



TRUST SCHOOLS STRATEGIC AIMS 2018 - 2023

The school will:

- provide exceptional comprehensive education and to be in the top 10% of schools nationally.
- provide a safe, respectful and calm environment in which to learn and work.
- provide a quality of teaching which is typically no less than “good” and more often “outstanding”.
- provide a broad and balanced integrated academic and enrichment curriculum so that students are motivated and enthused.
- ensure that students are prepared for the next phase of their lives.
- provide useful feedback to students so they know how to improve and can take responsibility for that improvement.
- provide useful information to parents so they can support their children’s improvement.
- provide effective support and development opportunities to staff and promote high levels of morale and job satisfaction.
- provide value for money and work as efficiently as possible whilst maintaining standards.
- meet the Ofsted “outstanding” criteria in all areas.

WHAT WE DO & AND THE WAY WE DO IT

CONSISTENCY

EVERY ONE – EVERY DAY

CHALLENGE

NO DIPS, NO GAPS, NO EXCUSES

VALUE FOR MONEY

MAINTAINING STANDARDS – REDUCING COSTS

OFSTED RECOMMENDATIONS DATE

	w	P	S
Make sure teachers’ marking and questioning are consistently effective so students learn exceptionally well in all their classes.			✓
Make sure that teaching in subjects across the school supports students’ mathematical development.			-✓
Close the gaps in achievement between boys and girls, disadvantaged students and others at Key Stage 4 so all students achieve equally well.			-GEN DIS
Make sure members of the local advisory board hold leaders rigorously to account for all aspects of the school’s performance by regularly considering the impact of the school’s work to promote students’ spiritual, moral, social and cultural development.			✓
Ensure all sixth form students have the opportunity to participate in work experience that clearly links to the subjects they are studying.			✓
Make sure all sixth formers have opportunities to deepen their understanding of equality, diversity and the rule of law, and the risks they may face in the world beyond school, so they are exceptionally well prepared for life in modern Britain.			✓

APPROVED:		LAB MONITORING: Quality, accuracy and consistency	Chair of LAB	TRUST MONITORING: Quality, accuracy and consistency	CEO	SCHOOL MONITORING	HT
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LOCAL ADVISORY BOARD (LAB)		TRUST LINK	SCHOOL LINK	FREQUENCY OF REVIEW
Chair of LAB				
Support & Challenge area	Champion	Executive Leader	Senior Leader	
Curriculum and standards		CEO	MG	Half termly
Performance of groups		CEO	MG	Half termly
Safeguarding, Equalities, Inclusion		DOIS	BD	Half termly
Pastoral care, SMSC and destinations		DOIS	BD	Termly
Finance and compliance		JP	N Scott	Half termly
Parental engagement and community		CEO	HT	Termly
Staff development, recruitment and staff-wellbeing		JP	HT	Half termly
Admissions		CEO	GL	Termly

ACTION AREA: QUALITY OF EDUCATION (CURRICULUM IMPACT)

No dips, no gaps, no excuses. Every one, every day. Transparent Assessment.

<p>IMPLEMENTATION OBJECTIVE: CLASSROOM PRACTICE</p> <p>Overall aim: To develop cultural capital, increased metacognition and independence.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> -All colleagues confident in promoting cultural capital in classroom. -Promoting cultural capital helps to narrow the disadvantage gap. -Teaching staff demonstrate a deep knowledge and understanding of how students learn. -Staff are confident in explaining the main principles of metacognition; they recognise how strategies inform their teaching. -Students demonstrate confidence in tackling complex challenges: 'desirable difficulty'. -Students engage positively with feedback; they rise to meet the challenges they are set. -Staff model desired outcomes well; students meet high expectations of them. -Students take pride in their written work; they regard their work as a learning tool. 	<p>HT/ MG</p>
<p>IMPLEMENTATION OBJECTIVE: REDUCING IN-SCHOOL VARIATION for Gender</p> <p>Overall aim: Reduction in progress and attainment variation at KS4 & 5 in comparison with 2019 results.</p> <p>Success criteria;</p> <ul style="list-style-type: none"> -The attainment and achievement of girls and boys is of a consistently high standard. - The progress of boys is at least in line with that of girls. -Neither boys nor girls are treated as a homogeneous group -Lesson observations show no disparity in the way boys and girls experience highly effective teaching and learning. -There is no discernible difference between the standard of written work produced by boys and girls. -Parents/guardians are well informed about the school's values, aims and actions relating to tackling the gender gap. -PSMSC throughout the curriculum evidences the tackling of stereotypes in lessons. -Teachers' use of questioning in class is inclusive of both boys and girls, providing appropriate challenge. 	<p>GV/ GL</p>
<p>IMPLEMENTATION OBJECTIVE: REDUCING IN-SCHOOL VARIATION for Disadvantaged</p> <p>Overall aim: The attainment and achievement of 'disadvantaged students fall in line with non-disadvantaged students.</p> <p>Success criteria;</p> <ul style="list-style-type: none"> -Disadvantaged students remain 'high profile' to subject staff; planning takes their individual needs into account. -New staff have received training on provision for disadvantage as part of induction process. -100% uptake of students qualifying for Post-16 bursary -Parents of Pupil Premium students fully engage with the school; transparent communication. -Disadvantaged students are happy in school; (student survey results) -90% Pupil Premium students matriculate into the sixth form. -Teacher use formative assessment to adapt sequences to meet individual student needs -'Book looks' show no discernible difference between PP and non-PP students 	<p>GV/ HT</p>

<p>IMPLEMENTATION OBJECTIVE: REDUCING IN-SCHOOL Progress VARIATION in HAP and MAP+ at KS5</p> <p>Overall aim: Progress and attainment figures of HAP and MAP+ will improve on 2018 results.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none"> -On average Yr 13 HAPS achieve their ALPS benchmark -Yr 13 MAPS + 50% exceed their ALPS benchmark -Yr 12 HAPS DCP data shows that they are at least green according to their flight path -50% of Yr 12 & 13 HAPS complete the EPQ 	<p>CE/ YN/ BH</p>
<p>IMPLEMENTATION OBJECTIVE: ACADEMIC LITERACY/ READING</p> <p>Overall aim: Tier 2 Vocabulary is used more frequently and increased reading and writing inside and outside of the taught curriculum.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none"> -Tier 2 vocabulary is used in lessons regularly and is visible through observations and learning walks. -Students use Tier 2 vocabulary regularly in their work. - Reading is embedded with minimum expectation of 20 minutes per day set. -Evidence of extended and academic writing is more prominent in the work of the students. 	<p>MG/ YN/ GL</p>
<p>IMPLEMENTATION OBJECTIVE: Improved homework and homework completion.</p> <p>Overall aim: Embedding the Homework 4 R's and fully integrating Google Classroom.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none"> -Students can explain the new homework procedure and 4R's. -Frequency of homework non returns reduces. Parental and student survey feedback shows an improvement in homework questions. -Parents have access to google classroom 	<p>MG</p>
<p>IMPLEMENTATION OBJECTIVE: Embedding of rethought sequenced curriculum.</p> <p>Overall aim: The taught curriculum is well thought out and sequenced across all Key Stages and subjects.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none"> -Evidence of Rationale at the start of each unit of work. -Students and staff are able to articulate why they are studying each topic as part of a bigger picture. -Students can explain how what they are learning links with previous learning. 	<p>HT</p>

<p>IMPLEMENTATION OBJECTIVE: Embedding challenge throughout the curriculum.</p> <p>Overall aim: Thinking hard principles are seen throughout the school on a regular basis.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none"> -Observations and learning walks see an increased usage in thinking hard principles. -Staff are able to articulate what Thinking Hard is. -Reaccreditation of the NACE Award. -Evidence of challenge homework. 	<p>BH/ MG</p>
<p>IMPLEMENTATION OBJECTIVE: Successful implementation of the reviewed feedback and assessment policy.</p> <p>Overall aim: Feedback is in line with policy and is evidenced to improve progress.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none"> -Feedback regularity is in line with assessment and feedback policy. -DIRT work ensures progress is improved over time. -Students demonstrate a level of independence when completing DIRT. -Feedback has DIRT targets to help students improve. -Student and parental feedback in surveys is more positive than 2019. 	<p>HT</p>

ACTION AREA: BEHAVIOUR & ATTITUDES TO LEARNING

Every one, every day.

EXCLUSIONS OBJECTIVE					TS/ CE/ GL/ BD
Overall aim: exclusion as an absolute last resort result in exceptionally low rates of exclusions and repeat offenders.					
Success criteria:					
	Dec	April	Jul	2020	
% Fixed Term Exclusions				<1.0	
% Permanent Exclusions				0%	
BEHAVIOUR OBJECTIVE:					TS
Overall aim: Behaviour at unstructured time is improved and students show a level of responsibility for their own conduct.					
Success criteria;					
<i>-Reduction in behaviour points for incidents outside of lesson time.</i>					
<i>-Reduced number of incidents at snack break.</i>					
<i>-Number of Level ¼ incidents during unstructured time is reduced.</i>					

ACTION AREA: PERSONAL DEVELOPMENT & CHARACTER EDUCATION

Every one, every day.

<p>PSMSC CURRICULUM IMPLEMENTATION OBJECTIVE</p> <p>Overall aim: The new PSMSC Programme is in line with the new National framework and is taught well.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none">-The new programme covers all elements of the guidance.-The review of SRE identifies any gaps in provision and schemes of work are updated to ensure these are filled.-Learning walks and developing best practice weeks demonstrate effective or better delivery of PSMSC.	BD
<p>CHARACTER DEVELOPMENT</p> <p>Overall aim: Successful integration of the Character Challenge through tutor programmes.</p> <p><i>Success criteria;</i></p> <ul style="list-style-type: none">-Students understand all of the opportunities available to them to build their character.-Students use their Character Challenge sheet to look for opportunities outside of the classroom.-Increased uptake on character building opportunities in the school, demonstrated through awards.	HT

MENTAL HEALTH OBJECTIVE

Overall aim: To eliminate stigma around mental health for students and to ensure mental health support and advice (e.g.: re self-care or signposting to outside help) are available at MES

Success criteria;

-Staff surveys indicate that staff feel supported by the school in terms of their wellbeing and mental health

-MHFH compile confidential logs/reports of staff and students they have supported which will indicate that this resource is being accessed

-Absence due to mental health concerns may fall although increasing awareness of the need to take time out in some cases of mental health concerns may outweigh this in the short term

NS/
BD/ CE

ACTION AREA: SAFEGUARDING

Every one, every day.

<p>ATTENDANCE & PUNCTUALITY OBJECTIVE</p> <p>Our standards of attendance are improved through a reduction in persistent absence.</p> <p>Success criteria:</p> <table border="1" data-bbox="129 421 824 568"> <thead> <tr> <th></th> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>May</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>% Absence</td> <td></td> <td></td> <td></td> <td></td> <td>=↓</td> </tr> <tr> <td>% Persistent Absence</td> <td></td> <td></td> <td></td> <td></td> <td><7%</td> </tr> <tr> <td>% Persistent Absence FSM</td> <td></td> <td></td> <td></td> <td></td> <td><9%</td> </tr> <tr> <td>% Persistent Absence SEND</td> <td></td> <td></td> <td></td> <td></td> <td><6%</td> </tr> </tbody> </table>		Oct	Jan	Mar	May	Final	% Absence					=↓	% Persistent Absence					<7%	% Persistent Absence FSM					<9%	% Persistent Absence SEND					<6%	<p>GB/ AHT KS</p>
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<p>ANTIBULLYING / EQUALITY OBJECTIVE</p> <p>Overall aim: To achieve the Stonewall Bronze Award.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> -Audit undertaken for the Stonewall Bronze Award -Enhanced visibility of LGBTQ+ themes -Successful accreditation of Stonewall Bronze Award -Number of LGBTQ+ bullying incidents reduced 	<p>BH/ BD</p>																														
<p>OBJECTIVE Self Harm</p> <p>Overall aim: Reduce the number of incidents of self harm</p> <p>Success criteria:</p> <ul style="list-style-type: none"> -Improved efficiency in dealing with potential self harm -Training given to staff on self harm and signs -Increased communication with parents regarding self harm -Reduction in number of self harm incidents 	<p>BD</p>																														

<p>OBJECTIVE: SEND Provision</p> <p>Overall aim: Further improve the provision and experience for SEND students</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none">-<i>Successfully introduce a new pathway for those who may struggle accessing the main school curriculum</i>-<i>Improve the EAL provision to increase access for these students</i>-<i>New methods of working for exam concessions are introduced</i>	BD
<p>OBJECTIVE: SAFEGUARDING</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none">- <i>Implement the actions from the NSPCC Safeguarding Audit</i>	BD

ACTION AREA: LEADERSHIP & MANAGEMENT

Maintaining standards, reducing costs

<p>ETHICAL LEADERSHIP OBJECTIVE: ETHICAL LEADERSHIP AWARENESS</p> <p>Overall aim: All leaders will understand what is meant by Ethical Leadership and how it applies to their role.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> - Leaders can articulate what ethical leadership is. -All leaders will have training on ethical leadership. -All leaders will analyse how ethical leadership affected their areas. 	HT
<p>STAFF DEVELOPMENT OBJECTIVE Apprenticeship levy</p> <p>Overall aim: To utilise the apprenticeship levy in offering staff opportunities for bespoke CPD.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> -Methods of using unused apprenticeship levy implemented to create CPD opportunities for staff -Number of staff participating in additional personally driven CPD increases -Increased number of students completing qualifications increases 	MG
<p>TIME-TO-CHANGE STAFF WELLBEING OBJECTIVE</p> <p>Overall aim: To eliminate stigma around mental health for employees and to ensure mental health support and advice (e.g.: re self-care or signposting to outside help) are available at MES</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> -All line managers trained in mental health first aid awareness by 2021 (at least 70% by end 2020) -Mental health awareness at MES increased. 	NS
<p>RECRUITMENT & RETENTION OBJECTIVE</p> <p>Overall aim: To reduce staff turnover through internal development and opportunities.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> -Staff turnover falls from previous year -Number of horizontal or out of sector resignations reduced -Staff survey indicates positive feeling towards development 	HT

VALUE FOR MONEY OBJECTIVE

Overall aim: School will set and run with a balanced budget whilst maintaining standards in all areas.

Success criteria:

- School is run at balanced budget and predicted balanced budget for 20/21*
- School becomes more environmentally friendly*
- School looks smarter, cleaner & well-maintained*
- Parking management is improved*
- Contractors are well managed with evidence to support this.*

NS