

Teaching, Learning & Assessment	Outcomes	Personal Development, Behaviour & Welfare	Leadership & Management
<ul style="list-style-type: none"> • Ensure the consistency and rigour of ARR practice within and across departments. • Regularly review student performance, clearly identify & target students through planned interventions • Improve the quality of T&L through effective strategies to challenge and support students in RWCM. • Improve consistency of quality first teaching within lessons for all pupils and focus on vulnerable groups. <ul style="list-style-type: none"> a) Bespoke lesson planning and resources “footprint” in each department according to their needs – improve T&L consistency within dept. and comparable across school to promote challenge and support more explicitly. b) Maximise the variety of learning opportunities to increase engagement & develop wider skills both in school and at home. c) Develop wider range of effective differentiation & intervention strategies. <p>Non-negotiables for all lessons:</p> <ul style="list-style-type: none"> ✓ Seating plan & knowledge of student groups & individual’s needs ✓ Bell work/ starter activities – particularly focusing on recall ✓ Planned & signposted support & challenge tasks to meet individual needs 	<ul style="list-style-type: none"> • Further meet the needs of and improve progression for all groups of students. Key areas of focus: <ul style="list-style-type: none"> ▪ English & Maths (coincidence and 5+) ▪ Business Studies ▪ Resistant materials ▪ Catering ▪ SEND ▪ PP ▪ H&M banding students <p>School achieves “Progress 8” score of at least +0.10</p> <p>School achieves “Attainment 8” score of at least 51+</p> <p>% achieving grade C [4] or above in English and Maths is 70%</p> <p>AMA [Academically more able] group of learners achieve attainment 8 scores of 70</p> <p>All groups of learners [SEND, Disadvantaged] achieve positive progress 8 score.</p> <p>Gap between progress 8 score of disadvantaged pupils compared to others in school and others nationally is 0</p> <p>Overall attendance figure to be 95%+</p>	<ul style="list-style-type: none"> • Further embed Attitude to Learning and Behaviour for Learning principles. • Implement a multi-layered & tiered approach to identify ‘persistent offenders’ and enable targeting to support vulnerable students <p>[Both academic & pastoral]</p> <ul style="list-style-type: none"> • Approach utilises streamlined MIS system to identify the best and targeted BfL/AtL students, implementing a layered approach to intervention [from class teacher/HOD/SLT & FT/HOY/SLT and whole school intervention] • Support teachers in adopting an effective and consistent approach to tackle misbehaviour and promote positive behaviour. • Analysis and evaluation of bullying incidences over the year. [Using data in pastoral logs & quantitative, targeted student voice] • Improve overall attendance to match or exceed the national average for similar schools. • Reduce the proportion of persistent absence to match or exceed the national average for similar schools. 	<ul style="list-style-type: none"> • Implement revised QA system to support, guide and focus middle leaders’ and their teams on progression for all and other whole school areas for development.

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