

TRUST SCHOOLS' STRATEGIC AIMS 2020 - 2025

Our schools will:

- provide a safe, respectful and calm environment in which to learn and work.
- provide an exceptional comprehensive education to all pupils/students.
- plan and deliver a rich and ambitious curriculum that meets the needs of all pupils/students.
- help pupils/students understand how to learn and value positive attitudes to learning.
- provide useful feedback to students so they know their strengths and how to improve and can take responsibility for that improvement.
- ensure that students understand how to main and maintain positive and safe relationships in school and outside.
- ensure that students are prepared for the next phase of their education and lives.
- provide useful information to parents so they can support their child'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.
- perform in the top 10% of schools nationally or be on a rapid trajectory to do so.
- achieve an Ofsted rating of "good" to "outstanding" in all areas.
- provide leadership which is highly effective and ethical and which places its values and ethos at the forefront of all decision-making.
- work with the Trust, other Trust schools and other partners to enhance the work of the school.

WHAT WE DO & AND THE WAY WE DO IT

CONSISTENCY

EVERY ONE – EVERY DAY

CHALLENGE

NO DIPS, NO GAPS, NO EXCUSES

CHARACTER

RESILIENCE – RESPONSIBILITY

VALUE FOR MONEY

MAINTAINING STANDARDS – REDUCING COSTS

OFSTED RECOMMENDATIONS (DATE OF PREVIOUS INSPECTION)

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Full curriculum map will be available for all year groups.						X	
LOCAL ADVISORY BOARD (LAB)	LAB	TRUST LINK	SCHOOL LINK	FREQUENCY OF REVIEW			
Chair of LAB	MJ	NJ	HT				
Support & Challenge area	Champion Role Acronym	LAB Member	Executive Leader	Senior Leader			
Safeguarding and Behaviour	SB	JH	DOIS	JB/SB	Half termly		
Standards	S	SA	CEO	MG	Half termly		
Inclusion and Equality	IE	RT	CEO	SB	Oct, Dec and Feb		
Finance	F	MH	JP	N Scott	Half termly		
Health and Safety and Sites	HS	MH		N Scott	Half termly		
Admissions	A	MJ	CEO	P Gillet	Annually		
Community and Parental engagement	CPE	KR	CEO	HT	Half termly		
Destinations and Careers	DC	IP					
Results and internal progress	RP	MJ		MG			
Staff development	SD	Vacant		HT			

ACTION AREA: QUALITY OF EDUCATION

AIMS & SUCCESS CRITERIA	LEAD
<p>WHOLE SCHOOL</p> <p>Overall aim: To ensure systems and routine are re-embedd and improved</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • Consistency in approaches is seen across the school • Behaviour points are reduced by 10% • Progress figures for students are improved on 2019 figures • Staff survey shows an improvement in enjoyment and happiness • Student voice indicates an improvement in happiness 	<p>SLG</p> <p>LAB</p> <p>HT</p> <p>JH</p>

<p>CURRICULUM ENVIRONMENT</p> <p>Overall aim: Successful implementation of the Maiden Erlegh Way for staff and students</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Brain, Book, Buddy, Boss is systemic as a strategy for supporting student resilience and independence</i> • <i>Students take pride in their work and their books are well-presented</i> • <i>Students are proud to attend their school</i> 	<p>MG SA</p>
<p>CURRICULUM ENVIRONMENT</p> <p>Overall aim: Learning environment conducive to high quality learning</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Displays in classrooms are engaging, up to date and representative of all cohorts of students (FDN, KS4 and KS5)</i> • <i>Classrooms feature references to systemic school incentives (eg) WoW; key vocabulary; learning objectives, etc.)</i> • <i>Consistent approach to classroom environments implemented across the school in line with student needs (sensory)</i> 	<p>MG SA</p>
<p>CURRICULUM INTENT</p> <p>Overall aim: All staff understand how their subject is sequenced and where opportunities for interleaving are embedded in lessons</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Interleaving is observed in lessons</i> • <i>learners recognise the connections between the different units/topics/themes that they cover and explore</i> • <i>Staff skilfully signpost for students where topic material covered previously has relevance for what is currently being learnt</i> • <i>New staff and non-specialists have received appropriate training in recognising the inter-linking of the material they teach</i> 	<p>GV SA</p>
<p>CURRICULUM IMPLEMENTATION</p> <p>Overall aim: Metacognition is embedded across the curriculum</p> <p><i>Success criteria</i></p> <ul style="list-style-type: none"> • <i>Students, staff and parents confidence is enhanced in understanding what rote learning is, and the strategies which they can use to ensure that it secures learning in long-term memory.</i> 	<p>GV SA</p>

<p>CURRICULUM INTENT</p> <p>Overall aim: To enhance the higher ability provision.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • HAP's and HAPS+ progress 8 is in line with MAP and LAP progress. • 0.4 progress for HAPs and HAP+ • All students attend at least three sessions on the Gold and Silver programme. • Successful NACE reaccreditation. • Staff are confident in their use of high ability criteria. • DO's show that thinking hard strategies are evident in lessons. • Staff are able to articulate the EPQ and MEIP programme. • Increased number of Oxford/Cambridge applications. 	<p>BL</p> <p>BH</p> <p>MJ</p>
<p>CURRICULUM IMPLEMENTATION</p> <p>Overall aim: Develop a whole school approach to revision</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • Students have confident language about revision and how to revise. • Parent and student voice to be confident in revision and revision techniques – evidence will be seen in lesson observations and book scrutiny 	<p>MG</p> <p>SA</p>
<p>CURRICULUM LEADERSHIP</p> <p>Overall aim: Reset and reimplement the work of the Standards Team</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • Relaunch regular standards meetings with HODs/HOYs • Consistent approach to meetings with HODs and HOYs across the team • Progress 8 .5 + and a positive level 3 value added 	<p>MG</p> <p>SA</p>
<p>CURRICULUM IMPLEMENTATION</p> <p>Overall aim: Reset Quality First Teaching</p> <p><i>Success criteria:</i></p>	<p>MG</p> <p>SA</p>

<ul style="list-style-type: none"> • The analysis of quality of teaching shows 95% + is effective or effective + • Evidence in learning walks • Book scrutiny demonstrates a return to regular assessment and high impact DIRT • Quality assurance shows embedding of behaviour for learning and pride in books 	
<p>CURRICULUM LEADERSHIP</p> <p>Overall aim: Enhance the reputation of Vocational qualifications across the school.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • All students to improve on their resits. • Reduced number of overall fails. • No instances of plagiarism. • Increase the number of options at KS4. • New QN embedded. 	<p>YN</p> <p>MJ</p>
<p>SIXTH FORM IMPLEMENTATION</p> <p>Overall aim: Thoroughly prepare all sixth form students for external examinations</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • All vulnerable students to complete their March prelims • All subjects complete at least one Walking Talking Mock at A Level • Sixth form students to have the same Inclusion support as Yrs 7-11 	<p>CE</p> <p>MJ</p>
<p>CURRICULUM INTENT</p> <p>Overall aim: Establish Alternative Provision Team and comprehensive curriculum for alternative pathways is in place, for ASDAN, Purple Pathway, Violet College and Resource Base students is in place</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • Staff and students are able to articulate the different pathway options. • Parent voice for students on these pathways is positive. • Staff are aware of who to discuss different courses with. 	<p>BD</p> <p>JH</p>
<p>DEVELOPMENT OF ACADEMIC LITERACY THROUGH THE CURRICULUM</p> <p>Overall aim: Reading culture is embedded across the school and opportunities for reading are promoted across the curriculum.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • Engagement with reading culture is shown to improve in the parent survey results. • All tutor groups in yr7-9 fully engage with the tutor reading programme. 	<p>RO</p> <p>SA</p>

<ul style="list-style-type: none"> • <i>An increase in engagement and levels of progress within the reading PLUS programme.</i> • <i>All teaching staff are aware of reading ability.</i> 	
<p>MAIDEN ERLEGH INSTITUTE</p> <p>Overall aim: Launching Maiden Erlegh Institute</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>MEI is financially self-sufficient.</i> • <i>On average 10 (minimum) Initial</i> • <i>Teacher Trainees per annum are</i> • <i>recruited.</i> • <i>Early Career Framework is fully implemented and Lead and Co-Lead Facilitators are fully recruited.</i> • <i>Quality assurance shows that ECT training and development is effective.</i> • <i>90%+ trainees and ECTs rate their training and support highly.</i> • <i>Ofsted rate contribution to ITT as at least "Good".</i> • <i>Consistently positive feedback for school-to-school improvement is received.</i> • <i>Leadership, CPD programmes, and conference support menu is expanded and feedback is positively received.</i> • <i>The Challenge Hub and Behaviour Hub systems are fully implemented</i> • <i>Success uptake of SLDP programme and positive feedback received.</i> 	<p>BH</p> <p>IP</p>
<p>CAREERS IMPLEMENTATION</p> <p>Overall aim: Reset of the careers education curriculum</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Remaining Gatsby Benchmark compliant</i> • <i>Parent and student voice shows an improvement for careers provision.</i> 	<p>BH</p> <p>IP</p>

ACTION AREA: BEHAVIOUR & ATTITUDES TO LEARNING

AIMS & SUCCESS CRITERIA	LEAD SLG LAB
EXCLUSIONS Overall aim: Reduce the number of repeat FTEs. <i>Success criteria:</i> <ul style="list-style-type: none"> • <i>The number of repeat FTE students is reduced</i> • <i>The overall number of FTEs is reduced</i> 	HT JH
BEHAVIOUR MANAGEMENT Overall aim: Relaunch of our high standard of Behaviour & Expectations in and outside of the classrooms <i>Success criteria:</i> <ul style="list-style-type: none"> • <i>Reduce the number of on-patrol calls.</i> • <i>Reduced rate of lateness to lessons.</i> • <i>Reduced number of issues at snack breaks. Snack break protocol is in place and visually available. Consistent approach to the management of snack breaks.</i> • <i>Uniform Expectations (Staff Training – Tutor & Classroom & Uniform Checks)</i> • <i>A successful tracking and intervention programme is implemented.</i> • <i>The MEWay is evident across the school.</i> 	GL BL TS JH
BEHAVIOUR MANAGEMENT Overall aim: Reduction in the number of OP calls <i>Success criteria:</i> <ul style="list-style-type: none"> • <i>Attendance to complete a triage of AWOL calls.</i> • <i>Reduction in the number of OP calls from cover supervisors from X to X.</i> • <i>Successful reintroduction of the faculty withdrawal system.</i> • <i>Cover supervisors to be able to set detentions.</i> 	TS JH

ACTION AREA: PASTORAL

<p>PASTORAL</p> <p>Overall aim: Re-establishment of expectations, routines and organisations of Key Stage 3 & 4</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Staff understand the structure and systems around the pastoral key stage 3&4.</i> • <i>Everyone understands the day in the life of a ME student.</i> • <i>Ensure consistent approach taken in each of the key stages, which is differentiated to ensure it is age appropriate which will be shown positively in student voice and surveys.</i> 	<p>TS GL</p> <p>JH</p>
<p>PASTORAL</p> <p>Overall aim: Transition of all key stages is reviewed, evaluated and improved</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Parent and student voice demonstrate that transition was effective.</i> • <i>Adaptations from covid are retained.</i> 	<p>NO TS GL CE</p> <p>JH/KR</p>
<p>STUDENT ENGAGEMENT</p> <p>Overall aim: Whole school approach to praise and celebrations is revitalised and enhanced.</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>A fully calandered praise and celebration schedule is published.</i> • <i>Student voice shows students are happy at school.</i> • <i>Parent survey show improved results.</i> 	<p>GL</p> <p>JH</p>

ACTION AREA: PERSONAL DEVELOPMENT & CHARACTER EDUCATION

AIMS & SUCCESS CRITERIA	LEAD SLG LAB
PSMSC CURRICULUM Overall aim: PSMSC is fully compliant and delivered as a scheduled lesson <i>Success criteria:</i> <ul style="list-style-type: none"> • <i>Quality of Teaching is 95% effective and effective+</i> • <i>An audit demonstrates compliance</i> • <i>The PSMSC curriculum is sequenced carefully and students are able to make links</i> • <i>All students, including SEND receive PSHE, RSE and careers full entitlement.</i> 	BD JH
CHARACTER DEVELOPMENT Overall aim: That Character Challenge is implemented <i>Success criteria:</i> <ul style="list-style-type: none"> • <i>The Character Challenge is implemented in each school.</i> • <i>Students are recognised for a range of character development activities.</i> • <i>Students understand their strengths and weaknesses and show desire to improve on their weaknesses.</i> • <i>Students are resilient, persevering and confident.</i> • <i>Students are proud of themselves and their school.</i> • <i>Student voice recognises character challenge and is positive.</i> 	CJ RT
SIXTH FORM DEVELOPMENT Overall aim: Enhancing the academic culture and enrichment opportunities <i>Success criteria:</i> <ul style="list-style-type: none"> • <i>95% of students participate in one enrichment activity</i> • <i>Successful development of an acadmic library/resources</i> • <i>35% of all students sign up to academic reviews</i> 	CE RT

ACTION AREA: SAFEGUARDING

AIMS & SUCCESS CRITERIA	LEAD SLG LAB
ATTENDANCE & PUNCTUALITY Overall aim: 96% Attendance across all year groups <i>Success criteria:</i> <ul style="list-style-type: none"> Attendance policy consistence inplemented by all HOYs. Reduction in the gap of attendance between disadvantaged and non disadvantaged. 96% attendance across all year groups. 	CE JH
ATTENDANCE & PUNCTUALITY Overall aim: 90% reduction in lateness to lessons <i>Success criteria:</i> <ul style="list-style-type: none"> Review and relaunch of the lateness to lessons process. All staff consistently follow the same protocol for lateness for lessons. 	GL JH
SAFEGUARDING Overall aim: NSPCC Audit Actions are implemented <i>Success criteria:</i> <ul style="list-style-type: none"> NSPCC Audit will address gaps from last academic year (20/21) Implementation of NSPCC Action Plan so there are no gaps by the end of the year. 	CJ JH
SAFEGUARDING: Peer on peer sexual abuse <i>Success criteria</i> <ul style="list-style-type: none"> All parties understand what peer on peer abuse is and how to respond with concerns Victims and perperators of peer on peer abuse feel supported. 	CJ JH

<p>ANTIBULLYING / EQUALITY</p> <p>Overall aim: The school continues to progress in supporting and celebrating cultural diversity and tackling prejudice and unconscious bias</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Progress is made towards completing the equalities silver award.</i> • <i>Successful reaccreditation of the stone wall award.</i> • <i>Celebration of key months such as Black History, Pride and religious and cultural events</i> • <i>Reduction in the number of homophobic/transphobic incidents</i> 	<p>BL</p> <p>RT</p>
<p>STUDENT MENTAL HEALTH/WELL-BEING</p> <p>Overall aim: School and Mental Health Award – Good mental health provision in which students are supported</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>The school will achieve a Mental Health award (Carnegie award for mental health in schools)</i> • <i>The school's provision for mental health will be regularly reviewed to ensure support offerings are effective and relevant</i> • <i>Students and parents will report that mental health provision is effective in school</i> • <i>Students are resilient and have strategies to support their wellbeing</i> • <i>SMHL appointed and trained (new requirement from KCSIE Sept 2021)</i> 	<p>CJ</p> <p>JH</p>

ACTION AREA: LEADERSHIP & MANAGEMENT

AIMS & SUCCESS CRITERIA	LEAD SLG LAB
ETHICAL LEADERSHIP Overall aim: A focussed approach to staff wellbeing <i>Success criteria:</i> <ul style="list-style-type: none"> • Wellbeing group is successfully reformed • Staff survey highlights an improvement in wellbeing • Decisions are taken with workload in mind 	HT MJ
STAFF DEVELOPMENT Overall aim: Develop an independent research CPD programme <i>Success criteria</i> <ul style="list-style-type: none"> • All staff are able to identify an area of research to focus on to develop their practice. • All staff present their learnings and how it has impacted their practice to their team 	HT MJ
SIXTH FORM DEVELOPMENT Overall aim: Improve cohesion of external students <i>Success criteria:</i> <ul style="list-style-type: none"> • No difference between internal and external DCP data • Student survey at end of first term to see if external students feel integrated • All students take part in 30 hours' voluntary service • No more than a 3% difference in attendance for external parents at parents' evening 	CE RT
SEND Overall aim: All teacher understand hidden disability awareness and support strategies <i>Success criteria:</i> Autism and Hidden Disability Awareness <ul style="list-style-type: none"> • Successful accreditation of the Autism awareness award or progress through Autism Education Framework (whichever is deemed most appropriate) • Improvement in levels of awareness of Autism shown through staff survey results 	BD JH

<p>SEND</p> <p>Overall aim: Implementation of Indigo Resource Base</p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> • <i>Indigo resources base is open, staff and fully resourced.</i> • <i>Plan in place for year two.</i> • <i>Increased percentage of lessons that indigo students attend mainstream curriculum lessons.</i> 	<p>BD</p> <p>JH</p>
<p>SEND</p> <p>Overall aim: Reset and improve the SEND provision at Maiden Erlegh School</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • <i>Restart extra curricular activities for SEND and Vulnerable Students.</i> • <i>Implementation of Provision Mapping (CSP, IBP, PSP, etc)</i> • <i>Ensure that Dyslexia students are screened effectively and Classroom Support Plans are informed.</i> • <i>Training for TA staff</i> 	<p>BD</p> <p>JH</p>

ACTION AREA: ADDITIONAL ITEMS

<p>EVOLVE</p> <p>Overall aim: Successfully launch Evolve</p> <p><i>Success criteria</i></p> <ul style="list-style-type: none"> • All staff are comfortable using Evolve • The Evolve system is fully operational • Feedback about Evolve is positive 	<p>YN</p> <p>MH</p>
<p>EAL</p> <p>Overall aim: Successfully support our EAL learners by working towards the EAL award</p> <p><i>Success criteria</i></p> <ul style="list-style-type: none"> • A plan and CPD session will be delivered to staff • The EAL Award will be achieved • Student voice will demonstrate additional support for EAL students 	<p>NO</p> <p>RT</p>
<p>FINANCE</p> <p>Overall aim: Stringent financial management with a tighter budget</p> <p><i>Success criteria</i></p> <ul style="list-style-type: none"> • Balanced budget by end of August 2022 • Capital spending impact is evident across the school 	<p>NS</p> <p>MH</p>
<p>HEALTH AND SAFETY</p> <p>Overall aim: Improving in our audit and developing further compliance across the school.</p> <p><i>Success criteria</i></p> <ul style="list-style-type: none"> • Achieve a 90% audit score for the next Handsam H&S audit • Maintain at least the current 86% completion rate for staff Handsam training across the whole school staff 	<p>NS</p> <p>MH</p>

ADDITIONAL PLANS

- Pupil Premium Three-Year Strategy
- Department Development Plans
- Key Stage/Phase Plans