at start / end of programme. PDE to QA delivery DEA / DSI DEA / DSI		
Preemptive and responsive behaviour modification programmes are in place *Preemptive:* ● Heads of Years ensure a pre-emptive behaviour group is identified in each year group (years 7 to 11) using RONI indicators and PASS survey responses. ● Parent meetings held for each pre-emptive group to outline intent of each programme and intended outcomes for the participants ● An accredited, extended timeframe (at least 6 weeks) BMP is in place for each year group for students to be enrolled upon ● Behaviour data of enrolled cohorts analysed at the end of each 2 week cycle to ascertain impact ● Each student to be allocated a mentor upon completion of the programme to allow for them to maintain the application of the skills developed during BPM ● The 23/24 Careers strategy has explicit provision in place for identified RONI students / those cohorts identified as over represented in behaviour data. *Responsive:* ● Clear thresholds are in place that make explicit to all stakeholders when responsive behaviour programmes need to be instigated and by whom. ● A centralised tracking document is in place that enables all senior / pastoral leaders to have a 'live' knowledge of which students are engaged in which programmes ● Year leaders will be on a rota for IIR duty to allow the IIR manager to lead focused behaviour interventions each day. ● An agreed menu of interventions is in place - from which HOY will select the most apposite - to support / equip students in managing their behaviour / preventing re offending	PDE / HOY PDE / HOY PDE / HOY PDE / HOY PDE to coordinate EBR / YAG / HOY PDE PDE / IRR manager PDE / HOY PDE / HOT / IRR manager	By end of September '23 By end of September '23 By end of September '23 PDE From Autumn 2 onwards From September - as required From September From September From September timetabled July '23 From September	DEA / PDE line management DEA / PDE line management. PDE to model initial meetings with each HOY DEA / PDE line management Through PDE / HOY LMM PDE / DEA Line management. PDE to check on frequency / rigour of mentoring conducted DEA to review plan. YAG to present to SLT on termly basis DEA / PDE line management All SLT to have 'live access' PDE to ensue updates are timely / accurate via LMM PDE / HOY line management		
Behaviour for learning CPD- Targeted support ● Staff required to participate in behaviour for learning focused CPD programme are identified following	PDE / SBU	July '23	DEA / DSI		

collation of lesson observation cycle three data (triangulated with previously conducted QA activities). ● Linked to above - Those required to join the programme (as strand 3 of their CPD provision) will be reviewed following each calendared lesson observation cycle in 23/24. ● Each member of staff is met with individually to explain the rationale for their involvement and outline the intended programme ● PDE to lead targeted CPD focusing on agreed key BfL strategies at each calendared 'strand 3' CPD point *Narrate the positive* *Least invasive intervention* *Front loading* *Means of participation* *Pastors Perch* *3:30:30 rule* ● This is followed by jointly agreed (PDE and participant) developmental observation to see the suggested action point being put into practice ● PDE to meet with SBU once per term to discuss progress of current participants and their progress and agree those to be enrolled.	PDE PDE	July '23 From September in accordance with CPD calendar	DEA / DSI DEA / PDE line management DEA to quality assure training. Progress of participants evidenced via DEA / PDE line management and whole school observation cycle DEA / DSI		

Whole school culture that consistently promotes and celebrates positive behaviour expectations
 	
● Implement a behaviour for learning curriculum (delivered via tutor time programme and assembly programme) that ensures staff and students can confidently articulate what positive behaviours are expected at BSfG / how they are enacted in different setting
● Overcommunication (with students) of behaviour / attendance expectations is mapped across tutor time programme and assembly calendar (rather than ad hoc)
● Overcommunication (with staff) of behaviour / attendance expectations is mapped across Week Ahead, staff briefing, CMT, pastoral meetings and weekly LM agendas (rather than ad hoc)
● Revised reporting of Attitude to Learning at x3 Data points allows for targeted intervention to address highlighted BfL concerns
● Pastoral monitoring: Will mirror the QA approach being shared with HODs. Two identified key questions that all pastoral monitoring should focus on:
  ○ Are taught behaviours being explicitly referred to / rewarded when demonstrated?
  ○ Are Wave 1 interventions - determined during progress meetings - being implemented / proving effective?
● Increasingly prominent / consistent use of rewards to celebrate aspirational behaviours that align with school vision / values
	PDE / HOY
	
	PDE / HOY
	
	PDE / HOY
	
	DEA / PDE / HOY
	
	PDE / HOY
	
	PDE / all stakeholders
		By September '23 SOL / resources shared during September inset
		
		From September '23. Mapping in place before end of Summer 2
		
		x3 times per year. First in December '23
		
		x2 scheduled monitoring windows that follow DP1 and 2
		
		From September '23 and then ongoing
			PDE / DEA to create initial resources. PDE / HOY to monitor implementation via regular tutor time drop ins
			
			DEA / PDE line management
			
			DEA / PDE line management
			
			DEA / PDE line management PDE / HOY line management
			
			PDE / HOY line management HOYs to present findings / action plan to SLT
			
			HODs line management agenda DEA / PDE line management PDE / HOY line management		

Whole school attendance return to 96%+ across all year groups / identified cohorts					
• Attendance strategy group continues to meet termly to agree impact of agreed initiatives	DEA / PDE	x3 times per year - HT 2, 4 and 6	Minutes of meeting / actions shared with SLT + wider pastoral leadership		
• Weekly pastoral team briefings are introduced for each year group to more swiftly address W1 attendance concerns.	PDE / HOY				
• Fortnightly meetings focused on PA (Wave 3) and those vulnerable to PA status (Wave 2) chaired by AHT and attended by relevant pastoral / curriculum staff.	PDE / LS				
• Incentivisation of attendance built into Y11 RS strategic plan	DEA/ NG		Half termly progress update reported to SLT		
• 6th form attendance policies align with whole school processes - operationalised JD for 6th form administrator.	PDE / YAG / LS		Minutes of DEA / YAG line management and LS led attendance meetings		
• Overcommunication of importance of attendance is mapped across tutor time programme and assembly calendar	PDE		DEA / PDE line management		
• All SEND attendance to be overseen by Year leaders and attendance manager as per whole school attendance strategy to ensure clarity of actions and interventions in place. 　○ SEND team to meet weekly with attendance manager to update and ensure clarity of intervention in place taking place in the school unit. 　○ Communication is transparent amongst all stakeholders involved with vulnerable children- SEND team to feed into attendance meetings with year leaders where required.	PDE / FDU / LS / HOY		Minutes of weekly attendance meetings		
• ==Late detentions - held at lunchtime rather than after school to prevent 'gaming' of punctuality by those students who have pre scheduled detention==	PDE		DEA / PDE line management		

Target 3: *Personal Development; The Personal Development Curriculum is of the highest quality, engaging all stakeholders ensuring that all students fully embrace the vision of the Brentford girl*

Success Criteria
- PD provision continues to remain a strength of the school and marginal gains in terms of improvement are made. This is achieved through a rigorous audit of the areas which includes feedback from all stakeholders (SMSC/7 protected characteristics /British values etc
- Strategy group is established so that they can lead the work on this area, increasing capacity and effectiveness to deliver on key areas for improvement following the review- Ensure safeguarding represented
- Extra curriculum provision is exceptional, with high levels of participation, improving at least 20% from 2022-23. PPG and SEND pupils attendance increases by 30% from previous year/Year 7 programme well implemented
- Strengthen PSHCE / RSE provision by ensuring that the curriculum in post 16 is broader and all pupils in the sixth form are well prepared for their future
- Build relationships and understanding within parent body around key areas of the PD curriculum- Online safety, RSE, Mental health etc so all stakeholders are more knowledgeable around these areas
- Ensure that the careers plan is implemented effectively and in particular meets all of the targets for the disadvantaged and SEND
- Implement a staff training programme for those new to delivering PSHCE and RSE. Ensure that staff have strong subject knowledge
- Review the schools equality objectives in line with whole school priorities. Ensure that there is opportunity within the curriculum for these to be taught so that students have a very good understanding of diversity and inclusion
- Review the curriculum offer around online safety and ensure that this is uptodate and delivered effectively to students so that their knowledge and understanding in the dangers of online ensure that they are making 'safe' decisions at all times
- Ensure that all stakeholders understand the value of the wider school school curriculum particularly around enrichment and extra curricular - Launch PIXL edge

Action	Who?	Timescale	Monitoring Who? How?	Budget/resource implications	Evaluation
Establish a Strategic Group with meets at Least once a Half term ● Key priority for group is too review PD curriculum and provision and create an action plan for the year ahead ● Key staff identified to meet as part of the Personal Development Strategic Group including Head of House, Head of PSCHE, Head of Diversity, PMA, PDE, Head of Careers, AS, Head of Extra-Curricular and other key staff(Safeguarding) ● Meetings on the calendar decide on key foci for the next half term with clear agendas ● Collation of newsletters into a Personal Development Bulletin to be shared with parents, students and staff	PMA PMA YAG/MW/SGI LE	July 2023 July 2023 One edition per Half Term Sept 2023 & Ongoing	DSI PMA SBU	None Printing Costs None	
Implement a Staff Training Programme for PSCHE and RSE ● Identification of key aspects of RSE training for all staff ● Training included in the Safeguarding CPD schedule ● Development of training materials for key components of RSE ● Identification of key departments for specific training in RSE and how it relates to their subjects using mapping document ● Advice in BLOSSOM Newsletter on key topics and advice on how to answer questions and/or understand what is taught in BLOSSOM. This is to include advice of what can be covered in lessons/tutor time ● Training programme devised for those who teach PSCHE to KS3 and KS4 ● Training for tutors of KS5 in the delivery of PSCHE in tutor time	MW MW to arrange with AS MW MW MW MW MW	Sept 2023 Sept 2023 Ongoing Sept 2023 Half Termly September Ongoing	PMA in LM PMA in LM PMA in LM PMA in LM PMA in LM PMA in LM YAG	None None None None None Guest speakers None	
Build engagement with parents around the issues developed through the PSHCE/RSE curriculum ● Half termly newsletter segments outlining key BLOSSOM/RSE foci for each year group with advice developed and sent to parents and staff ● Stakeholder views on PSCHE/RSE issues established to identify the issues that student and parents are facing ● Introduction of regular RSE/PSCHE parent meetings established on the calendar to discuss key aspects being taught and share resources and advice. These need to be calendared and promoted	MW MW & PMA MW & PMA	Sept, Dec 2023 Feb, March, May 2024 Oct 2023 Sept 2023	PMA in LM DSI DSI	Printing cost None Refreshments	
Increase attendance to Extra Curricular Club- Target SEND bottom 20% and disadvantaged ● Research, trial and introduce a "touch in" system to record attendance electronically ● Development of an Extra-Curricular Booklet and other marketing materials to promote Extra-Curricular Opportunities in the school. These will be use to promote to students and sent home half termly to parents ● Monitor attendance to clubs and identify any Year 7s not attending. HOY and Tutors informed early and intervention where needed ● Establish a reward system for all year groups to encourage regular attendance to clubs by incentivising	CLA SGI/PMA SGI SGI SGI	Dec 2023 July 2023 onwards Sept 2023 Onwards	PMA in LM PMA in LM PMA in LM PMA in LM	Costs of devices (TBC) Costs of printing (TBC) None Prizes (TBC) None	

● Monitor attendance to clubs with all clubs achieving at least 10 attendees on a regular basis. Where this is not achieved, teachers will be asked to market their club and/or choose a different club to run ● Identification of key students/student groups who are not engaging and establishing a recording system for actions taken by tutors, HOY and other key staff ● Regular marketing of opportunities to all students utilising the display monitors around school with a weekly focus of a club in each building ● One to one conversations with SEND and PPG if not engaging- Seek parental input/Work with SEND team and HOYs to increase participation of key groups ● <mark>Keep a database of clubs students attend. Produce a termly report showing attendance of key groups- Identify actions following each data anlysis</mark>	SGI SGI/Marketing PMA	Sept 2023 Ongoing Half termly Ongoing Each term	PMA in LM PMA in LM PMA Report in SLT meetings termly	None None	
Ensure that all stakeholders understand the value of the wider school school curriculum particularly around enrichment and extra curricular - Launch PIXL edge ● All students and staff set up to be able to use PiXL edge ● Staff and student training on PiXL edge ● Introduction of PiXl Edge as part of the pastoral programme where targets are set and reviewed on at least a termly basis ● PiXL edge achievements added to the celebration assembly schedule	PMA PMA PMA/PDE HOY/PDE	Sept 2023 Sept 2023 Sept 2023 Half Termly	DSI DSI DSI PMA	Costs of PiXL None None	
Careers (actions from the borough Careers Cluster strategy and action plan) ● Develop and deliver activities within each key stage to support targeted groups of students in line with school's priority groups ● Pilot employer mentoring programme with small group of students in KS4 ● At least 50% of students in KS5 to engage with employer mentoring ● Develop a whole-school database of employers (including parents and alumni) available to contribute to the careers programme ● Develop and deliver new workplace experiences in Key stage 4 ● Develop a process for supporting students at KS4 to plan and manage their post-16 transition ● Embed student use of Unifrog across all key stages ● Careers Provision, Raising Aspiration and Alumni Engagement - Strategic Planning Document https://docs.google.com/document/d/1CrumlyKLrZw-tje8s3HUfA-KPisJd_0j/edit?usp=sharing&ouid=114417033439391692633&rtpof=true&sd=true					
Diversity ● Narrow the progress gap between WBR students and non- WBR student ● Promote the aspirations of all girls to full engagement in their learning and the next steps in their education. ● Give students the opportunity to feedback on any actions carried out and suggestions for areas moving forward ● Developing subject curriculums to ensure all subjects cover relevant protected factors in their subject area where possible ● To ensure the opportunity to celebrate the diversity of our school community through a scheduled diversity week in the calendar ● To raise the profile of the students community and diversity leads in the school					

Target 4: Leadership and Management; Leaders ensure that the quality of teaching in all areas is outstanding ensuring that pupils learn well and make progress in line with curriculum expectations.

Success Criteria
- The outcomes from the well being review are fully implemented allowing teachers to focus on developing their teaching and pedagogy (Data points/
- The learning environment continues to improve and the very best teachers recruited and retained, as a consequence of the increasing number of pupils joining even when numbers are falling locally
- The CPD programme is responsive to staff feedback, and allows all leaders and teachers to develop their expertise, subject knowledge and pedagogy , in response to personal needs - The plan ensures staff have time to implement new learning and department time is used equitably and to develop subject knowledge
- The reviewed monitoring system is implemented effectively allowing leaders in the school to build a greater understand of how well the curriculum is being delivered in their areas
- All key job roles in senior and middle leadership have been operationalised so that staff have increased clarity around the actions that they need to take to lead improvements in their areas
- Governor s play a key role in monitoring the impact of the curriculum through the way in which they host governor meetings and through their monitoring visits to the school

Action	Who?	Timescale	Monitoring Who? How?	Budget/resource implications	Evaluation Autumn Term
Well Being Outcomes • Review assessment calendar and move to 3 data points for all- Well spaced events/DPs • Operationalise job descriptions for middle and senior leaders so that there is clarity around roles and who does what • Behaviour in some areas is an issue (See behaviour section) • Communication to be further streamlined- Review week ahead/Email comms etc- Set up a school working group?? • Monitoring streamlined (See below) • Provide a budget and application process for departments to access funding for department wellbeing activities • Develop a programme for rewarding staff 'Long Service' • Meetings expectations build clarity across the school - Protocol created • Support staff on Inset days- Create equity with teaching staff	DEA LS/DSI/DEA PDE/DEA PMA SBU LE/MB LE/MB LE LE/MB	For september For september Ongoing For september Ongoing From september From september From september	DSI through LM Review is there greater clarity? PM reviews key question/main and mid year Termly review of new monitoring procedures- Feedback collected by SBU Feedback collected from staff on long service plan Feedback from support staff on Inset days- July meeting		
Marketing Plan • Create a marketing plan which has a clear set of KPIs and engages all stakeholders • Create a calendar for the year that operationalises the strategic plan and which involves at least 5 partnerships with target schools • Create a calendar for 6th form related events which focuses on both internal and external candidates • Review website and all social media platforms as part of the strategic plan activities • Create a clear set of job roles for each member of the marketing team and an overview of the whole function within school	PMA/LE/Ariane Ariane/PMA Ariane/PMA/YAG PMA/Ariane/LE PMA/LE	By September Ready for second week in september- Both calendars For september	Team meets every 3 weeks to review the plan Evaluation of events eg) play/workshops etc- Will always collect feedback	Marketing budget=	
CPD • Subject specific CPD is planned in advance and delivered during department meetings and professional Thursday so that all staff regardless of years of experience are more effective at implementing the curriculum.	SBU	Plans ready for September	DSI/LE - though drop ins to CPD sessions and through deep dives	<mark>CPD Budget (MB)</mark>	

● Whole school CPD is focused specifically around
   ➢ raising attainment for the bottom 20% of students,
   ➢ retrieval practice so that students remember more and
   ➢ literacy so that the work of the SEND team around reading interventions is reinforced in the classroom.
● Staff evaluations of CPD show that all staff positively engage with and benefit from our bespoke programme for professional development.
● Staff who need additional support, including ECT's are well supported so that teaching is all areas of the school curriculum is strong- See CPD plans
	SBU
	
	SBU
		September
		
		September
			DSI - presentations from CPD and impact seen in deep dives
			
			DSI - staff evaluations
			
			DSI- CPD plans and evaluations		

Monitoring system ● Provide training for middle leaders early in the academic year so that the new model for whole school monitoring allows for effective triangulation of evidence to evaluate curriculum provision ● To publicise and regularly communicate the progress of bottom 20% in each year group so that they remain a focus of all quality assurance processes across the school ● Deep dives are carried out in those departments where implementation of the curriculum is still in the 'strengthening' phase so that they improve and are recognised as a strong department.	SBU FDU LE /SLT	By September Monthly Once a term done alongside usual department monitoring	DSI - joint planning of a session and sharing of training materials DSI - Evidence in pink folder of strategies being updated /implemented for bottom 20% in classrooms LE - through deep dive evidence collated		

Governors
● Governors provided with training on curriculum and their role in monitoring it
● Create a governor's strategic plan which focuses on :
   ● *The curriculum- How well this is sequenced and implemented across subjects in the school*
   ● *How do pupils know and remember more- What actions is the school taking?*
   ● *What progress are the bottom 20% students making? How ambitious is the curriculum for them? Schools plans for ensuring that the lowest attainers are improving reading level*
   ● Calendar a range of activities across the year for governors to be involved in <mark>(Governors calendar)</mark>
   ● Create a governors report template which addresses the key focus areas that need to be considered when doing visits
	LE
	
	LE/Terri/Marie
	
	LE/Terri/Marie
	
	LE
		July 23
		
		July 23 (Draft) share in september at governors away day
		
		September for governors away day
		Ongoing throughout the year
			
			Review Of the governors strategic plan at full governors each term
			
			Reports from governors visits as per the calendar
			
			Feedback from governors on governor reports
				
				Governors away day £500
				
				GB Budget £2000	