*2024 Tony Stephens, Education Support*

**Planning for the year ahead, Ys 7-11 –a check list**

**SECONDARY**

* A forensic analysis of the **public examination results**, with all areas of weakness identified in terms of teacher predicted grades
* Successful **Inset days** at the start of the new term, where the key issues arising from the results have been raised and discussed with staff along with the setting of the school’s priorities for the year ahead in the national and local context. These days will also be used to put across the school‘s philosophy that the aim is always to be outstanding and that staff should always have the highest possible expectations of students
* The **SEF and associated improvement planning** updated in the light of the results and other self- evaluation; this process will include the setting of **targets** for the School and subject departments.
* The school has ensured that its **budget** will cope with any expected reductions in income and extra expenses
* **SLT responsibilities** are clear, with each SLT member making use of remit documents for each of their specific areas, (a **remit document** is where planned actions are based on demanding data led targets, with data tracking regularly and actions then adjusted in the light of this regular monitoring of progress and impact)
* Talented staff given the opportunity to take on an **extended SLT role**
* Overall, there are **drivers** in place**,** to lead on all the areas highlighted in the Improvement Plan
* **SLT line management system** strengthened and made more consistent so that middle managers receive even closer monitoring and support. SLT will be spending more time out and about in the school, in class rooms and with their faculties/departments
* **Remote learning** provision established for any students who are unable to attend school.

* A comprehensive **CPD** programme is in place for the academic year concentrating on the School’s priorities
* This programme includes leadership training for **middle managers**, with strategy in place to enhance the role of middle managers within the School; faculties/departments to have as much meeting time as possible this year
* Each faculty/department is over the first few weeks of term **meeting with the Principal, VPs and line managers** to go through their results and what is now needed in terms of adjustments to the faculty/department improvement plan. Where there has been poor public examination performance by a particular subject, a new, specific and detailed improvement plan is put in place to address the identified issues
* There is also a programme of demanding **faculty/department reviews** planned across the academic year as part of the overall **quality assurance** system which is in place. These are designed to be supportive to staff, with their full involvement and with no generation of extra stress
* The core subjects of **English and mathematics** have in place all possible support
* The School is also going to spend more time this year with the other **EBacc subjects** so that they are receiving as much support as maths and English, while expecting enhanced performance from all the **foundation subjects**
* **Whole school curriculum** reviewed, in particular to check that it matches the expectations of Ofsted
* The **curriculum of each Y11 student** is examined to see if any students have a curriculum that has proved to be inappropriate in that they are on course to fail in certain areas or are not set up to achieve their best possible Attainment 8 score, and changes made as necessary at the start of the year.
* The School is still prioritising the consolidation of the teaching of **GCSE and vocational** courses
* A decision made on which methodology is going to be used to **set targets**
* The students are set challenging but realistic **targets** in all subjects, which for Ys 8-11 are ready to issue at the start of the term. For Y7. It may be seen as wiser to delay setting targets until half term or even later, when there is hopefully better understanding of the relative values of the KS2 SATs and teacher assessment data coming from primary schools in the years when it exists
* All **KS3 progress ladders** are in place for each subject, with these fully related to schemes of learning and assessments and with targets added
* Faculties/departments asked to provide their **predictions** for the Y11 results at the end of the year and these are compared with results. Where staff were inaccurate last year, in both predictions and summative assessments it is a priority this year both to provide CPD in this area and also closely monitor all predictions and the way in which they were reached
* The School has in place a best practice **performance data analysis and tracking system** in place. There will be data tracking at least twice per year which will generate;
  + The evidence that will enable there to be sustained and comprehensive **intervention strategies** put in place by each department, supported by mentoring from the pastoral system, to deal with **all** individual student underachievement in **all** Years in **all** subjects with equal priority given to each Year. SLT line managers and the Achievement team will ensure that these interventions are personalised and effective. In KS4, interventions will be focused on underachievement related to predictions of individual student performance in terms of subjects likely to count in Attainment 8
  + An effort is made to have as many as possible trained **mentors** in place and available
  + An **“Impact week”** following each data tracking when the SLT draws together all available data – performance; attendance; behaviour; praise; lesson observations etc. During the impact week the SLT will meet and review the SEF and then school improvement plans in the light of the data. The relevant data will then be added against each indicator on each remit statement. The SLT member will then analyse this, and in the light of it amend the provision for the next half term so that identified areas or weakness receive higher priority
  + **Reports to parents** planned with the same data being used for a specific report for students which they then discuss with tutors/mentors
* There are SLT “drivers” in place with remit documents to address the key performance issues arising from this and subsequent data trawls concerning;
  + - **Pupil Premium students**
    - **Higher ability, gifted and talented students**
    - **SEND students**
    - **EAL students**
    - **Students from particular ethnic groups, including white British**
* There is **a raising achievement strategy** in place which represents a rigorous and intensive approach to raising overall school achievement and raising staff and student expectations
* Within this there are specific strategy plans for:
  + **Raising attainment**
  + Raising staff and student **expectations** and student aspirations
* There is in place an **e-learning strategy** and driver so that ICT and technology is used as effectively as possible to enhance teaching and learning based on the best possible ICT systems
* There is a strong team in place charged with enhancing the level of expectation and challenge in **KS3** in all aspects, with more intense provision for cross curricular literacy and numeracy development and the teaching of key learning skills. They will also be ensuring that the students are receiving the correct preparation in KS3 for the demands of the new GCSEs
* KS3 provision will continue to be strengthened by the development of enhanced teaching, learning and curriculum **liaison with the feeder primary schools**
* Raising achievement initiatives are in place in **Y10** at the same level of intensity as **Y11**; there is no difference between the years in terms of intervention, monitoring and support
* The programme of **extra-curricular and extended learning** activities is ready to be implemented
* The School has systems in place that will ensure that student **attendance** exceeds national averages, both in aggregate and also in terms of the key ASP student groupings
* The School ensures that there are also systems in place to improve student **punctuality**
* The strategy is in place to continue to enhance all aspects of **teaching** this year by;
  + Immediate **lesson observations** for all new teachers and also any remaining teachers who are still judged as RI, and support action taken as needed
  + There is work started with individual teachers to ensure that there is **100% good and outstanding teaching** overall and no inadequate teaching, and in the process developing staff understanding of what is outstanding learning built on challenge, differentiation, student engagement and securing real progress in learning. The assessment of teaching to cover not just the lesson but also the progress over time being achieved in terms of quality of student work, how well this work is marked and assessed and the progress being made by students. Teachers are encouraged to use a mixture of personalised praise and motivation, along with skilled AFL, to transmit high expectations to students, resulting in a striking enhancement of the quality of student work, whilst at the same time making a major contribution to the development of a real achievement culture in the school.
  + Heads of Department and SLT Line managers plan the process of regularly reading through **students’ work**, and looking in particular for;
    - Good presentation
    - Lack of graffiti
    - Evidence of there having been a variety of learning activities
    - Evidence of challenging work in relation to the targets of the students which is based on high expectations
    - Evidence of “deep learning” having taken place
    - Evidence of students producing extended pieces of writing
    - Evidence of high standards of literacy
    - Relevant, meaningful, differentiated homework of different types, which is integrated into schemes of work and set according to school policy
    - Evidence of progress in learning over time as shown by the improving quality of work
* The School ensures that there is in place an effective faculty/department quality assurance system so that at any time it can ensure that all staff **marking and assessment** has these features:
  + - Work marked up to date as defined by the school policy and as observed by all departments
    - A marking and assessment system in place which takes account of staff workload
    - Supportive and helpful AFL comments expressed in a way in which students understand, with an emphasis on verbal rather than written wherever possible
    - In depth written marking of selected work only, with a priority given to giving students tasks to complete in the light of the marking, backed up by personalised verbal feedback
    - Evidence that students have responded to, and acted on, these comments, having been given the time and opportunity to do so
    - Marking for literacy as per the school policy
    - Marking of homework
    - Provision of grades and levels where appropriate
    - Plenty of praise where justified, written and verbal
    - Student and/or peer comments on their work
* The teachers know what is expected in terms of both the quality of student work and its assessment, and there will be a major **student work trawl** towards the end of September to ensure that every teacher has established the correct standards from the very start
* Following lesson observations, teacher will have **individual teaching development plans,** enabling them to work on the weaker aspects of their teaching assisted by partners, coaches and the CPD programme
* The School implements its strategy for enabling staff to reduce the time that they spend on **marking** while ensuring that assessment remains rigorous. This is part of an overall school initiative to reduce workload for staff which is publicised and explained to staff
* There is put in place a calendar and process for the review of **schemes of learning**, thus ensuring that the SOLs reflect and cement best practice in terms of T and L, homework, high expectations and raising achievement; in KS3 these are always related to progress ladders and assessments
* The School will ensure that it retains excellent student **behaviour** and overall school ethos and that all its systems are effective, consistent and fair and there has been a review of the efficacy of **alternative provision**
* The School ensures that it retains a warm and caring **pastoral support** system built on a personalised approach towards each student and excellent relationships between staff and students.
* There is a policy and strategy in place to assist **poorer students** and families
* **Safeguarding** procedures along with the **Prevent** agenda represent best practice
* There is a “driver” in place to ensure that there is a **praise culture** throughout the school and in the classrooms, supported by a highly effective rewards and recognition system, that means that students’ achievements are fully recognised and celebrated and, in particular, student self- esteem is boosted and students are motivated to produce work that reflects the highest of expectations
* **Student voice** will involve a wide range of students and allows the student body to have an influence the key issues of school development and improvement, whilst students are fully involved in organising all types of school activities and events and also receive leadership training
* Skilled School **marketing** remains important and has to be ready for the next vital two months as parents choose schools for their children; this is assisted by a continuation of excellent community and enrichment work and the attention to securing good relationships with parents/carers and the other stakeholders and with feeder primary schools
* The School will look again at its **SMSC** policy and ensure that there is in place a tracking system that provides evidence for evaluation which will include attention to British values and measures to deal with extremism and radicalism, with a clear link to safeguarding and prevent
* The programme for **tutor time** for the term has been agreed and is in place, as are the systems for monitoring the overall work of **tutors**
* There is someone in place to coordinate **IAG/CEG**
  + - How CEG is delivered through the curriculum and off- timetable days
    - Provision for careers advice, which is set up to be personalised to each student’s needs
    - Auditing of work related and enterprise education across the curriculum and then additions to schemes of learning as found necessary and/or delivery of some of it via cross curricular days
    - Establishing links with local industry and commerce
    - Work experience, including dialogue with students on their return from it, and adding work experience opportunities to the KS4 vocational courses
    - Overseeing annual destination interviews for all students in Ys 8-11(13)
* If felt useful, there will have been a review of the **support staff** structure
* The School has a clear strategy in place as regards **Appraisal** and implementing its pay policy
* The School will have reviewed its overall **homework and extended learning** policy if this is thought necessary. Student know that student planners, if used, should record all homework that is set and should always be well presented. Teachers know to check that students are recording the homework in the planners. Tutors know that they should check planners once a week and also sign them.
* If the school id using an **on-line system** for setting and recording homework, arrangements are in place for those students who do not have wifi etc at home
* The school is prioritising the development of **high staff morale** with;
* Consistent praise, thanks and appreciation for staff
* Every effort made to limit workload, e.g removing unnecessary bureaucratic tasks, meetings, etc and initiatives to cut down staff marking loads
* Monitoring of how much pressure is put on staff
* Attention to staff voice
* A performance management system in place which allows good staff to accept high targets knowing that they will always receive monetary recognition of their commitment and successes
* Support staff are given every opportunity to take on challenging and well paid work, with HR equality in terms of the systems that cater for all staff
* The School has prepared staff for the prevailing **Ofsted** schedule, but in a way that does not add to staff stress
* The School has reviewed its methods for **recruiting staff and also its retention policy** given that the shortages situation is likely to get worse
* Checks have been made that the school **website** is DfE compliant, and this includes the latest public examination results; SEND report; Pupil Premium report
* Parents/carers are sent a **calendar of events** for the year, including trips and visits
* The school office updates **parent/carer text and email addresses**

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