


clear to aid rapid progress	Kudos recommendations are used to promote staff affirmation and morale.	September 2017	SS	Staff feel supported and reflect on their own practice Staff share good practice		
	Coaching/Mentoring Programme established	January 2018	SS/ST/TA	<ul style="list-style-type: none"> • SDL surgery set up 3 x Termly • Learning Walkthroughs set up ½ termly • 3 x 5 CPD planned and completed for all staff 		
	Curriculum through SDL is tailored to pupils and personalised to their learning & enables pupils to self-direct their learning Teachers are able to create interesting and engaging curricula and are trained to utilise Canvas by ensuring programmes of study, assignments, assessment opportunities are accessible	December 2017	Teaching Staff /AD/DKC/ Teaching Academy Teaching Staff	Pupils' and Teachers' expectations clear Time is organised and spent efficiently 50/50 lessons Learning Centre used appropriately Pupils manage their workload and learning		
	Agreed behaviours for Learning Strategy and Behaviour for Teaching Strategy are communicated and embedded	December 2017	SS/EJ/ Teaching Staff/ School Council	Pupils		
	Programme of Trips & Outside Speakers created to enrich curriculum, provide learning opportunities and enhance pupils' understanding of wider contexts.	September 2017	SS/EJ/ Student Leadership Team			
	Literacy and Numeracy Strategy embedded and is supported across all subjects	November 2017	SS/DP/PN/ BY/LK/NM All Staff			

PUPILS' PERSONAL DEVELOPMENT

To ensure that the quality of pupils' personal development is Good or Outstanding

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Progress
What are the main objectives based upon criteria for Good or Outstanding delivery?	What specifically must be done? Consider the cost, sustainability and versatility of the resource.	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
<p>Pupils are considerate, polite, well-mannered and thoughtful young people</p> <p>Pupils' conduct in lessons and around the school is impeccable and reflects the school's effective strategies to promote high standards of behaviour.</p>	<p>Pastoral Care Coordinator appointed</p> <p>Continuous drive for respect of environment & people.</p> <p>Agreed Sanctions for those disrespecting people or property that are consistent & fair</p> <p>Rewards for those who show respect and have good behaviour</p> <p>School Council to monitor and review pupil conduct</p> <p>PSHE/Citizenship lessons deliver personal development</p> <p>Curriculum Review to ensure that Curriculum addresses personal development</p> <p>Pupils understand and commit to OneSchool Skills and Values</p>	<p>September 2017 – July 2018</p> <p>October 2017</p> <p>September 2017</p>	<p>SS</p> <p>EJ/All Staff/ School Council</p> <p>LR/EJ</p> <p>SS/Teaching Staff/ CA Team</p>	<p>Incidents of disrespect become rare.</p> <p>Respectful Conduct displayed at all times</p> <p>School Council communicates strategies and commitment to impeccable behaviour</p> <p>Pupils engaged and proactive</p> <p>Pupils achieve Citations</p>	<p>SIMS Record on detentions, House Points, Citations</p> <p>Pupil Planners show sanctions and rewards</p> <p>Parental Communications rereading incidents of disrespect</p> <p>School Council Minutes</p>	<p>Oct 2017 – Holocaust</p> <p>Nov 2017 - Parliament Week,</p> <p>Nov 2017 - Remembrance,</p> <p>Nov 2017 – Anti-bullying Week</p> <p>Motivational awards</p> <p>Talent Show</p> <p>Local Hospice - Music, Art</p> <p>Addenbrookes - Art</p>

PUPILS' WELFARE, HEALTH AND SAFETY

To ensure that pupils' welfare, health and safety is Good or Outstanding

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Progress
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
<p>Relationships are excellent. Pupils develop strong friendships, show empathy for others and actively ensure that no-one gets left out.</p> <p>Pupils work hard with the school to prevent all forms of bullying and prejudice, including misuse of electronic and social media. Staff and pupils deal very effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. Pupils report that there are always adults with whom they are comfortable sharing their concerns.</p>	<p>Form Time dedicated to promoting respect</p> <p>Agreed Sanctions for those disrespecting people or property that is consistent & fair</p> <p>Rewards for those who show respect and have good behaviour</p> <p>Anti-bullying Policy embedded</p> <p>Anti-bullying advocates assigned to each form</p> <p>Assemblies to communicate Anti-bullying Policy, definition of bullying, forms of bullying, feedback of success</p> <p>E-Safety Policy read and understood by all staff, pupils and parents</p> <p>Parents & Pupils aware of misuse of electronic & social media</p> <p>Sanctions given to those who misuse SBMs informed and provide support and intervention to parents & pupils</p>	<p>September 2017</p> <p>September 2017</p> <p>Termly</p> <p>November 2017</p>	<p>SS/All Staff/ School Council</p> <p>SS/Whole-school/Year 11/School Council</p> <p>Year 11</p> <p>DP</p> <p>SS/CA Team/SDMs/Parents/ School Council/EJ</p>	<p>Pupils work together and collaborate outside of friendship groups</p> <p>Pupils feel safe & happy</p> <p>Pupils feel confident to report bullying</p> <p>Incidents dealt with quickly</p> <p>Less incidents of bullying</p> <p>Pupils are proactive in identifying and resolving incidents of bullying</p> <p>Pupils have named adult and advocate to talk to</p> <p>Pupils & parents are confident to report issues</p> <p>Incidents are rare</p> <p>IT used appropriately and confidently</p>	<p>Pupil Surveys</p> <p>Parent Surveys</p> <p>Advocates Records</p> <p>SIMS Record on detentions, House Points, Citations</p> <p>School Council minutes</p> <p>CA Team Minutes</p> <p>School/Home communication</p> <p>Meeting Records</p> <p>Anti-bullying logs</p> <p>Meeting Records</p> <p>IT Logs</p>	<p>Form time – programme of study</p> <p>Staff trained on SIMS – 23.11.17</p>

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

To ensure that the effectiveness of leadership and management throughout the school is Good or Outstanding

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Progress
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
Leaders and proprietors/governors/trustees have articulated a vision and ambition for the school which is committed to achieving excellence in all respects. The school's culture enables pupils and staff to succeed and excel. Leaders and proprietors/governors/trustees have established and maintain an ethos commensurate with the aims and values of the school and its proprietors.	Parents are able to access information easily Information is current and timely School successes and areas of developmental communicated to Stake holders	December 2017	SS/KS/RL/FM	Website updated, user friendly and compliant Comprehensive Newsletters sent to parents ½ Termly Staff and parents communicate adequately and appropriately	Website Newsletter Home/School Communications Parent surveys	Newsletter Oct 2017 HT Bulletin – Oct 2017
	Ethos and Vision is communicated to all Stakeholders and it is understood and embedded in school practice	November 2017	SS/CA Team/EJ/School Council/School Leadership Team	Staff are aware of expectations Pupils are aware of expectations Parents are aware and support of expectations Trustees are aware of expectations Pupils & Staff are able to articulate vision School displays inform and remind ethos and vision Attainment is at or beyond expectations Behaviour is impeccable Ethos & Vision displayed around school Citations & House Points awarded to those who follow Ethos & Vision Sanctions given for those who disrespect Ethos & Vision	Staff Handbook/Job descriptions Policies Website Behaviour Records Citations House Points Assessment & Data Records Ethos & Vision displays	2 parent surveys Sept & Nov 2017 Email communication – constant Smart Sheet Website updated

SELF-DIRECTED LEARNING/VISION TO REALITY MODEL (Global portfolio: Learning to Learn)

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Progress
OneSchool objectives	What specifically must be done? Consider cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
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.	<p>Develop, implement and monitor a successful culture of SDL & ALS throughout the school that supports learning and 50/50.</p> <p>Use Canvas effectively to teach ALS model</p> <p>Parents access Canvas to support their children's work</p>	<p>March 2018</p> <p>March 2018</p> <p>July 2018</p>		<p>All are engaged with SDL culture Lessons have been divided into 50/50 model</p> <p>Staff & pupils are familiar with ALS model</p>	<p>Meeting Records Training Records Canvas VC records Work books</p>	<p>Canvas Training – 23 & 24.11.17</p> <p>Canvas for new staff communicated to TA</p> <p>Observations for SDL lessons to commence next term SDL Outstanding lesson plan developed</p>

TEACHER ACADEMY AND PROFESSIONAL DEVELOPMENT (Global portfolio: Capacity, Sustainability and Growth)

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Progress
OneSchool objectives	What specifically must be done? Consider cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
Performance management is highly effective and leads to professional development that encourages, challenges and supports staff. Teaching is highly effective across the school, and staff are well motivated.	<p>Every teacher attends at TA and has a plan for their professional development</p> <p>3x5 CPD for all staff (5 INSET, TA, Stand Down days)</p>	<p>December 2017</p> <p>March 2018</p>	<p>Staff/TA</p> <p>SS/SLT/ Staff/TA LK</p>	<p>CPD can demonstrate time, space, opportunity to research and collaboration</p> <p>Staff can demonstrate pupil impact and value</p>	<p>CPD Records</p> <p>Progress data</p>	<p>Magic Weaver Programme in place – all staff booked</p> <p>Inset/ PDD days</p> <p>CPD monitoring</p>

USE AND DEVELOPMENT OF IT (Global portfolio: Global Technology for Learning)

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Progress
OneSchool objectives	What specifically must be done? Consider cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
The effectiveness of arrangements for sharing information and working in partnership with other providers, schools and professionals to identify all children's needs and help them to make good progress.	<p>Staff are confident with VC and flipped content via Canvas</p> <p>Staff and pupils trained for VC</p> <p>Classrooms are equipped for VC</p> <p>Pupils have laptops and headphones to access VC</p> <p>Timetabling includes VC to increase subject choice</p> <p>Establish partnership working</p>	July 2018	DMC/Staff /TA/	<p>Staff confidently teaching via VC and deliver flipped content</p> <p>Students have VC timetables lessons</p> <p>Option choices are greater</p> <p>Greater partnership working with other schools</p> <p>Staff skill set extended</p> <p>Staff able to teach from anywhere</p>	<p>Canvas Checks</p> <p>Observations</p> <p>Walkthroughs</p> <p>Feedback from pupils</p> <p>Feedback from VC staff</p> <p>Option choices show greater choice</p> <p>Effective communication shows partnership working</p> <p>Staff confident in using VC</p>	<p>Canvas for new staff communicated to TA</p> <p>PDD dedicated to Canvas</p> <p>Pupils have headphones and can access all VC lesson</p> <p>Feedback from VC teacher regular and recorded</p> <p>VC lessons included in timetable</p> <p>Working with other Campuses through email communication and face-to-face meetings including visits from VC teachers and trips to other campuses</p>

LOCAL TARGETS – other targets specific to your school?

OneSchool objectives	What specifically must be done? Consider cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date and RAG rating?
<p>Treating all children equally and providing them with skills, and the environment, to work well with their peers and the wider community</p>	<p>Utilise the grounds to facilitate PE on site so that pupils are able to access the PE Curriculum and its entitlement</p> <p>Facilitate competition opportunities with other schools and wider community</p>	<p>March 2018</p>	<p>SS/EG/CA Team/PE staff</p>	<p>Showers in good working order Changing rooms established Timetable allows classes to be taught effectively Pupils have full entitlement</p> <p>All pupils participate Range of skills and activities provided on and off site Competitions set up with other schools</p>	<p>PE Programme of study Assessment record Pupil feedback Pupils participate and engage in lessons</p>	<p>Changing rooms agreed to be implemented Showers agreed to be working and fit for purpose</p> <p>PE Tournament with Swaffham</p>