



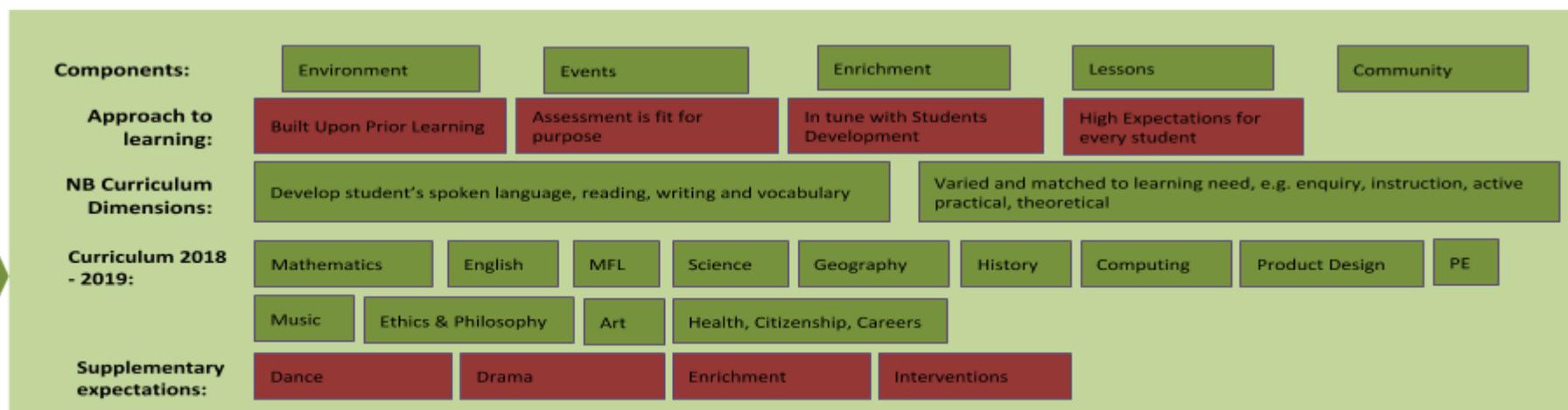
**Newbridge High School Academy Trust
Development/Improvement Plan
2019-20**



1 What are we trying to achieve?



2 How Do we organise learning?



3
How well are we achieving our aims?

Evaluating Impact:

Through academic progress, behaviour and attendance

Data Analysed to identify under achievement

Involves the whole school community

Uses qualitative and quantitative measures

Accountability Measures:

Effectiveness of Leadership and Management

Quality of Teaching, Learning and Assessment

Personal Development, Behaviour and Welfare

Outcomes for students

Newbridge High School Development/Improvement Plan Summary

Vision Statement	To develop everyone's potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment			
Accountability	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	QUALITY OF TEACHING, LEARNING AND ASSESSMENT	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	OUTCOMES FOR STUDENTS
	<ul style="list-style-type: none"> • Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. • Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. • The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. • Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally. • Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. • Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school. • Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. 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. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and 	<ul style="list-style-type: none"> • Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate an understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. • Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. 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. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. • Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. • Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. • Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. • Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. 	<ul style="list-style-type: none"> • Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. • Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. • In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. • 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. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. • Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. • For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. • Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. • Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. • The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. • Pupils can explain accurately and confidently how to keep themselves healthy. They make 	<ul style="list-style-type: none"> • Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. • 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, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check. • 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, if below these, it is improving rapidly. • Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. 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. These destinations strongly support their career plans.

	<p>linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <ul style="list-style-type: none"> ● 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, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. ● Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. ● Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. 	<ul style="list-style-type: none"> ● Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. ● 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 and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. ● Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. 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. 	<p>informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <ul style="list-style-type: none"> ● Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. ● Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. 	
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Newbridge High School Focus Summary 2019-2020

Vision Statement	To develop everyone's potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment			
PRIORITIES 2019-2020	Quality of Education	Behaviour and Attitudes	Personal Development	Effectiveness of Leadership & Management
	Truly Great Teaching (A) 11-16 Curriculum/ Knowledge Curriculum Transition Literacy/Numeracy (A) High Prior Attainers (Oranges) Disadvantaged Students (A) SEND Provision (A) Vocabulary/Oracy (A)	Presentation of Work (A) Attendance, Behaviour & Exclusions (A) Boys (A)	Character Values - Resilience & Attitudes (A) RSE and Careers revamp Apollo Arts Festival (A)	ML & SLT Training Standards Parent, Student, Staff engagement Staff Well-being (A) Performance Management Systems (A)

Newbridge High School Development/ Improvement Plan Summary

Whole School Strategies	Strategic Priorities For desired outcomes of Strategic Priorities see Target Setting 2019-2020
Priority 1 (FX & FA) QUALITY OF EDUCATION	<ul style="list-style-type: none"> ● To continue to develop the Truly Great Teaching Programme to ensure that all teaching over time is judged to be at least good. (Quality first teaching - Apollo) ● To evaluate curriculum, current target setting and assessment to develop a coherent 11-16 curriculum. ● To establish expected standards for Literacy and Numeracy across the Key Stages to raise attainment. (Apollo) ● To further improve the presentation of student work. (Apollo) ● To further develop the Knowledge Organisers and ensure all students access this learning and high attainers are stretched. ● To explore SEND Provision across the Key stages and establish a standard of protocols and procedures.(Apollo) ● To further develop the provision for ‘High Prior Attaining’ (Orange) students in order to enable them to achieve their Target Pathway or above (OFSTED) ● To further develop the provision for Pupil Premium/FSM students in order to ensure equity for the disadvantaged to enable them to achieve their Target Pathway or above (Apollo) ● Raising the achievement of Boys (Apollo) ● To embed marking procedures and current research to reduce workload and improve the quality of feedback, in conjunction with Apollo.
Priority 2 (Sc) BEHAVIOUR AND ATTITUDES	<ul style="list-style-type: none"> ● To reduced Fixed Term Exclusions and Persistent Absence – paying particular attention to persistent absence for disadvantaged students and isolations/fixed term exclusions for disadvantaged/SEND boys (OFSTED) (Apollo) ● To continue to develop our behaviour management systems to improve buy in of all our stakeholders and improve standards. ● To research and explore alternative curriculums for KS4 ● To ensure systems are robust, interventions are effective and the Care and Guidance structure is ready for KS4.
Priority 3 (Bi & DK) PERSONAL DEVELOPMENT	<ul style="list-style-type: none"> ● To further embed identified Character Values (Growth Mindsets and Route to resilience) (Apollo) ● To research and improve the quality of Oracy across the key stages. (Apollo) ● To ensure our PSHE and HCC Curriculum fits with the new RSE and Career Specifications ● To create a new Apollo Arts Festival to showcase Apollo’s talent. (Apollo)
Priority 4 (Fa) EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> ● To look at Performance Management Systems across the MAT and ensure alignment. (Apollo) ● To ensure staff well-being is good so they are happy and effective in their job. (Apollo) ● To continue to ensure standards are maintained and upheld, enabling effective learning and behaviour ● To ensure departments are effective in terms of outcomes, teaching, marking and feedback, and that we are ready for KS4.

Objective	Key Performance Indicator	Lead By When Resources	GOV Monitoring	Activities/Target Milestones End of Autumn Term	Activities/Target Milestones End of Spring Term	Activities/Target Milestones End of Summer Term
To continue to evaluate and develop teaching pedagogy to ensure that all students receive personalised quality first teaching, and that all teaching over time is judged to be at least good (Quality first teaching - Apollo)	Staff across the Partnership 'known' with skills and areas for improvement identified. KPI for all teaching staff of Apollo to be identified and to have an overview of staff strengths and weaknesses and skills. Clear and coherent CPD programme in place for teachers within Apollo. Longer term outcome – to enable other schools to 'buy into' service	Lead JP Fx	Standards - Curriculum	Apollo directory of T&L to be in place Identify teachers who require support, either to move from satisfactory to good, or from good to outstanding at Newbridge Share good practice/provide coaching and support. Programmes in place to move staff forward. Identifying strengths and weaknesses of staff at Newbridge	Following observations of all staff in Autumn term, MLs will work with department to improve on agreed focus Deep dives (department reviews) to take place focusing on curriculum plans, T&L and work scrutinies and student voice	New format of department reviews to be evaluated by Fx and Fa Department reviews to be carried out next academic year following the new format agreed Share teaching and learning focus with each department to be worked on following lesson observations for next academic year
To evaluate curriculum, current target setting and assessment to develop a coherent 11-16 curriculum (Apollo)	To have an agreed assessment and monitoring procedure across the MAT. That is robust and identifies attainment and progress and KS4 readiness. Ensure the curriculum is ready for KS4.	Fx/Fa		Evaluate end of year assessments / results procedure to be fixed. Align 5 year schemes of work across Apollo. Under development.	Departments to complete KS3 schemes of work by end of January 2020 and begin work on KS4 schemes Evaluate mid year assessments and knowledge organiser tests	Agree on assessment format for next year and share with staff Staff to ensure KS4 year 10 schemes of work are ready to teach for September
To establish expected standards for Literacy and Numeracy across the Key Stages to raise attainment.	Literacy and numeracy curriculum content that are aligned across key stages To focus on curriculum intent, implementation and impact – initially within core subjects to ensure continuity of curriculum	Lead JB Eng Wh Lead RP Maths Am				Awaiting Apollo lead

	<p>To ensure key stages 'marry up'</p> <p>To ensure a common glossary and a common thread in marking and feedback.</p>	<p>Fx - to liaise with this</p>				
<p>To further improve the presentation of student work (Apollo)</p>	<p>Improved presentation across the MAT as compared to previous work.</p> <p>Joint Policy across the partnership.</p>	<p>Lead - RP</p> <p>Fa to oversee Wh</p>		<p>Ensure that high expectations across the Partnership are reflected through handwriting and presentation – from foundation to Key stage 5.</p> <p>Set milestone / expectations at each key stage</p>		<p>Awaiting Apollo lead</p>
<p>To further develop the Knowledge Organisers and ensure all students access this learning and high attainers are stretched.</p>	<p>Increased KO test marks for the lower attainers.</p> <p>A higher number of students to complete homework.</p>	<p>Fa</p>	<p>Standards</p>	<p>Update KOs, develop the guide to booklet.</p> <p>Ensure a thorough and comprehensive introduction to the KOs and revisit how to revise at least 3 times across the year.</p> <p>Visit school and look at how homework is managed and students encouraged to revise.</p>	<p>Guide still to be developed</p> <p>Revisiting of the revision to be implemented this term</p> <p>Gain student feedback about the impact and effect of KOs.</p>	
<p>To explore SEND Provision across the Key stages and establish a standard of protocols and procedures.(Apollo)</p>	<p>To review all systems across schools to obtain a consistent approach within SEN policy and practice in particular.</p> <p>Establish a consistency of testing</p> <p>Ensure high quality transition of SEN students</p> <p>Establish a consistent approach to access arrangements.</p>	<p>Lead - Fa</p>	<p>C&G</p>	<p>Carry out SEND Reviews in all the MAT schools. Focusing on the key KPIs listed.</p> <p>Initiate liaison across the MAT to establish priority actions for age range change.</p>	<p>Liaison under way and action plan in place - to implement actions and oversee.</p>	<p>Systems slowly aligning, lots of work to do but underway and good outcomes being seen and will be seen going forward.</p>

<p>To further develop the provision for Pupil Premium students in order to enable them to achieve their Target Pathway or above.</p>	<p>A higher percentage of students to achieve their target pathway compared to Autumn 2018.</p>	<p>Lead RP Bi</p>	<p>Standards</p>	<p>Pupil Premium reviews to be undertaken at each school Action plan to be written once these have taken place</p>		<p>Awaiting Apollo lead</p>
<p>Raising the achievement of Boys (Apollo)</p>		<p>MLT</p>		<p>Training in the Autumn term, staff to adapt teaching to reflect strategies shared and used.</p>		
<p>To embed marking procedures and current research to reduce workload and improve the quality of feedback, in conjunction with Apollo.</p>	<p>Share effective marking and feedback strategies across MAT/ teaching alliance schools</p> <p>Develop and produce a new whole school marking and feedback policy to be used by all departments across the school</p> <p>Departments will have an effective and useable feedback policy in place</p> <p>Students will receive quality feedback on their work and know how to improve</p>	<p>Fx / Wh</p>		<p>Trial new methods of marking and feedback</p> <p>Attend FW TSA "No more marking" working group</p> <p>Introduce feedback strategies across Apollo for staff to follow and monitor use and impact on student progress</p> <p>Whole school training on marking and feedback</p>	<p>Write new feedback policy to trial in summer term.</p>	<p>Trial new feedback methods, evaluate and adapt policy ready for September.</p> <p>So much going on with age range change that decided this needs to be revisited once things have settled down.</p>

Whole School Priority: BEHAVIOUR & ATTITUDES (Sc)

(Details of specific departmental Activities can be found in the Department Development/ Improvement Plans)

Objective	Key Performance Indicators	Lead By When Resources	GOV Monitoring	Activities/Target Milestones End of Autumn Term	Activities/Target Milestones End of Spring Term	Activities/Target Milestones End of Summer Term
<p>To reduced Fixed Term Exclusions and Persistent Absence – paying particular attention to persistent absence for disadvantaged students and isolations/fixed term exclusions for disadvantaged/SEND boys (OFSTED) (Apollo)</p>	<p>Improved attendance, specifically persistent absence. Clear, fit for purpose behaviour systems that promote positive behaviour. KPI</p> <ul style="list-style-type: none"> ● Reduced Fixed Term Exclusions. ● No permanent exclusions. ● Fewer students referred to behaviour panel 	<p>Lead - JP Sc</p>	<p>C&G</p>	<p>Build on the outcomes of the Care and Guidance reviews to strengthen provision across the trust.</p> <p>Review relevant policies and processes, including monitoring within the school. Research behaviour and attendance protocols and processes. Write and share an action plan.</p>	<p>On-going across Apollo. FTEs reduced in number. No permanent exclusions so far this academic year. Only two students referred to panel due to exceptional circumstances in schooling and home life.</p> <p>On-going review of policies and processes/protocols. Some protocols updated or changed to make them more efficient (including attendance processes). Peer-on-peer abuse completed and awaiting governor approval. Behaviour policy to be reviewed this term. Safeguarding, prevent and child protection policies to be updated as appropriate and when necessary.</p>	
<p>To continue to develop our behaviour management and systems to improve the buy in of all stakeholders and improve standards</p>	<p>To continue to change the assertive discipline system in order to ensure staff feel more empowered and accountable in behaviour management.</p> <p>Improved monitoring of behaviour data by MLs and SLT.</p>	<p>Sc Dk, Sc</p>	<p>C&G</p>	<p>Review behaviour for learning process. Implement automatic detentions for removes (stage 3 and 4).</p> <p>Restorative Justice Meetings held with member of staff and student after each remove.</p> <p>Weekly behaviour points update to be shared with tutors by PMs. Consequent actions to be recorded and monitored, to allow tutors and PMs to be empowered and accountable for their respective students.</p>	<p>On-going review of behaviour for learning. Automatic detentions for stage 3 and 4 removals are now embedded. Continue to embed this and support colleagues supervising them. Seek thoughts from colleagues as to their effectiveness. Some changes made to informing parents of removals from lessons.</p> <p>Some restorative justice meetings happening, being logged and reviewed in a different format. Inconsistencies around this that are being reviewed.</p>	

				<p>Monitoring of Positive/Negative behaviour reviewed every 6 week period by Care and Guidance team.. Tutor/PM's/SLT to review and action where necessary.</p> <p>Use CPOMS to aid continued increased contact with Parents to share students successes and positive attitude to learning, closer monitoring by Sc.</p> <p>Implement areas of responsibility and expertise for PMs and share with all staff to enable swifter intervention in the areas of bullying, e-safety, homophobia and racism, utilising CPOMS to record and analyse incidents.</p>	<p>Tutors have access to behaviour data, but it isn't used consistently by all tutors. Alternative ways of sharing this to be investigated and shared.</p> <p>CPOMS embedded as a tool for safeguarding and certain (determined) behaviours. Roll out of CPOMS' other abilities/capacities being explored and introduced gradually.</p> <p>Specialist areas of responsibility implements, and using CPOMS as a tool for logging, alerting and monitoring/analysing. Further work to embed this fully across the school.</p>	
To research and explore alternative curriculums for KS4	To ensure that Newbridge has a plan for alternative curriculum for 20/21, is financially viable and appropriate for our school.	Bi	Standards	<p>Research Current alternative provision at schools within Apollo Trust</p> <p>Liaise with schools outside of Apollo to discuss alternative provision</p> <p>Determine provision that could work for Newbridge High School</p>		
To ensure systems are robust, interventions are effective and the Care and Guidance structure is ready for KS4.	<p>To ensure Newbridge has a plan for the Care and Guidance structure for 2020/21 that is financially viable and appropriate for our school.</p> <p>Consistent structures in place to record, monitor and evaluate pastoral/care and guidance interventions.</p>	Sc	C&G	<p>Research different structures for C&G, including structures in place at other schools, within Apollo and those that have already added an additional Key Stage. Write fully costed proposals for alternative structures.</p> <p>Research and implement an efficient method for recording, monitoring and evaluating interventions to ensure they are</p>	<p>Research has happened across Apollo and we are waiting for Apollo to expand and for Apollo wide information before developing further.</p> <p>New method for recording and sharing information across the staff body regarding interventions (and other pastoral information). Work beginning this term regarding interventions, starting with an audit and a relaunch of</p>	

				effective, impactful and fit for purpose.	referrals to the Care & Guidance team. Gradual roll out of a safeguarding self-assessment to begin this term also.	
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Whole School Priority: PERSONAL DEVELOPMENT (Dk&Bi) (Details of specific departmental Activities can be found in the Department Development/ Improvement Plans)

Objective	Key Performance Indicators	Lead By When Resources	GOV Monitoring	Activities/Target Milestones End of Autumn Term	Activities/Target Milestones End of Spring Term	Activities/Target Milestones End of Summer Term
<p>To further embed identified Character Values (Growth Mindsets and Route to resilience) (Apollo)</p> <p>To research and improve the quality of Oracy across the key stages. (Apollo)</p>	Schools within the partnership focussing on some skills to embed resilience and positive ethos.	Lead: JP Dk	Standards	<p>A new focus – linked to resilience and attitudes and character development – to plan in detail in September 2019</p> <p>To share expertise across the Trust, including Growth Mind-set strategies, Philosophy 4 Children, Route to Resilience.</p>	<p>CV to be embedded into the assembly program.</p> <p>CV to be used in classrooms consistently as a way to reward students, but also to frame questioning and target setting. This should be linked to larger rewards, e.g. Head's breakfast and end of year reward trip.</p> <p>CV to be used when having conversations about contracts and poorer behaviour.</p>	<p>Oracy objective to be moved to next year.</p> <p>CV objective is ongoing. Adaptation of which Cvs we use at NB and perhaps add some more CVs that have more of an academic feel to them.</p>
To ensure our PSHE and HCC Curriculum fits with the new RSE and Career Specifications.	<p>Policies and Schemes of work are up to date and compliant.</p> <p>Careers is ready for Y10/11</p>	Bi	Standards	Await new guidance from government and review current policy		

Whole School Priority: Leadership and Management (Fa) (Details of specific departmental Activities can be found in the Department Development/ Improvement Plans)

Objective	Key Performance Indicators	Lead By When Resources	GOV Monitoring	Activities/Target Milestones End of Autumn Term	Activities/Target Milestones End of Spring Term	Activities/Target Milestones End of Summer Term
To look at Performance Management Systems across the MAT and ensure alignment.	To ensure policy protocol and procedures are aligned across the Trust (To launch in 2020)	MLT	Trustees	All reviewed and agreed, all MAT schools to use bluesky and updated policy from Sept 2020.	N/A	N/A
To ensure staff well-being is good so that they are happy and effective in their job.	<ul style="list-style-type: none"> Reduction in staff absence. Reduction in OH referrals. System in place to monitor staff wellbeing 	Lead MR: Dk/Fa	Standards	<p>To research, plan and implement a Trust-wide staff wellbeing strategy</p> <p>Staff well-being survey carried out, Nov 2019</p> <p>Review staff usage of the mindfulness app.</p>	<p>SWARZs rounds to be launched on January training day.</p> <p>In house round to be trialed.</p>	Staff trails not taken place due to COVID19, wil continue in Sept.
To continue to ensure standards are maintained and upheld, enabling effective learning and behaviour.	<p>Improved monitoring of behaviour data by MLs and SLT.</p> <p>MLs and all staff to take more ownership for standards and SLT to hold staff more readily to account for not following procedures.</p>	Fa/Fx/Sc	Standards	Fx to look at how the Monitoring and Evaluation of departments and Standards will take place. (Learning Walks/Review etc...) in conjunction with MAT partners.	MLs involvement in Department Reviews to more rigorously explore ML monitoring, tracking and dealing with behaviours in their departments lessons.	<p>Review of staff dress code - to be addressed next year with changes to student uniform.</p> <p>MLs involvement in Department Reviews to more rigorously explore ML monitoring, tracking and dealing with behaviours in their departments lessons, not many reviews carried out due to COVID19, to be developed next year.</p>
11-16 Planning to be ready for KS4	<p>A smooth transition to KS4.</p> <p>Curriculum planning, staffing, uniform, C&G Structures.</p>	Fa	Standards	<p>Action plan created with areas identified for development.</p> <p>Budget planning to manage changes.</p> <p>Option courses identified, prepared and staffed.</p> <p>Exam centre and plans created.</p> <p>Uniform decided upon and ordered.</p>	Previous actions have been initiated but not completed, these need to be continued.	Staff continuing to plan KS3/4 curriculum schemes of learning. Well underway.

				C&G structure to be decided and budgeted.		
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