Budmouth College

School Improvement Plan

2018-19

Contents

Moral Purpose

At Budmouth College, we strive to ensure that our students are happy and successful, today and tomorrow.

We believe the two are inextricably linked. Our students will not be happy unless they gain a confidence in themselves; they will only gain that confidence through an experience of success. Our students will not be successful unless they are happy in themselves and within their community.

We provide our students, therefore, with strong pastoral support to better equip them to gain mastery over a range of academic and vocational skills. These skills, if mastered today, will empower our students to gain the qualifications they will need to secure life affirming and financially secure careers tomorrow. Thus, by being happy and successful today, our students will be happy and successful tomorrow.

Objectives

Objectives		Ofsted Criteria
Objective 1: **Improve leadership and management so that pupils receive an acceptable standard of education:**		**Effectiveness of Leadership and Management**
A.	the governing body rapidly resolves its internal differences and focuses solely on providing school leaders with the challenge and the support that they need	
B.	the school's leadership works closely and cooperatively with the governing body, assisting governors to exercise their role of critical oversight	
C.	safeguarding is made effective by establishing robust procedures to monitor those pupils who are not currently receiving education onsite	
D.	the quality of middle leadership develops rapidly, including by empowering it to play a full role in the monitoring of teaching and holding it accountable for academic outcomes	
E.	the monitoring of additional funding, especially the pupil premium, is much sharper by focusing precisely on the impact of its use on improving pupils' outcomes.	
Objective 2: **Improve teaching, learning and assessment:**		**Quality of Teaching, Learning and Assessment**
A.	the monitoring of teaching places much greater emphasis on the progress pupils make when evaluating the impact that teachers have	
B.	teachers raise their expectations of the quality of work they accept from pupils, especially in key stage 3	
C.	teaching provides a greater degree of challenge to all pupils, whatever their starting points	
D.	teachers address students' misconceptions quickly and pupils understand clearly how to improve their work	
Objective 3: **Improve pupils behaviour:**		**Personal Development, Behaviour and Welfare**
A.	taking rapid and effective action to improve attendance, especially that of disadvantaged pupils and those who have SEN and/or disabilities	
B.	eradicating the low-level disruption that interferes with pupils learning	
Objective 4: **Improving students' personal development and welfare:**		**Personal Development, Behaviour and Welfare**
A.	teaching develops in students the habits of successful learners	
B.	pupils take a greater pride in the quality of work they produce, including in the way it is presented.	
Objective 5:		**Effectiveness of the 16-19**

	Improve the quality of the 16 to 19 study programmes:	Study programme
A.	the monitoring of teaching in the sixth form is more robust	
B.	teaching on A level courses promotes better progress by students	

Delivery Progress / Effectiveness: Key

Delivery Progress and Effectiveness:

An indication of the extent to which a planned action was realised each term and its perceived effectiveness:.

Green – Clear evidence that milestone reached and that action is enabling school to move significantly towards success criteria

Amber – Some significant progress towards milestone with some limited progress towards success criteria

Red – Little, or no, progress towards milestone and therefore no progress towards success criteria

Leadership and Management

Objectives (Ofsted Determined)	**Objective 1:** **Improve leadership and management so that pupils receive an acceptable standard of education:** a. the governing body rapidly resolves its internal differences and focuses solely on providing school leaders with the challenge and the support that they need b. the school's leadership works closely and cooperatively with the governing body, assisting governors to exercise their role of critical oversight d. the quality of middle leadership develops rapidly, including by empowering it to play a full role in the monitoring of teaching and holding it accountable for academic outcomes e. the monitoring of additional funding, especially the pupil premium, is much sharper by focusing precisely on the impact of its use on improving pupils' outcomes.
How will moral purpose be furthered?	The school strives to ensure its students are happy and successful, today and tomorrow. To that end, Governors will resume their role as 'critical friends'. Governors will take a lead role in establishing a culture of high expectation, within the context of pro-active pastoral support. They will ensure that Strategic, Learning and Pastoral Leaders are able to confidently lead others in the pursuit of academic and pastoral excellence. Governors will hold Leaders to account

End of Year Success Criteria	Effectiveness of Leadership and Management to meet the criteria for a judgement of 'Good'. In particular:
	
	• Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
	
	Evidence:
	    ▪ *School Improvement Plan approved by IEB[1] and LA[2]. Plan reviewed and revised every half term.*
	    ▪ *Principal publishes Report to IEB every half term, detailing progress in academic and pastoral fields*
	    ▪ *Minutes of SLT[3] and LL[4] meetings (team and line management) show that performance data (student progress and quality of teaching) is reviewed at least half termly and school and department plans revised accordingly*
	
	• Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil

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[1] Interim Executive Board
[2] Local Authority (Lyn Gaudreau)
[3] Strategic Leadership Team
[4] Learning Leaders

premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

Evidence:

- ▪ *Minutes of IEB meetings detail IEB review of all matters above*
- ▪ *Principal's Report details academic and academic progress of a range of cohorts of students, including vulnerable groups*

- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.

Evidence:

- ▪ *Minutes of SLT and LL meetings (team and line management) show that performance data (student progress and quality of teaching) is reviewed at least half termly and school and department plans revised accordingly*
- ▪ *KS4 and KS5 outcomes reach national expectations*
- ▪ *Significant reduction in KS4 disadvantaged gap*

- Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.

Evidence:

- ▪ *Minutes of SLT and LL meetings (team and line management) show that performance data (student progress and quality of teaching) is reviewed at least half termly and school and department plans revised accordingly*
- ▪ *Programme of Learning Walks, detailing frequency and foci, enacted, responsive interventions introduced and outcomes reported to IEB (Reflected in minutes of SLT and IEB meetings)*

Line Manager	*Richard A. Jacobs, Principal*	**Monitoring / Evaluation**	*Kate Shaw, Chair of IEB*

Action	**Persons Responsible**	**Resource Allocation**	**Tasks Autumn Term**	**Tasks Spring Term**	**Tasks Summer Term**	**Success Criteria**	**Evidence**
Establish	Chair of IEB	IEB members	**Inaugural meetings:**	**Accountability**		Governors	Minutes of IEB

| Interim Executive Board | Principal | attendance expenses

£408 annual membership of SurveyMonkey | 1.Brief IEB members on school context
2. Agree organisation of Board meetings, standing agenda items and regularity of meeting

Clerk of Governors
1.Appoint temporary Clerk of Governors

2.Appoint permanent Clerk of Governors

Public Announcement
1.Letter to parents and press release issued
2.Chair of IEB to meet with staff to present the Board's responsibilities and priorities
3.Chair of IEB to meet with SLT, LLs and HOYs

Academisation
1.Due diligence documentation approved by IEB

Accountability
1.Principal to present first Principal's Report, detailing KS4 and KS5 | 1.Principal's Performance Management mid-term review
2. Principal to present third Principal's Report
3.IEB to conduct review of SEN provision and progress | | have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. | meetings: |

			outcomes and attendance from previous academic year. 2.Principal to present second Principal's Report detailing academic and pastoral progress across each year and cohort group 3.Performance Management targets set for Principal 4.IEB to approve Pupil Premium Report and Strategy				
			Student / Staff Survey: 1.Purchase SurveyMonkey 2.Design student and staff survey. IEB to QA. 3.Identify suitable survey focus group of students. 4.Arrange for focus group of students to have access to internet and arrange for completion of survey. 5.Instruct teachers to complete staff survey	**Student / Staff Survey** 1.Analyse results of baseline survey and report to IEB, SLT, LLs, HOYs and staff. 2.Update School Improvement Plan accordingly.	**Student/Staff Survey** 1.Repeat student and staff survey. 2.Analyse change in perceptions and report to IEB, SLT, LLs, HOYs and staff 3.Respond to outcomes of survey in 2019-20 School Improvement Plan.		
Embed revised lines of	Principal	Time for line management	**Organisation Chart:** 1.Produce	**Organisation Chart:** 1.Update chart to	**Organisation Chart:** 1.Update chart to	• Effective line management	Minutes of curriculum and

| accountable leadership | Vice Principal, Personal Development

Assistant Principal, Quality of Teaching | meetings and consultation

Curriculum time for learning walks | organisation chart 2.Display chart in staffroom, incorporate into staff handbook, post on website | reflect change in personnel | reflect change in personnel 2.Prepare new chart to illustrate any possible reconstruction models being considered | procedures in place to challenge the performance of all aspects of the school's work, leading to a significant improvement in outcomes, across all cohort groups but specifically vulnerable groups, and quality of teaching | pastoral line management meetings: |
|---|---|---|---|---|---|---|---|
| | | | **Strategic Leaders:** 1.Confirm responsibilities of post holders and establish link with relevant IEB member 2.Establish pattern of one-to-one line management meetings with SLT members and Principal, to agree priority action and review progress within areas of responsibility 3.IEB to review performance potential of each SLT member. Identify support. 4. Set Performance Management targets for Principal and each SLT member | **Strategic Leaders:** 1.IEB to review performance potential of each SLT member and identify any further support required. 2.Interim Performance Management reviews for Principal and each SLT member | **Strategic Leaders:** 1.IEB to review performance potential of each SLT member and identify any further support required. | | **Minutes of Learning Leader meetings:**

Minutes of Pastoral Leaders minutes:

Year 11 and 13 internal assessment outcomes: |
| | | | **Learning Leaders:** 1.Publish final version of revised LL job description and | | **Learning Leaders:** | | |

distribute. 2.Use new LL job descriptions in first Performance Management review meetings 3.SLT to agree focus for this term's line management and LL meetings 4.Outcomes of line management meetings to be evaluated at SLT for patterns requiring intervention 5.Following first line management meetings and Performance Management reviews, SLT to review performance potential of each LL. Identify any necessary support.(Jurassic Coast and/or NPQSL/ML training) **Pastoral Leaders:** 1.SLT to agree first draft of revised job descriptions for HOYS and Deputies 2.Consultation with relevant personnel and trade unions	**Learning Leaders:** 1.SLT and LLs to discuss revised job descriptions for KS3/4/5 TLR post holders. 2.Draft job description circulated to relevant personnel for consultation. 3.Issue new job descriptions 5.Through line management meetings, LLs to discuss performance potential of each TLR post holder within department. Identify any necessary support. 4.SLT to agree agenda for line management and LL meetings this term 5.Interim Performance Management reviews for LL post holders. **Pastoral Leaders:** 1.Review of	1.SLT to agree agenda for line management and LL meetings this term 2.SLT to review performance potential of each LL and TLR post holder. Agree any further support required. **Pastoral Leaders:** 1.Review of performance potential		

			3.Publication of final version of revised job description and distribution to relevant personnel. 4.SLT to review Performance potential of each HOY and Deputy. To identify any necessary support. 5.SLT to agree agendas for line management and Pastoral Leaders meetings this term. **Learning Walks:** *Review the following: report outcomes to SLT / LL / HOYs/ IEB : update school and dept. improvement plans:* 1.Behaviour Management: What is the level of consistency in terms of assertiveness, values and micro-scripts? (KS3 focus) 2.Teaching: To what extent is student understanding developed and tested? (Yr 11 and 13 focus) 3.Student work review	performance potential of each HOY and Deputy. Identify further support. 2.Interim Performance Management reviews for each HOY and Deputy. 3.SLT to agree agendas for line management and Pastoral Leaders meetings this term. **Learning Walks:** *Review the following: report outcomes to SLT / LL / HOYs/ IEB : update school and dept. improvement plans:* 1.Provision made for SEN and disadvantaged students in lessons (KS3 focus) 2. Teaching: To what	of each HOY and Deputy. Identify further support. **Learning Walks:** *Review the following: report outcomes to SLT / LL / HOYs/ IEB : update school and dept. improvement plans:* 1.Behaviour management: To what extent has the new strategy been embedded? (KS3 focus)		

			a. assessment for learning. How effective is written feedback? b. internal assessments moderation (Year 10 and 12 focus)	extent is student understanding developed and tested? (Yr11 and 13 focus) 3.Student work review: a. Comparable challenge levels across prior attainment range. b. improvement in written feedback? (Year 7 and 11 focus)	2. SEN and PP: How has support in the classroom changed? (KS3 focus) 3.Student work review: To what extent has written assessment for learning improved over the year? (Year 10 and 12 focus)		

Leadership and Management: Curriculum

Objectives (Ofsted Determined)	**Objective 2: Improve teaching, learning and assessment:** b. teachers raise their expectations of the quality of work they accept from pupils, especially in Key Stage 3 c. teaching provides a greater degree of challenge to all pupils, whatever their starting points. **Objective 4: Improving students' personal development and welfare:** a. teaching develops in students the habits of successful learners b. Pupils take a greater pride in the quality of work they produce, including in the way it is presented.
How will moral purpose be furthered?	A broad and rigorous curriculum that meets the needs of our students in the short and long term will provide the opportunity for happy and successful students. Providing a curriculum that engages and challenges with fundamental skills embedded throughout all curriculum areas will ensure our high expectations are met. Developing a three-year, skill based, Key Stage 3 curriculum will provide life-long learners with a positive learning experience.
End of Year Success Criteria	Effectiveness of Leadership and Management to meet the criteria for a judgement of 'Good'. In particular: • The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. *Evidence:* *KS3 Curriculum Plan produced for each subject, detailing subjective specific National Curriculum KU and skills, Budmouth Learning for Life skills and the progression routes for both* *Year 9 scheme of work produced for each KS3 subject, detailing subjective specific National Curriculum KU and skills, Budmouth Learning for Life skills and the progression routes for both* *Revised KS4+5 curriculum plan, detailing clear progression mapping from KS3 to University/Apprenticeships*

Line Manager	Assistant Principal: Peter Hudson	Monitoring / Evaluation	tb

Action	Persons Responsible	Resource Allocation	Tasks Autumn Term	Tasks Spring Term	Tasks Summer Term	Success Criteria	Evidence
Work with KS3 Coordinators and LL's to identify 5 fundamental *life and study* skills to be embedded in all subject curriculum areas and wider college.	PH	Meeting time – KS3 co-ordinators and LLs	Liaison with CEIL and Careers on life skills

Revise list of fundamental skills with LL's, KS3 coordinators and then wider staff . Planning new Curriculum to embed the skills. | Staff include the skills in curriculum plans | Departments complete curriculum plans in preparation for Sept | 5 Fundamental skills are agreed and embedded across the curriculum. Department plans demonstrate how and where the skills are included. | Minutes of LL meetings:

Life and Study Skills list: |
| Create Curriculum timeline to include KS3 curriculum changes and annual KS3 - 5 curriculum review | PH | Time: INSET day *2 | Share with all staff | | | Timeline covers all requirements and timings adhered to. | INSET agendas: |
| Prepare LL's for the INSET days in October & February for the work required. Including opportunity to look at the expected standards within KS2 and building on students Primary experience. | PH SLT LL's | Research Time: Primary visits | Attend LL's meeting 10/9/18 to brief them. KS3 meeting 15/10/18

Deliver INSET 29/10/18

Share exemplars of Year 6 work at national expected standards in core subjects. | Follow up INSET 15/2/19 Encourage Primary partnership visits and standardisation | Encourage Primary partnership visits and standardisation | Departments complete curriculum plans for 2019/20 | Minutes of LL meetings:

INSET agendas:

Minutes of department meetings: |

Undertake a KS3 – 5 curriculum review in preparation for Sept 2019.	PH SLT Gov's Staff	Time at various meetings	SLT agenda item to discuss and refine curriculum KS3-5 Revise Curriculum Policy Present to Governors	Share final plans for curriculum 2019-20	Timetabling and staffing for new curriculum	New curriculum agreed and implemented. Plan in place for September	Revised Curriculum Policy: Minutes of IEB:
Implement a 3 Year KS3 curriculum to start in September 2019. Ensure high expectations and increased levels of challenge.	PH SLT Gov's LL's	Meeting time INSET day 4 & 5	Present vision & ethos to LL's, KS3 coordinators Outline prep work before INSET day on 29th Nov. for all teaching staff.	Follow up inset 15th Feb	Departments complete plans and share with SLT links	Challenging curriculum plans in place for 3 year KS3, each department sets high expectations	Minutes of LL meetings:
Support Departments to design 5 year curriculum plan with a key focus on the implications for year 8 as they will remain in KS3 for year 9.	PH SLT LL's	Time Meetings INSET days	INSET day 4	INSET day 5	Link SLT discussions	Departments have completed 5 year curriculum plan with detailed plans for year 9	Department curriculum plans:
Evaluate the curriculum changes at each stage, to include LL's evaluation of work within departments (this should include quality of students work & presentation).	PH SLT LL's	Time, including for work sampling	Create structure for evaluation of curriculum changes. Encourage focus on presentation of work by LL's.			Evaluation and QA set up and followed for following years changes.	

SEF: Effectiveness of Leadership and Management

Criteria	Autumn Term	Spring Term	Summer Term
Culture of high expectations (positive relations between students and staff)			
Consistent leadership focus on improving outcomes			
Disadvantaged students progress – substantial improvement across curriculum			
Governors systematically challenge leadership on progress of cohorts of groups, ensuring value for money			
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.			
Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement.			

Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.			
The broad and balanced curriculum inspires pupils to learn.			
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.			
Leaders promote equality of opportunity and diversity exceptionally well			
Safeguarding is effective.			
Leaders' work to protect pupils from radicalisation and extremism is exemplary			

Quality of Teaching and Learning

Objectives (Ofsted Determined)	**Objective 2:** **Improve teaching, learning and assessment:** b. teachers raise their expectations of the quality of work they accept from pupils, especially in key stage 3 c. teaching provides a greater degree of challenge to all pupils, whatever their starting points d. the quality of middle leadership develops rapidly, including by empowering it to play a full role in the monitoring of teaching and holding it accountable for academic outcomes **Objective 4:** **Improving students' personal development and welfare:** a. teaching develops in students the habits of successful learners b. pupils take a greater pride in the quality of work they produce, including in the way it is presented. **Objective 5:** **Improve the quality of the 16 to 19 study programmes:** b. teaching on A level courses promotes better progress by students
How will moral purpose be furthered?	Our teachers and teaching assistants will better understand the strategies that lead to quality learning experiences for our students. They will be empowered, supported and challenged to build those strategies into their default modes of teaching. In turn, our students will be better challenged and supported to become effective lifelong learners within a positive learning experience. The skills they learn will ensure that they are not just successful today, but far into their future.
End of Year Success Criteria	Quality of Teaching and Learning to meet the criteria for a judgement of 'Good'. In particular: • In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. *Evidence:*

- *Learning Walk outcomes show 80% of lessons with clear indications of progress in learning having been made within the lesson*
- *Learning Walk outcomes show 80% of lessons within which students are given significant opportunities to reflect on their learning and made adjustments.*
- *Learning Walk outcomes show 80% of lessons within which teachers identify students who have fallen behind in their learning and intervene within the lesson to support them*

- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

Evidence:
- *Learning Walk outcomes show 80% of lessons within which teachers have used open and targeted questions to explore student understanding and adjust lesson accordingly*

- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.

Evidence:
- *Learning Walk and student work review outcomes show 80% of lessons with significant and effective assessment for learning strategies employed*

- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

Evidence:
- *Student survey shows 70% of students with a growth mindset*

- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that

stretches their thinking in a wide range of subjects, and to practise key skills.

Evidence:

- *Student work review outcomes show 80% of work reviewed includes regular, completed DIRT activities*

Line Manager	Assistant Principal: Mark Cavill	Monitoring / Evaluation	*tbc*

Action	Persons Responsible	Resource Allocation	Tasks Autumn Term	Tasks Spring Term	Tasks Summer Term	Success Criteria	Evidence
Establish first 'Masterclass' coaching team	RAJ and MJC	3 x 1 ½ hour sessions for Masterclass delivery. Baseline questionnaire establishes teachers' understanding of Masterclass techniques before and after the training.	'Volunteer' cohort is selected to act as coaches to teachers who need support in future Masterclasses. SLT assess impact of MC INSET through QA systems.	SLT assess impact of Coaching programme through QA systems from OCT 18 onwards	SLT assess impact of Coaching programme through QA systems from OCT 18 onwards	Quality of teaching delivered by those supported by coaches improves to 'Good' status	Outcomes of Learning Walks:

Masterclass Programme roll-out	MJC	Directed Time for Masterclass delivery. 3 x 1 ½ hour sessions for Masterclass delivery.	Masterclass delivery to 2nd cohort – Middle Leaders and SLT. Masterclass 3rd cohort begins for Yr 11 teachers. SLT assess the impact of MC INSET through QA systems. SLT and Middle Leaders consolidate consistency of MC techniques across the college through October INSET Day MC introduction and Departmental Meetings.	Masterclass 4th Cohort begins for teachers. SLT assess the impact of MC INSET through QA systems. Masterclass 5th Cohort begins for remaining teachers. Masterclass Training takes place for Teaching Assistants at a mutually convenient time.	SLT and Middle Leaders consolidate consistency of MC techniques across the college through Departmental Meetings. SLT assess the impact of MC INSET through QA systems.	All teachers and teaching assistants understand and disseminate high quality teaching and learning pedagogy to ensure consistency of effective classroom delivery across the college.	Outcomes of Learning Walk: Minutes of department meetings:
Refined Performance Management process by SLT encourages pedagogical self-reflection by teachers on impact of Masterclass strategies including students' use	MJC/SLT/Learning Leaders and Heads of Year.	OCT INSET Day time given to PM meetings.	PM meetings ongoing up to Oct 31st 2018. Principal reviews PM process and teachers' engagement with self review and self improvement. Pay and Progression criteria applied if necessary.	PM Review Meetings encourage self reflection throughout the year. SLT and Middle Leaders use QA systems to evaluate impact of PM process	SLT Review the impact of the new PM process on classroom practice through Quality Assurance process SLT and Middle Leaders use QA systems to evaluate impact of PM process	Teachers reflect on effective practice with 'What went well' and 'Even better if' dialogue with PM reviewers. Improved delivery of classroom pedagogy.	Performance management self-assessment records: Performance management lesson observation records:

of metacognition and AFL.						
INSET/Training to teaching staff on refined Performance Management process reference Masterclass pedagogy.	MJC	OCT INSET Day time given to PM INSET.	All teachers use MC pedagogy to reflect on own practice. SLT use QA systems to evaluate impact.	All teachers use MC pedagogy to reflect on own practice. SLT use QA systems to evaluate impact.	All teachers use MC pedagogy to reflect on own practice. SLT use QA systems to evaluate impact.	Teachers understand importance of self-reflection in relation to Masterclass content and reflect on self-improvement.	Performance management self-assessment records:
Teachers use seating plans to identify all groups of students and reflect upon necessary classroom interventions and effective engagement of all students.	Teaching staff/Middle Leaders/SLT.	PPA Time.	Ongoing and reviewed in accordance with impact and necessary support programmes through QA systems.	Ongoing and reviewed in accordance with impact and necessary support programmes through QA systems.	Ongoing and reviewed in accordance with impact and necessary support programmes through QA systems.	All teachers are aware of the needs of all students in their classrooms and differentiate effectively.	Examples of seating plans: Learning Walk outcomes:
KS3, 4 and 5 RAP meetings use TOPS Data to identify students requiring interventions and	Middle Leaders/SLT/SENCO	Directed Time for meetings to take place.	Ongoing and reviewed in accordance with impact.	Ongoing and reviewed in accordance with impact.	Ongoing and reviewed in accordance with impact.	Interventions are identified for students not on track. Middle Leaders disseminate and monitor	Minutes of TOPS meetings:

disseminate actions to teachers accordingly.						impact of interventions on teaching in the classroom.	
Learning Leaders establish a programme of CPD within their own Subject Areas.	SLT/ Learning Leaders	Departmental Meeting Time as per the calendar. Individual PPA time.	Learning Leaders create a programme of Departmental Coaching and Peer Observations which run throughout the year.	Learning Leaders create a programme of Departmental Coaching and Peer Observations which run throughout the year.	Learning Leaders create a programme of Departmental Coaching and Peer Observations which run throughout the year. Impact reviewed in SLT Link meetings.	Middle Leaders and teams engage in shared reflection and high quality discussion relating to classroom pedagogy and improved student progress.	Minutes of department meetings:
Relaunch the College's AFL policy in line with Masterclass teaching in September 2018.	MJC	Meeting time with SLT and Teaching and Learning Development Leader.	MJC will relaunch AFL policy focusing on the explicit modelling of student self-reflection in 'What went well 'and 'Even better if' formative feedback. This will include the consistent use of Next Step targets in lesson time, providing students with the opportunity to improve their work in lessons.	Middle Leaders and SLT will review the impact of AFL policy through QA, termly work sampling, lesson observations and learning walks throughout the year. Performance Management interventions identified as necessary.	Middle Leaders and SLT will review the impact of AFL policy through QA, termly work sampling, lesson observations and learning walks throughout the year. Performance Management interventions identified as necessary.	All teachers will use 'What went well 'and 'Even better if' feedback and Next Step targets consistently in lesson time. All students will become adept at self reflection and improving their work using formative	Outcomes of work review:

						written feedback.	
Tutor Curriculum Programme Launch in September 2018	Simon Lewis and MJC.	Meeting Time with SL and MJC. SL will attend INSET Day Tutor Meetings to familiarise Tutors with the programme. SL will advertise and create the programme.	SL will share the Tutor Curriculum Programme with tutors on the September INSET Day. The Tutor Curriculum will begin in September during am Registration.	The Tutor Curriculum will encourage students to reflect on their own learning, resilience, metacognitive skills and building independence during am registration. This student INSET will be supported by access to 'FROGs LEGs' learning resources.	The Tutor Curriculum will encourage students to reflect on their own learning, resilience, metacognitive skills and building independence during am registration. This student INSET will be supported by access to 'FROGs LEGs' learning resources.	All students will be familiar with the effective use of own learning strategies, metacognition and self reflection techniques.	Learning Walk outcomes: Student Survey outcomes:
Progress Fortnight Programme relaunch in September 2018	Simon Lewis and MJC.	Meeting Time with SL and MJC. SL will attend INSET Day Tutor Meetings to familiarise Tutors with the programme.	MJC and SL will relaunch the programme in September 2018. Students will be given Progress Fortnight Tutor Time to reflect on their Long Reports: 'What went well' and 'Even better if' and what they now need to do to improve. This will be supported by the Tutor Curriculum.	A week after Long Reports are published, students will be given Progress Fortnight Tutor Time to reflect on their Long Reports: 'What went well' and 'Even better if' and what they now need to do to improve. This will be supported by the Tutor Curriculum so that students are clear on how to engage with the programme.	A week after Long Reports are published, students will be given Progress Fortnight Tutor Time to reflect on their Long Reports: 'what went well' and 'even better if' and what they now need to do to improve. This will be supported by the Tutor Curriculum so that students are clear on how to engage with the programme.	All students know 'what went well' on their reports and they can articulate and reflect upon 'even better if.' Students develop resilience, self reflection and metacognitive techniques to support them with their learning.	Outcomes of reports QA:

SEF: Quality of Teaching

Criteria	Autumn Term	Spring Term	Summer Term
Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.			
They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.			
Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.			
Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.			
Teachers provide pupils with incisive feedback			
Teachers set challenging homework			
Teachers embed reading, writing and communication and, where appropriate, mathematics			

exceptionally well across the curriculum			
Teachers have consistently high expectations of all pupils' attitudes to learning.			
Pupils love the challenge of learning and are resilient to failure.			
Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.			
Parents are provided with clear and timely information on how well their child is progressing			
Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.			

Personal Development, Behaviour and Welfare

Objectives (Ofsted Determined)	**Objective 1:**
	Improve leadership and management so that pupils receive an acceptable standard of education:
	   c) safeguarding is made effective by establishing robust procedures to monitor those pupils who are not currently receiving education onsite
	Objective 3:
	Improve pupils behaviour:
	   a) taking rapid and effective action to improve attendance, especially that of disadvantaged pupils and those who have SEN and/or disabilities
	   b) eradicating the low-level disruption that interferes with pupils learning

How will moral purpose be furthered?	We will identify groups of students whose attendance is below the national average and provide increased support, so that they increase in confidence, improve attendance and are happier about coming in to college each day. Improved attendance is closely linked to improved academic success. An agreed, clear, consistent and non-negotiable set of values will be used to develop a new behaviour policy to address low level disruption in lessons. This will support students being happy and achieving success in lessons, with the development of life-long learning skills.

End of Year Success Criteria	Effectiveness of Personal Development, Behaviour and Welfare to meet the criteria for a judgement of 'Good'. In particular:
	
	• Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
	
	Evidence:
	    • *KS4 outcomes meet national expectations*
	    • *Student survey shows a 80% approval rating for 'behaviour in lessons'*
	
	• Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
	
	Evidence:
	    • *Recorded outcomes of Learning Walks indicate a consistent pattern of positive lesson starts has been established*

- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

Evidence:

  - *Whole school attendance at 96%, with significant progress towards national average in persistent absence for cohort groups SEN and disadvantaged*

- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.

Evidence:
  - *Recorded outcomes of Learning Walks indicate a consistent pattern of behaviour management strategies within lessons, with less than 10% of lessons with any indication of low level disruption*

Line Manager	Vice Principal: Amanda Fortescue	**Monitoring / Evaluation**	*tbc*

Action	**Persons Responsible**	**Resource Allocation**	**Tasks Autumn Term**	**Tasks Spring Term**	**Tasks Summer Term**	**Success Criteria**	**Evidence**
To map students currently educated off site and ensure clear systems for monitoring attendance in place for each establishment/	AF WAD PH ZR AS	Initial 2hr meeting in college to establish and map students/providers and set up systems

Ongoing additional time for updates/data sharing and | Map students currently dual rolled or attending day courses at Weymouth College Establish best practice – data sharing, monitoring intervals, recording and reporting | Update students currently dual rolled or attending day courses at Weymouth College | Update students currently dual rolled or attending day courses at Weymouth College | Established and robust monitoring systems in place to ensure a timely response can be made, to any absence | Minutes of pastoral line management meetings:

Minutes of Pastoral Leaders |

student		monitoring as agreed					meetings:
Continue the drive to improve attendance. Provide support and training for the attendance officer. Communicate the importance of good attendance to whole community	AF AS HoYs	1 hr per 2 weeks updates and analysis AS with HoYs Training for AS – visit to an identified school	Data analysis of 2017-18 data to identify trends and proposed actions. AS to ring home on first day for PA students AF and HoYs to monitor and analyse data Regular letter home to remind those in danger of becoming PA RAG letters to PP/SEND students HoYs/Tutors to identify key students to focus on and contact home	AS to ring home on first day for PA students AF and HoYs to monitor and analyse data Regular letter home to remind those in danger of becoming PA RAG letters to PP/SEND students HoYs/Tutors to identify key students to focus on and contact home	AS to ring home on first day for PA students AF and HoYs to monitor and analyse data Regular letter home to remind those in danger of becoming PA RAG letters to PP/SEND students HoYs/Tutors to identify key students to focus on and contact home	Attendance improves across all groups, especially PP. Attendance data back up to 95% for all, PP to match national data set ~93%	Attendance records (half termly):
Development of a new behaviour strategy / policy	AF HoYs	Time – 8-10 hours	Full staff inset – setting out our boundaries and shared values Learning walks to review practice Policy written and consulted upon Monitoring of SLT call outs and 0 analysis	Policy presented, consulted on and implemented across the college and developed further Learning walks to review practice Monitoring of SLT call outs and 0 analysis	Learning walks to review practice Monitoring of SLT call outs and 0 analysis	The number of incidences of low level disruption observed decrease	Policy and procedural documents:
Development of behaviour management strategies	MJC		Liaison with MJC re drip-feed of behaviour management strategies for all staff	Continued reminders to all staff re behaviour management strategies	Continued reminders to all staff re behaviour management strategies	Staff feel better equipped to deal with behavioural issues	Policy and procedural documents:
Monitoring of	AF	1-2 hours per cycle	Regular learning walks	Regular learning walks	Regular learning walks	The number of	Learning

low level disruption	SLT HoYs LLs	per team	carried out across departments and year groups – initial focus on KS3	carried out across departments and year groups	carried out across departments and year groups	incidences of low level disruption observed decrease	walk outcomes:

SEF: Personal Development

Criteria	Autumn Term	Spring Term	Summer Term
Pupils are confident, self-assured learners.			
Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.			
Impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations.			
Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.			
Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance.			
Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.			
For individuals or groups with particular needs, there is			

sustained improvement in pupils' behaviour.			
Pupils work hard with the school to prevent all forms of bullying,			
Pupils are safe and feel safe at all times.			
Pupils can explain accurately and confidently how to keep themselves healthy.			
Pupils have an excellent understanding of how to stay safe online			
Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.			

Outcomes

Objectives (Ofsted Determined)	**Objective 2:** **Improve teaching, learning and assessment:** a. the monitoring of teaching places much greater emphasis on the progress pupils make when evaluating the impact that teachers have b. teachers raise their expectations of the quality of work they accept from pupils, especially in key stage 3 c. teaching provides a greater degree of challenge to all pupils, whatever their starting points d.
How will moral purpose be furthered?	Students at the end of their

End of Year Success Criteria	Outcomes to meet the criteria for a judgement of 'Good'. In particular:
	
	• Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
	
	Evidence:
	    ▪ *Progress 8 2019 (All) is within the range -0.3 to 0*
	
	• In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
	
	Evidence:
	    ▪ *Progress 8 2019 (Disadvantaged) (SEN EHC Plan) (SEN Support) (Low Prior Attainment) is within the range -0.8 to 0*

Line Manager	Vice Principal: Adrian Bungay	**Monitoring / Evaluation**	tbc

Write new target setting and data collection framework based on 1-9 grading from year 7-11 and using WAG to monitor and predict performance	ARB	Time	Write new framework (to replace the current target setting policy) and consult with LLs\n\nRevise Assessment for Learning Policy	Evaluate efficacy following the first rounds of data collection.		Accurate tracking enabling intervention with predictions closely aligned to end of year assessment including external examinations.	Assessment for Learning Policy
Map current KS3 curriculum model onto the new assessment framework.	LLs and KS3 coordinators	Time, LL meeting time	Review and evaluate current assessment models in year 7 and 8 to establish whether they are a. fit for purpose b. being used effectively in depts to accurately measure student performance.	Work with LLs to establish close matching of the assessment model and students work – cross curricula and cross phase discussions to feed into the design of assessment frameworks.	Assessment models in place for years 7-9.	Accurate assessment of student progress in KS3 measured against incoming KS2 scores and projected performance in KS4.	Outcomes of student work review:
Develop the year 11 RAP process to work with the new progress model to identify appropriate interventions for individuals and groups of students.	ARB, Year 11 team, LL Maths and English	Time	RAP meetings focussed on end of year 10 data.	RAP ToPs 1 and Mock data.	RAP Tops 2 and 2nd Mock data.	P8 for year 11 better than 0.	Minutes of RAP meetings:
Continue to update and develop systems for tracking student progress across the curriculum.	ARB, MCW	Time, LL meeting time	Share new tracking system with LLs for use across all year groups.	Evaluate the accuracy of efficacy of the tracking system – does it give us all the information we need?		Common tracking systems in place and use by LLs and wider staff embedded	Minutes of LL meetings:\n\nStudent tracking

						across the college.	software:

SEF: Outcomes

Criteria	Autumn Term	Spring Term	Summer Term
Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress,			
The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.			
Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.			
Pupils read widely and often across subjects to a high standard			
For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.			

From different starting points, the progress in English and in mathematics is high compared with national figures.			
The attainment of almost all groups of pupils is broadly in line with national averages			
Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training.			