



MONK'S WALK
SCHOOL

Whole School Development Plan

2020-23

Final

Excellence for All

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Part One: About the School Development Plan

Structure of the plan

We identify short-term (generally one-year) priorities in detail, with longer term (between 2 and 3 years) in outline. As we are a public service, required to respond to political imperatives, it makes it difficult to make more detailed long-term plans.

The priorities in the one year plans (part three) are new activity or strategies we wish to introduce or continue with; the plan does not document everything we do. The plan is structured, more or less, against the Ofsted framework which came into place in September 2019.

Identifying the key priorities for the school's development

As a starting point we identified a small number of key priorities to use to inform our planning. We know we need to have a whole-school approach in response to the pandemic and the closure of the school to the majority of students. The imperative is to quickly assess gaps in students' knowledge, skills and understanding and to address them. There will also be a need to support students' and staff who may have mental health issues related to the pandemic and to re-establish good patterns of behaviour and attendance. We know that some disadvantaged students will be even further behind as a result of not being in school. So here are our key priorities:

- **Plan for post Covid recovery** *the focus being on curriculum, pedagogy, mental health (including that of staff), behaviour, attendance and financial stability*
- **Enhance the focus on vulnerable students (this includes boys), specifically those whose home schooling experience may have allowed even greater gaps to appear** *Assess students' knowledge and understanding quickly and plan interventions to address them*
- **Establish and embed the MONKS learning habits** *this in terms of students' attitude, independence, resilience*
- **Establish and embed the new curriculum maps** *develop students' knowledge of their curriculum, so they can answer the questions: 'why this, why now?'*
- **Develop our approach to using assessment to inform planning and to teaching students to retain knowledge over the long-term** *Teachers to make better use of assessment to address gaps in students' knowledge, skills and understanding. Further develop pedagogical approaches to aid students' knowledge acquisition and retention*

Identifying priorities, section by section

The section priorities (linked to the latest 2019 Ofsted framework) were informed by the key priorities. A member of SLT is responsible for each section, linked to their job description. Each carried about self-evaluation to inform their work.

Self-evaluation

We carried out a number of self-evaluation activities which have led to the identification of the priorities for each of the sections of the plan. These priorities were considered by trustees and changes made as a result of suggestions.

The self-evaluation activities are listed here, as well as the *questions we have asked ourselves*

- Evaluation of previous test and examination results, including outcomes at A Level, GCSE and KS3. *Which subjects and groups of students could do better?*
- Evaluation of data on behaviour and attitudes. *How might we need to address changes to behaviour and attitudes because of the pandemic? Are there any groups who are over represented in our statistics related to behaviour events and negative attitudes?*
- Attendance data: *How will we re-establish our attendance expectations following the lockdown and partial closure of the school? Which student groups have low attendance in comparison with their peers?*
- Use of rewards and consequences, ATL data. *Are there any patterns? Now the consequences system is fully embedded, how do we embed our new approaches to identifying and rewarding good learning habits? Which students struggle with engagement and why?*
- Review of outcomes of lesson observations and learning walks. *Have any key themes been identified which need addressing? Are there any key aspects of our practice that needs improving?*
- Evaluation of the curriculum in its broadest sense. *Do we need to change our curriculum in relation to the pandemic? How will we use our curriculum to support students post pandemic? Is there a common understanding across the school about what our curriculum intent is at each key stage? Is our curriculum broad, balanced and appropriate for all students?*
- Evaluation of assessment practice. *How will we need to change our assessment arrangements so we have an accurate view of what gaps there are in students' knowledge, skills and understanding, due to the pandemic? Is assessment driving planning? Does teaching therefore build on prior knowledge?*
- Evaluation of pedagogy: *How might we need to change our pedagogy in relation to the pandemic? How can we better use our digital resources to enrich our classroom and prep pedagogy? Is our pedagogy effective in helping students retain knowledge?*
- Trustee student panels, school council, student discussions as part of learning walks, student 'safe to learn' questionnaires, Year 12 and 13 surveys, the annual parent questionnaire were all used but in a more limited way due to the partial closure of the school. *Which aspects of practice do students and parents say we need to improve?*
- Trustee link visit reports, *process incomplete due to the pandemic*
- Attendance and uptake of extra-curricular/house activities. *What will our new monitoring of attendance at extra-curricular tell us? Is there good uptake? Are disadvantaged students taking part?*
- Outcomes of monitoring of planning, marking etc. *Are schemes of work effective? Is marking regular, effective and securing improvement?*
- Department/area reviews: *what are they key issues we need to address?*
- Leadership at all levels: *Is leadership fit and ready to address the challenges ahead, following the pandemic? What role will CPD play in supporting leadership and management at this time? Does everyone understand the school's priorities and post-pandemic strategy? Is the school managed effectively so time and resources are not wasted? Is there a focus on well-being and workload? Is there sufficient training and are there further opportunities for leadership development?*
- Financial information; *How can we recover costs incurred in relation to the pandemic? Are we using resources effectively? Do we need a broader range of leaders in school to understand the finances?*

Monitoring the progress of the plan

The progress of each section is monitored as part of our normal line management process throughout the year with a discussion between the headteacher and the strategic leads.

In February and August formal reviews are carried out looking at the progress towards achieving the priorities. The outcomes of the reviews are reported to trustees. As part of the review, each action is given a RAG rating, see below. The progress of each action is added to the column headed 'What is

the current status of the action?' This column is left intentionally blank until the first monitoring takes place.

RED	AMBER	GREEN
Activity not started or no impact on systems, structures, attitudes or pupil attainment/progress	Activity underway but not completed or stalled, with little impact on systems, structures, attitudes or pupil attainment/progress	Activity completed or fully underway with evidence of impact on systems, structures, attitudes or pupil attainment/progress
Prediction \geq 3% below target range	Prediction broadly in line (within 2%) of target range	Prediction at or above target range

Publication of the plan

The original plan and the reviews are published on the school's website for parents and members of the public to see.

Links to Area Plans

There is also a range of area plans (sixth form, departments, heads of year etc) which are written by those teams. Those plans are used to monitor the work of the department/area, including by trustees when they carry out their annual link visits. The priorities identified for the whole-school plan are reflected in the area plans.

Part Two: The School's GCSE and A Level Targets for 2021

The targets will be expressed in ranges. Due to the pandemic, we will wait to set the targets until the Autumn term 2020, when hopefully we will have a better understanding of the effect of the pandemic on students' knowledge, skills and understanding and of any changes Ofqual may make to exams for Summer 2021. 2019 results have been used as a comparison as in 2020 the grades were centre assessed, rather than as a result of examinations.

GCSE Targets

All students

	2019 Results	2019 Target	2021 Target
English – 9 to 5	64	74-78	
English – 9 to 4	80	86-90	
Maths – 9 to 5	53	61-64	
Maths – 9 to 4	80	81-83	

Disadvantaged 39 students – each worth 2.56%.

	2019 Results	2019 Target	2021 Target
English – 9 to 5	50	58-62	
English – 9 to 4	77	77-80	
Maths – 9 to 5	42	37-42	
Maths – 9 to 4	65	58-60	

All students

	2019 Results	2019 Target	2021 Target
Basics (Grade 5 or above)	47	55-60	
Basics (Grade 4 or above)	76	77-82	
Grades at 9-7	25	21-25	
E-Bacc APS	4.7	4.5	
Attainment 8	52.5	50-55	

Disadvantaged – 39 students each worth 2.56%

	2019 Results	2019 Target	2021 Target
Basics (Grade 5 or above)	31	30-35	
Basics (Grade 4 or above)	62	53-55	
Grades at 9-7	16	14-18	
E-Bacc APS	3.94	3.4	
Attainment 8	44.5	40-45	

A Level targets

	2019 Results	2019 Target	2021 Target
APS per entry	34.09	33	
% of grades at A*-A	16	n/a	
% of grades at A*-B	46	n/a	
% of grades at A*-C	81	n/a	
% of grades at A*-E	98	98	
AAB in at least 2 facilitating subjects	11	25	

Part Three: The School's Short-term (one-year) Plans

Quality of Education <i>Intent</i>		Strategic Lead : Nick Haynes & Ben Farlow			
<p>What aspects of our curriculum do we wish to improve or work on?</p>	<ul style="list-style-type: none"> Ensure curriculum addresses gaps in knowledge, skills and understanding that have arisen because of the pandemic Embed the use by staff and students of curriculum maps for all subjects, showing where knowledge and skills link together through different year groups and key stages. Staff and students to be able to answer the 'why this, why now' questions Plan a curriculum that meets our ambition of 'year of challenge' for Year 8 and 'year of aspiration' for Year 9. In their prior key stages, develop student knowledge and understanding of both post 16 and post 18 academic and vocational pathways, including apprenticeships. Narrow gaps in cultural capital of all, but particularly disadvantaged students. 				
What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
<p>1. Assess gaps in student knowledge, skills and understanding and plan a recovery curriculum to address the gaps that have developed.</p>	<p>Nick Haynes</p>	<p>Leadership time, HoD meeting time</p>	<p>1 April 2021</p>	<p>ARD1 data; percentage of students making good or better progress in line with 2019-20.</p> <p>ARD1 to ARD2 RAG analysis of underperforming groups; increased number of students moving towards amber and green.</p>	
<p>2. Develop and embed a consistent whole school approach to the use of curriculum maps and review impact of these on students' understanding of the curriculum and the links that are made between different topics.</p>	<p>Nick Haynes</p>	<p>Leadership time, SLT meeting time, HoD meeting and planning time</p>	<p>1 June 2021</p>	<p>Impact through student panel feedback, SLT Learning walks, observations and area reviews. Students can articulate why and when they are learning curriculum content and have a broad understanding of the bigger picture in their subject</p>	

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
3. Planning for the 'year of challenge' and 'year of aspiration' for years 8 and 9. Review impact of Year 7 'year of adventure'.	Ben Farlow	Leadership time, middle leader meeting and planning time	18 July 2021	Student consultation through student panels and school council. Learning walks to review how Year 7 curriculum engages and excites. Curriculum content and schemes of learning for years 8 and 9 show clear planning towards our aims. Assemblies delivered to raise profile of our curriculum aims.	
4. Review of cultural capital provision and develop a whole school rationale and provision document outlining how we equip Monk's Walk students to succeed in life as educated citizens.	Ben Farlow	Leadership time, middle leader meeting and planning time	1 June 2021	Produce cultural capital rationale and provision document outlining provision and publish on website. All staff, students, parents and trustees are familiar with our approach to cultural capital.	
5. Develop student knowledge and understanding of post 16 and post 18 academic, vocational and apprenticeship pathways.	Nick Haynes	Leadership time. PSHCE curriculum time to deliver to students. Use of services from, YC Herts, Careers and Enterprise Company, and Unifrog.	1 June 2021	Students make appropriate and informed transition choices from KS4 and KS5. They have their pathways in place by the end of their key Stage. No students are possible NEETs.	

Quality of Education *Implementation* Strategic Lead : Clare Hodgson

<p>What areas of the implementation of the quality of education do we wish to improve or work on?</p>	<ul style="list-style-type: none"> • Use CPD time to develop staff understanding of rapid response assessment (in light of partial closure of school) and how this can be utilised to improve the outcomes of all students but of disadvantaged students in particular where gaps may have widened • Carry out a general review of the quality of assessment in the school and how it informs planning. • Review the impact of the changes made to the prep timetable and make any appropriate recommendations to improve our practice. • Build on the work of the teaching and learning team and ensure they continue to research and embed good practice on memory retention and Rosenshine's Principles of Instruction. • Improve the strategies that staff use to develop oracy in the classroom. • Implement staff training with a focus on using technology to enhance the online learning experience of the students 				
<p>What are our key actions to effect improvement?</p>	<p>Who is responsible for making sure this happens?</p>	<p>What resources will we need?</p>	<p>By what date will this action be completed?</p>	<p>How will we know this action has had the intended impact?</p>	<p>What is the current status of the action?</p>
<p>1. Conduct a review of the assessment practices in place and make recommendations for improvement.</p>	<p>Clare Hodgson</p>	<p>Leadership time</p>	<p>18 December 2020</p>	<p>A review with findings will be shared and recommendations shared with relevant parties.</p>	
<p>2. Develop a 'recovery' programme with HoDs to make use of rapid response assessment to target intervention and address gaps in knowledge.</p>	<p>Clare Hodgson</p>	<p>Leadership time CPD courses on post-Covid teaching and pedagogy</p>	<p>18 December 2020</p>	<p>ARD 1 data shows proportion of students making good progress in line with normal</p>	
<p>3. Implement a CPD programme to improve staff use of technology to aid learning inside and outside of the classroom</p>	<p>AHT, Coaching & Development</p>	<p>Leadership time Funding to buy resources Meeting time with edutech consultant</p>	<p>16 July 2021</p>	<p>CPD programme delivered and reviewed.</p>	

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
4. Develop a bank of resources that the T&L team produce following CPD training focusing on oracy, memory retention, and Rosenshine's Principles of Instruction	AHT, Coaching & Development	Leadership time	16 July 2021	Resources created and shared in central area for all staff to access. CPD programme delivered Lesson observations demonstrate strategies being used.	
5. Conduct a review of the changes made in the Prep timetable and make recommendations for improvement.	Clare Hodgson	Leadership time	30 October 2020	Parent and student feedback from surveys is more positive. A review with findings will be made with recommendations shared with relevant parties.	

Quality of Education Outcomes		Strategic Lead : Nick Haynes			
Which outcomes do we wish to improve or work on?	<ul style="list-style-type: none"> • Focus in particular on outcomes of Years 11 and 13, given the disruption to their education by the pandemic • Improve boys' progress • Work to narrow the gap for disadvantaged students, particularly in light of the fact that gaps may have widened because of the disruption to students' education • Improve the progress of more able students, particularly in maths and science . • Improve the progress in subjects and/or P8 buckets that show a 2 year trend of comparative underperformance. 				
What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
1. Identify and address the possibly limited progress made, due to the pandemic, by Year 11 and Year 13 students.	Nick Haynes	DfE additional funding for tutor support. Leadership time to plan additional provision.	30 April 2021	Students have been prepared as well as possible for their qualifications.	
2. Regular data analysis and intervention groups for: boys, disadvantaged, more able cohorts and individuals.	Matt Grinyer	Leadership time. Use of SISRA.	30 April 2021	Progress is positive for all three cohorts	
3. Analysis of KS4 progress for underperforming subjects.	Nick Haynes	SLT and Middle leader meeting time	30 April 2021	Progress is positive for all cohorts	
4. Identify underperforming students for priority YC Herts advice and guidance meetings.	Nick Haynes	YC Herts contracted time	30 April 2021	All identified student have had meeting by December. Improved achievement standards.	

Behaviour and Attitudes		Strategic Lead : Toby Eager-Wright			
What aspects of students' behaviour and attitudes do we wish to improve or work on?	<ul style="list-style-type: none"> • Ensure the pastoral and mentoring programmes reflect the needs of students' returning from a long period of isolation • Re-establish our behaviour expectations, as the school re-opens to most students. This includes a focus on attendance at school, particularly for vulnerable groups • Embed a positive approach to behaviour management focusing on praise and reward, with a particular focus on vulnerable boys. This includes the introduction of the daily merits for good learning habits • Through a consistent and corporate approach, develop students' core behavioural consistencies and learning habits to become more responsible, healthy and employable members of our community • Enhance our culture of kindness and respect through the celebration and awareness of individuality and difference 				
What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
1. Communicate and embed clear attendance procedures using live data produced weekly which will be shared with all relevant stakeholders and used to intervene with poor attenders, promptly.	Toby Eager-Wright	Functional and reliable data spread sheets and leadership time to plan appropriate responses.	7 September 2020	<ul style="list-style-type: none"> • No. of students hitting 97% attendance and above >58% • Reduce the percentage of PAs to <8.5%. • Percentage of PP students who are PA to be less than National Average. 	
2. Embed a culture of teaching learning habits, rewarding these when witnessed and reflecting upon these through an enhanced ARD reporting and reviewing procedure.	James Mace	Leadership time £2000 for corporate signage	16 July 2021	Increase in positive to negative behaviour point ratios >4:1 average across the year. Every pupil to review their Learning Habits at ARD and set targets for improvement.	

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
3. Promote and implement a whole school approach to improving core behaviours known as core consistencies – every day (attendance, punctuality, equipment, uniform, attitude).	Tim Albone	Leadership time. £2000 for corporate signage	18 th December 2020	<ul style="list-style-type: none"> • Reduction in C2s and C3s for lateness to < 1796 target 1077 (reduced by 40%) • Reduction in C2 for uniform infringements to <703 target 421 (reduced by 40%) • Reduction of C2 and C3s for no equipment to < 856 target 513 (reduced by 40%) • Reduction in number of students receiving Saturday detentions for truancy to <46 (target 27) reduction by 40% 	
4. Implementation of a consistent approach to behaviour following a prolonged absence owing to Covid-19 with clear plans for promoting positive behaviours at departmental level.	Toby Eager-Wright	Leadership time	18 December 2020	<ul style="list-style-type: none"> • Reduction in number of on calls to less than 38 • Every department has access to cold spot re-rooming facility. 	
5. Promote selected STEPS approaches to proactively address the behaviour of vulnerable students (particularly boys) including the use of mentoring, help scripts, anxiety mapping and risk reduction plans.	Toby Eager-Wright	Leadership Time to revisit training for ACE staff and LSAs.	30 April 2021	<ul style="list-style-type: none"> • Total number of on-calls to be no greater than 38 by the end of term 1. • Number of periods of ACE used for boys to not exceed 950 periods by the end of term 1 • Reduction in number of negative points for disruption and defiance related incidents for selected group of boys. 	

Personal Development

Strategic Lead : Amber Cook

<p>What aspects of students' personal development do we wish to improve or work on?</p>	<ul style="list-style-type: none"> • Focus our tutor work on the effects of the pandemic on students' mental health • Improve students' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others – further promotion of diversity and celebration of differences. • Ensure the new RSE guidance is fully embedded within the curriculum. • Embed the 'Learning habits' to become a part of everyday language both within and outside of the classroom in order to further develop students' character. 				
<p>What are our key actions to effect improvement?</p>	<p>Who is responsible for making sure this happens?</p>	<p>What resources will we need?</p>	<p>By what date will this action be completed?</p>	<p>How will we know this action has had the intended impact?</p>	<p>What is the current status of the action?</p>
<p>1. Prioritise and embed mental health and well-being activities into assemblies and form times.</p>	<p>Amber Cook</p>	<p>Leadership time</p>	<p>July 2021</p>	<p>Members of the school community will have a coping toolkit and feel more confident in coping with mental health issues. Identified through student survey.</p>	
<p>2. Rearrange the PSCHE curriculum to prioritise the 'Health and Wellbeing' strand of the new RSE curriculum.</p>	<p>Amber Cook</p>	<p>Leadership time Meeting time</p>	<p>Sept 2020</p>	<p>Health and well-being units taught at start of year for relevant year groups. Students have an understanding of health and well-being</p>	
<p>3. Ensure the RSE content unsuitable for home learning in year 9 is covered within year 10.</p>	<p>Amber Cook</p>	<p>Curriculum time Budget for external agencies/speakers</p>	<p>May 2021</p>	<p>Relationship and sex education taught to year 10 through off timetable or external agency. Students recover missed RSE curriculum.</p>	
<p>4. Promote cultural diversity through calendar events, e.g. Black history month, Holocaust memorial, LGBT. Audit departments to check coverage through the curriculum.</p>	<p>Amber Cook</p>	<p>Assembly time Department time</p>	<p>July 2021</p>	<p>Audit shows diversity covered in all parts of curriculum. Reduction of racist/homophobic language and incidents (very few already).</p>	

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
5. Ensure there is broader representation of minority groups in our teaching materials, displays and assemblies.	Amber Cook	Budget for school photographs, website and display material. Meeting time.	July 2021	Demonstrably better representation across the school checked through targeted learning walks.	
6. Learning habits to be launched in assemblies through HoYs, HoYs to spend one week on each learning habit.	James Mace	Assembly time	Dec 2020	Students and parents aware of learning habits and use in everyday language. Staff use learning habits in everyday language.	
7. HoYs and form tutors to use learning habits to reward success. Use at ARD and achievement assemblies.	James Mace	Administration time Data manager time	ARD 1 November 2020	Learning habits discussed at ARD. Top students for each learning habits rewarded in achievement assemblies.	

Leadership and Management Strategic Lead : Kate Smith

Which aspects of our leadership and management do we wish to improve or work on?	<ul style="list-style-type: none"> • Conduct a thorough review of the school's assessment practices • Focus the work of middle leaders on developing a catch-up curriculum • Deliver a well-being programme for staff to try to mitigate the effects of the pandemic • Develop the use of digital resources to support remote learning in case of further shutdown/limited return • Develop the use of ARD data to enhance the focus on underachieving students and to enable Heads of Year to monitor their students more effectively • Ensure the school continues to function well during the completion of the C block building project, the demolition of the old block and building of the tennis courts. Manage the move into the block when we take possession, provisionally in Autumn term 2020 				
What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
1. Conduct a thorough review of the school's assessments practices	Clare Hodgson	Leadership time	18 December 2020	Strengths and weaknesses identified. Plan created to address weaknesses.	
2. Focus the work of middle leaders on delivering an effective 'catch up' curriculum	Matt Grinyer	Leadership time	26 March 2021	All areas have effective plans in place. ARD 1 data shows that catch up has been successful	
3. Enable staff to use Teams/Looms/One note to widen home learning offer if it is a staggered return in September	Tamara Kirk then Clare Hodgson	Leadership time	23 October 2020	Every student has at least one lesson per subject per week delivered using digital platforms	
4. ARD data to be modified to allow HoYs to better monitor progress of their year group and plan interventions	Tim Albone	Leadership time	16 July 2021	Fewer students in red and amber groups between ARDs 1 and 2	
5. C Block open successfully. Demolition of old block goes well. Courts built.	Tracie Smith	Leadership time	18 December 2020	C Block functioning well for students and staff. Courts completed.	
6. Develop programme of mental health support for staff using our own resources but also external expertise	Toby Eager-Wright	Leadership time £1,000 from CPD budget	16 July 2021	Staff questionnaire positive on this aspect of our work.	

16-19 Programmes

Strategic Lead : Matt Grinyer

<p>Which aspects of our provision in the sixth form do we wish to improve or work on?</p>	<ul style="list-style-type: none"> • Ensure the pastoral and mentoring programmes reflect the needs of students' returning from a long period of isolation • In light of the disruption to students' learning caused by the pandemic, focus on the effectiveness of assessment of students' gaps in knowledge and understanding and the planning to address these • Improve outcomes in specific subjects which have had or are predicting negative value-added • Ensure curriculum plans are being used so that A Level students and staff can answer the questions 'why this? why now?' • Focus on and improve the experience and outcomes for guest students • Improve all aspects of our practice in relation to independent learning, including use of digital resources • Use, judiciously, student feedback to form and improve our practice 				
<p>What are our key actions to effect improvement?</p>	<p>Who is responsible for making sure this happens?</p>	<p>What resources will we need?</p>	<p>By what date will this action be completed?</p>	<p>How will we know this action has had the intended impact?</p>	<p>What is the current status of the action?</p>
<p>1. Review, amend and adapt the current mentoring and PSHCE programme to ensure it meets the academic, career and pastoral needs of students returning from a long period of isolation.</p>	<p>Phil Furness</p>	<p>Leadership time</p>	<p>25 June 2021</p>	<ul style="list-style-type: none"> • Student survey supports effectiveness of mentoring and PSHCE programme • Retention rates for Y12 and 13 remain high • 2021 Value Added for Y13 students is at least 0. 	
<p>2. Ensure the whole school teaching, learning and assessment strategy includes a sixth form focus, reinforcing the importance of regular low stakes testing with staff and students.</p>	<p>Matt Grinyer</p>	<p>Leadership Time</p>	<p>25 September 2020</p>	<ul style="list-style-type: none"> • Learning walks demonstrate use of low stakes testing • Students using low stakes testing as part of independent study • 2021 Value Added for Y13 students is at least 0. 	

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
3. Broaden the use of student voice to inform our offer, both pastoral and academic and improve our support for guest students	Matt Grinyer	Leadership time Administration time to conduct analyse and report on student surveys	25 June 2021	<ul style="list-style-type: none"> • Student feedback demonstrates that they are clear on what they are being taught, when and why. • Feedback from guest students supports changes made to support this group • Value Added for guest students in line with MWS students 	
4. Reflect on the development of our online learning offer and establish how this could be used more broadly to support sixth form students	Matt Grinyer	Leadership time	25 June 2021	<ul style="list-style-type: none"> • Online learning continues to be used once students have returned to school full time. • 2021 Value Added for Y13 students is at least 0. 	
5. Establish new ways of working which reflect the opportunities and challenges of the new sixth form study area.	Phil Furness	Leadership Time Cost of any additional furniture, minor layout changes study area Cost of additional scanner in A Block.	30 April 2021	<ul style="list-style-type: none"> • Sixth form learning walks and student surveys provide evidence that students are studying effectively • 2021 Value Added for Y13 students is at least 0. 	
6. Use the wealth of pastoral and academic information we have to quickly identify those students and subjects most in need of support and create and implement action plans which address those areas.	Matt Grinyer	Leadership time	23 October 2020	<ul style="list-style-type: none"> • Y12 and 13 retention rates remain high • 2021 Value Added for Y13 students is at least 0. 	

Strategic Resource Management Strategic Lead : Tracie Smith

What aspects of our management of resources we wish to improve or work on?	<ul style="list-style-type: none"> • Develop useful financial reporting to senior leadership meetings • Manage a safe return so that lettings can get underway • Promote a culture of cost control to all spending across the school • Develop a social media culture for recruitment purposes • Further research external support/validation of Health and Safety responsibilities • Respond to the DfE recommended chart of accounts, as these change reporting quite significantly 				
What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	By what date will this action be completed?	How will we know this action has had the intended impact?	What is the current status of the action?
1. To have operational a new chart of accounts that reflects the changes made by the DfE for reporting	Tracie Smith	Leadership time and training for the finance team	December 2020	Streamlined reporting to the DfE saving time.	
2. To have in place an health and safety advisory contractor to validate our actions and processes	Alex Paterson	Leadership time and up to £5000	April 2021	External validation of process secured and improvements to H&S implemented.	
3. To produce a procedure manual for recruitment – to include the use of social media for advertising	Victoria Lyall	Leadership time £1000	January 2021	Use of online recruitment tools (video) to attract candidates and a clear procedure to follow.	
4. To review and introduce a simplified support staff appraisal process to include a review after mid-year reviews in June and the removal of the 'exceptional contribution element.	Tracie Smith	Leadership time	July 2021	New system used and reviewed by the end of the academic year. Recommendations in place for September 2021	

Part Four: The School's Longer-term (three year) Priorities

What areas do we need to improve or work on?	Broad time frame	Proposed success criteria
<ul style="list-style-type: none"> Investigate all ways of recovering the cost of keeping the school open during the pandemic 	2020 - 2022	<ul style="list-style-type: none"> Trip costs recovered through insurance. Appropriate claims made in line with government timeframe
<ul style="list-style-type: none"> Develop and implement a plan to eliminate reliance on reserves and ensure that the school is financially secure 	2020 - 2023	<ul style="list-style-type: none"> 236 students in place in each year group (increase in PAN)
<ul style="list-style-type: none"> Ensure use of CIF process to continue improvements to the school buildings 	2020 - 2023	<ul style="list-style-type: none"> Improvements made to the school's infrastructure
<ul style="list-style-type: none"> Continue to develop strategies to secure a sports hall 	2020 - 2023	<ul style="list-style-type: none"> Funding for sports hall agreed.
<ul style="list-style-type: none"> Develop a more long-term strategy for enhancing our use of digital resources to support teaching and learning 	2020 - 2022	<ul style="list-style-type: none"> Better readiness for future lockdowns so that digital resources can be used from day 1.
<ul style="list-style-type: none"> Develop creative solutions to teacher recruitment and retention crisis 	2020 - 2023	<ul style="list-style-type: none"> School fully staffed.
<ul style="list-style-type: none"> Improve the Post 16 outcomes so that we can increase the numbers of students and possibly gain Ofsted O/s next time (February 2022). 	2020 - 2023	<ul style="list-style-type: none"> VA above 0

End