

The Beaconsfield School Development Plan Autumn 2020

Our Vision	<i>To realise the potential in all</i>				
Our Purpose	To provide <i>all</i> students the opportunities to be successful				
Our Aims	To encourage a love of learning through an environment of high challenge and a deep and rich curriculum	To develop values of respect, community, understanding and hard work	To provide an extensive range of activities and extra-curricular clubs to broaden experiences	To give students opportunities to broaden their horizons and experiences to become positive members of their local, national and international communities	
Our Values	HARD WORK	RESPECT	RESPONSIBILITY	EMPATHY	COMMUNITY

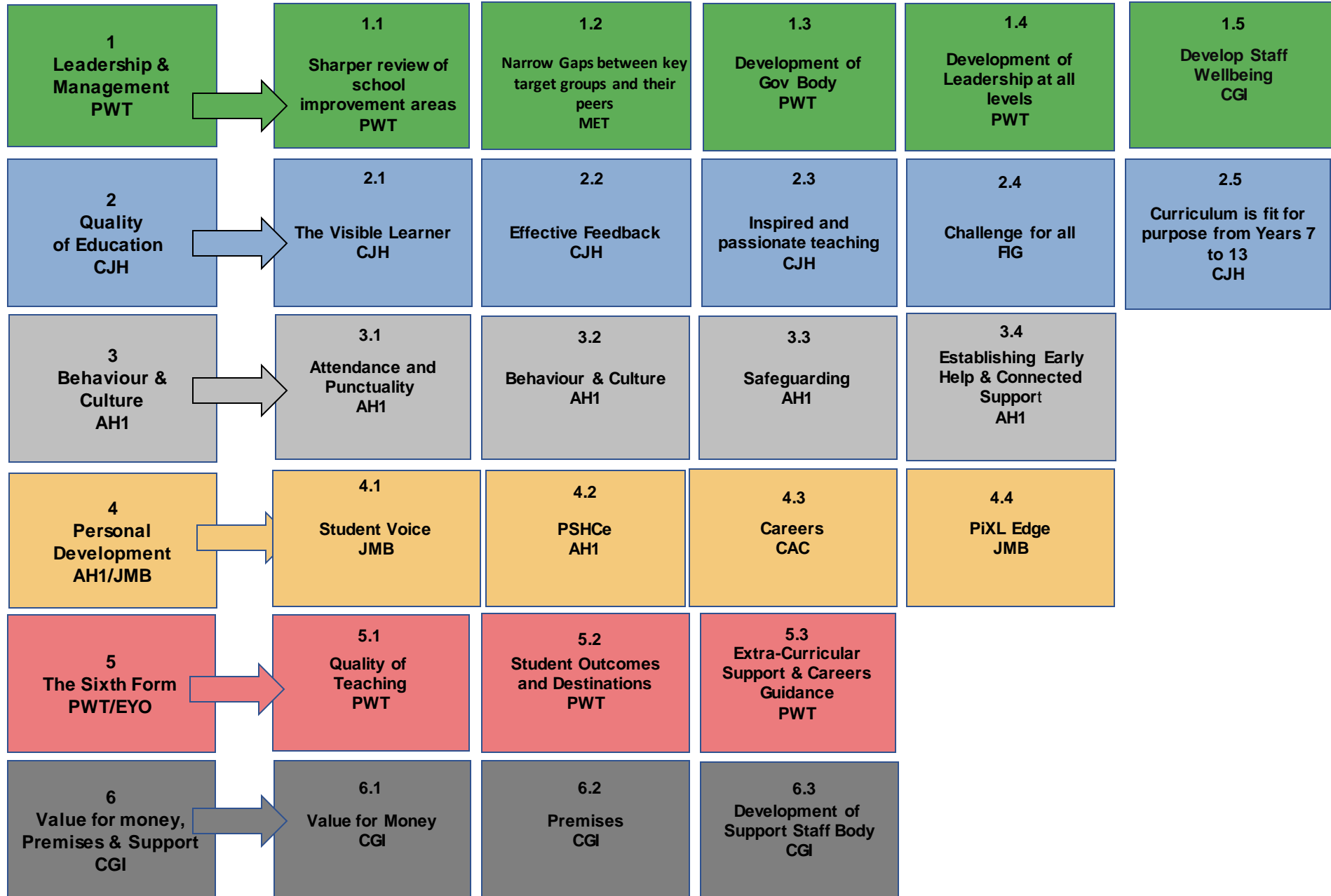


3-5 Year Strategic Objectives;

- Develop highly effective local and national *partnerships*
- Ensure TBS retains a surplus *reserve* of at least £200,000 annually
- Fully explore all opportunities to *develop the site*
- Ensure high performance and sustainability of the *6th Form*
- Increase systems of *accountability* throughout the school
- Distribute and secure *leadership capacity*
- Ensure TBS is a highly attractive place to work to *recruit and retain* the best teachers



The Beaconsfield School Development Plan



Key Stage 4 Targets 2020/21

	2020/21 Targets	NA (2019)	2020 TBS
Progress 8	+0.3	-0.02	-0.37
Attainment 8	48.96	46.3	48.6
Eng and Mat L4+	83%	65%	72.3%
Eng and Mat L5+	50%	43%	44.5%
Ebacc Entered	59%	40%	64.2%
Ebacc APS	4.61	n/a	4.4
Retention	97%	94%	97%
Attendance	>96.0%	94.8% (2019)	93.8%
Persistent Absence	<13.0%	12.7% (2019)	17% (2019 fig)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/872997/Secondary_accountability_measures_guidance_February_2020_3.pdf

Attainment outcomes from FFT Band '5', ie, top 5% of similar schools nationally



Key Stage 5 Targets 2020/21

	2020/21 Targets	NA	2019/20 TBS
Progress - L3VA	Academic +0.30 Vocational +0.30	0	+0.34
Progress – Alps Quality Indicator Grade	3	(6)	2
Attainment– APS on entry	32.5	NA	34.54
Eng and Mat progress	+1	+0.13 and +0.08	n/a and +1.14
Student Destinations	95%	81%	94%
Attendance	>96.0%	94.8% (2019)	87.6%



1.1 Sharper Review of School Improvement Areas

Area of Focus: 1.1 Ensure that sharper evaluation of initiatives is carried out to drive precise areas of improvement for the school (*item identified by Ofsted, Feb 2019*)

TBS Lead: PWT

Governing Body Lead: James McEvoy

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Identify and support key programmes of focus for areas of improvement across the school, including identifying where necessary robust external support and challenge MFL (Incl Ink Governor), PP, Boys, SEN/D	July 2021	PWT	Evidence - Significant and sustained improvement in identified areas. Quantitative and qualitative improvements across the school. Concise plans and targets set for each area and communicated to appropriate stakeholders. Plans submitted to relevant Gov committees Impact – Key Stage Four and Five Outcomes for students. P8 >+0.3 for 2021. Improved Alps scores for target subject areas at KS4 and 5			
To develop highly effective systems for self-evaluation and quality assurance for whole-school Teaching and Learning and individual departments	July 2021	PWT	Evidence - Report to L and C Committee, LM mins within school. Departmental systems of quality assurance, in LWs and Lesson Obs carried out and records kept. Appraisal docs for teachers, LSAs, Departmental reviews, staff survey Impact – Key Stage Four and Five Outcomes for students. P8 >+0.3 for 2021.			
Ensure appropriate accountability by use of CPD, PRM, line management and departmental development plans	July 2021	PWT	Evidence - Assessment Point Data, 4Matrix Subject Progress Pillar, KS4 and 5 outcomes Impact – staff retention, sustainable high QoTLA			
Use of external partners to give concise, effective feedback through departmental review, SIP and SSO	July 2021	PWT	Evidence – SIP and SSO report to Governors, Formative feedback for SLT, MLs and Gobs re whole school improvement Impact – Sustained improvement outcomes in target subject areas and increased Alps scores			
Ensure internal assessments in Yr 11 and Yr 13 are effectively moderated	April 2021	CJH	Evidence – Dept minutes, mid-year tracking data, staff feedback Impact – P* >+0.3 at KS4, reduced variability between subject areas			

1.2 Narrow Gaps between key target groups and their peers

Area of Focus: 1.2 Narrowing the gaps between groups of students inc disadvantage and non-disadvantaged and middle ability students in school

TBS Lead: MET

Governing Body Lead: Bronwen Zeun

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Develop three-year strategic plan for narrowing gaps, to include careers, attendance and PSPs for students eligible for PP funding	July 2021	MET	Evidence - Pupil Premium strategy, published online. Improvement secured in quantitative data, inc. outcomes and attendance for students eligible for PP funding. Impact – Students eligible for PP funding achieve a positive P8 score (ie, achieve at least in line with their peers). Mid year tracking for Yr 10 students indicates similar progress.			
Use National Tutor Programme	July 2021	MET	Evidence – Qualitative feedback from Yr 10 and 11 PP students Impact – Increase P8 outcomes for PP students			
Assessment Point Follow Up to secure awareness, actions and accountability for all students	July 2021	MET	Evidence - Focus 5, meetings w/ HT and DHT, reflection completed in Mentor, Top 20 Rank Order via progress on display, clear strategies for parents to support, esp for HAPs Impact – improved PP outcomes for students (2019-21 three year average)			
Develop highly effective programmes around raising boys' achievement.	July 2021	JMB	Evidence – Learning walks, lesson observations, CPD Impact - Boys outcomes and engagement increase against qualitative and quantitative measures, inc KS4 P8 and A8			
Continue to improve quality of teaching, leadership and outcomes in English, especially regarding developing whole school literacy	July 2021	CJH	Evidence: Consistent delivery of KS 3 Lit curriculum, successful reciprocal reading in place, external evaluation of SOW and skill development, improvement in analytical skills in books, Development of 'thinking hard' to develop extended pieces. Successful CPD on Literacy Impact: Improvements in outcomes in Lit & Lang at GCSE, esp wrt to GCSE Grades 7+			

1.3 Development of the Governing Body

Area of Focus: 1.3 Development of the Governing Body to be a highly effective group in terms of strategic leadership, accountability, people, structures, compliance and evaluation

TBS Lead: Peter Tang

Governing Body Lead: James McEvoy

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Governor self-evaluation completed on a yearly basis	July 2021	PWT	Report used to help write next governors development plan. Target recruitment of new community governors (through TES / local media) to address any potential gaps			
All new governors to complete skills audit so skills can be effectively assessed and used.	July 2021	PWT	Skills audit held on each person and reviewed on a regular basis. This will enable succession planning and mentoring.			
Governor induction programme established to ensure that expectations are understood, mentor in place and induction pack in place	July 2021	PWT	Induction and development programme set up for all to follow to enable a strong process of succession planning.			
Approach local business/charities to assess the use of community governors in skill areas school is missing.	April 2021	PWT	Evidence - Feedback from local business. Impact - increase in skillset of FGB			
Development of a calendar for governor interaction with school e.g. student interview, whole school visit and staff interviews	Dec 2020	PWT	Governors signed up for slots in the governor calendar and receive formative feedback from a range of staff and students at the school			
Conduct 360 review of CoG	July 2021	PWT	Modelling of open leadership throughout. Identify strengths and any 'blind spots.'			
Development of student participation in Governing Body	Apr 2021	PWT	Students provide regular verbal and written feedback to Governors			

1.4 Leadership at all levels of The Beaconsfield School

Area of Focus: 1.4 Leadership at all levels

TBS Lead: PWT

Governing Body Lead: Natasha Foligno

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Engage a highly effective School Improvement Partner and Bucks School Support Office to work collaboratively with TBS	July 2021	PWT	SIP reports to FGB. Ongoing professional support, challenge and networking for HT and SLT from a range of sources			
SLT - all members of SLT to receive coaching/mentoring across 2020/21	July 2021	PWT	Evidence – Mentoring secured for HT, DHTs and AHTs – evaluated through CPD evaluation Impact – Ongoing professional development for SLT. PRM documents.			
MLs - coaching and Dept reviews (use external support for all of these, and visit a local/national high performing department to network)	July 2021	CJH	Evidence – All resp holders trained as coaches and as lesson observers Impact - secure understanding from MLs re quality of teaching, learning and assessment			
Teaching staff – use of tiered approach to teaching and learning development	July 2021	FIG	Evidence – tiered approach to fortnightly CPD sessions, staff survey Impact - Learning Walk feedback & lesson observations show CPD being used within the classroom.			
Pastoral Team/ Heads of Year – develop bespoke programme of CPD (eg, Sue Cowley, Dr Jenny Murray)	July 2021	AH1	Evidence - Staff survey feedback Impact - lower rates of On Call	Sue Cowley training 02.11.2020 Twilight whole school Positive Behaviour Management	Aman Sekhon-Gill Head of YOS training booked 20.01.2021 whole school Growth Mindset model	Dr Jenny Murray CAMHS training booked 09.06.2021
Review roles within support team to ensure that value for money, purpose and efficiency are secured at all levels	July 2021	CCG	Evidence - Impact -sustainable support staff team in place for Sept 2021			
Staff Council and staff survey	July 2021	PWT	Evidence - Staff council mins, staff survey (January 2021) Impact - Regular informed discussion between staff and SLT with clear actions and informed policy			
Initiate SLT secondment, apprenticeships and Student Placements to reflect TBS as place of adult learning	April 2021	PWT	Evidence - Exit interviews from Student Social Worker, employment of at least one apprentice, staff council minutes Impact -			
Seek parental feedback via parent surveys, meetings that inform	July 2021	AH1	Evidence – three parent partnerships meetings (behaviour, SEN/D and pastoral) held, mins and actions shared with SLT and Gobs Impact -	Parent views to be collated in annual survey January 2021 using Ofsted format		

1.5 Develop Staff Wellbeing

Area of Focus: 1.4 Develop Staff Wellbeing

TBS Lead: CCG

Governing Body Lead: TBC

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Weekly Coffee and Cake and staff yoga	Ongoing	CCG	Informal opportunities for staff to get together			
Ensure INSET Provision is at least equal to local selective and non selective schools, to recognise the substantial efforts that staff have gone 'above and beyond' since Mar 2020 and to ensure high quality CPD to meet forthcoming challenges re safeguarding, mental health	Feb 2021	PWT	Increase INSET provision so that it is at least equal to local schools			
Annual Staff Survey (January 2021)	Mar 2021	AH1	Action plan developed in response, shared with appropriate stakeholders and reviewed annually	Staff survey to be carried out January 2021 using Ofsted format and involving Staff Committee		
Headspace App and EAP	Ongoing	CCG	External support services available to staff			
Calendar for 2021/22 created collaboratively and shared in good time	Jun 2021	PWT	Calendar in place for assessments to allow staff to proactively plan SoW			
Occupational Health to provide ongoing support for identified staff as recommended by HT or business manager	Ongoing	PWT	Action plans with necessary support identified for any OH referrals			

2.1 The Visible Learner

Area of Focus 2.1 The Visible Learner

TBS Lead: CJH

Governing Body Lead: Andrew Hodson

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
All students display a readiness to learn and a willingness to meet and exceed the expectations the school has of them	July 2021	CJH	Evidence – Students display the TBS 3 Rs, learning walks, lesson obs, student voice, perf man, department reviews, external outcomes, SIP feedback, SSO feedback Impact – KS3 students on target, KS4 Student Progress Outcomes – P8 >+0.3 +0 (2020 –0.37)			
TBS Learner Profile is embedded	July 2021	CJH	Evidence – Staff CPD, teachers use and refer to profile elements on lesson resources, learning walks, lesson obs. . CPD evaluation record Impact - TBS students understand the impact of the learner profile on their ability to become ‘good learners’			
Students understand cognition, metacognition and self-regulation and apply them in their learning	July 2021	CJH	Evidence – Staff training, student voice, lesson observations, learning walk feedback Impact - Students are clear on what metacognition means to them within the classroom and how to apply this to their learning leading to progress in line with targets			
TBS students are able to articulate how they learn	July 2021	CJH	Evidence - Student voice, learning walk feedback Impact - KS3 students on target, KS4 Student Progress Outcomes – P8 >+0.3			

2.2 Effective Feedback

Area of Focus 2.2 Effective Feedback

TBS Lead: CJH

Governing Body Lead: Andrew Hodson

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
TBS feedback policy is reviewed	July 2021	CJH	Evidence: Book scrutiny, learning walks, lesson observations, dept. reviews Impact: students know and understand the next steps in their learning this in turn enables them to make progress in line with targets. PMR docs reflect high quality, incisive feedback			
TBS students know and understand their next steps	July 2021	CJH	Evidence: Learning walk feedback, lesson observations Impact: TBS students seek and then understand their next steps via feedback			
Feedback is provided at 3 levels for all students	July 2021	CJH	Evidence: staff understand and use the 3 levels of feedback, Students can articulate that their feedback varies depending on the stage they are at in their learning and understand why this happens Impact: Progress in line with targets for all students			
Effective use of visualisers	July 2021	CJH	Evidence: Learning walks and lesson observations - Sharing good practice, modelling and demonstration, sharing exemplar work, analyse the work of others, complete exam questions on exam papers in real time and provide live feedback Impact: Students able to make good progress in lessons			
Students are able to accurately self-assess work	July 2021	CJH	Evidence: learning walks and lesson observations Impact: Student Progress outcomes at KS4 and KS5			
Staff actively seek feedback	July 2021	CJH	Evidence: Student voice, VL teacher survey used with classes, external dept reviews, SIP report Impact: Consistently effective teaching, increased student progress outcomes			

2.3 Inspired and Passionate Teaching

Area of Focus 2.3 Inspired and Passionate Teaching

TBS Lead: CJH

Governing Body Lead: Andrew Hodson

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Development of a tiered approach to professional development	July 2021	CJH	Evidence: Directed time schedule, CPD records Impact: Staff CPD (via FIG) indicates that >80% feel well supported through their CPD across 2020/21.			
Develop Open Learning Conversations (OLCs) and practice to inform teaching.	July 2021	CJH	Evidence: ML training on coaching conversations the The National College, TBS adopts the GROW model for lesson obs. feedback. PM reviews adopt a coaching and mentoring approach Impact: Staff CPD review (via FIG) indicates that >80% feel well supported through their CPD across 2020/21			
Performance Management Observations	July 2021	CJH	Evidence: Paired observations and feedback observations. Separated statements within PM, ML coaching conversations. MPS pedagogy. Mid-year PM reviews – coaching evident. Clear support identified for any staff identified as not on track to meet targets to ensure accountability Impact: Increase in the number of staff graded as good or better during lesson obs.			
Continue the Visible Learning Communities through workshops/meetings to teachers (as 'evaluators' and 'change agents') in line with the CPD/PMR procedure.	July 2021	CJH	Evidence: T&L meetings, VLC documentation as part of PM target 2 Impact: Sustained improvement in quality first teaching, evidenced through learning walks, lesson obs. and Dept. reviews			
Marketing/communication through T&L email or launch of a half termly newsletter in conjunction with School T&L foci and updates surrounding the Impact Cycle	July 2021	CJH	Evidence: T&L emails, teacher feedback Impact: Staff CPD review (via FIG) indicates that T & L email had a positive effect on their teaching, increased awareness of evidence based research that can be applied in the classroom			

2.4 Challenge for all

Area of Focus 2.4 Challenge for all

TBS Lead: FIG

Governing Body Lead: Andrew Hodson

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Students understand cognition and metacognition	July 2021	T&L Team	Evidence: Staff training, shared resources, metacognitive strategies and cycle evident on learning walks and lesson obs. Impact: Students are clear on what metacognition means to them within the classroom and how to apply this to their learning.			
Develop 'desirable difficulty' within teaching	July 2021	FIG	Evidence: Staff training, learning walks, lesson obs. Observe students in a state of 'flow' where difficulty and skill level align Impact: Students performing in line with target			
Development of the More Able Programme	July 2021	FIG	Evidence: Programme registrations, Brilliant Club Review, workshops, guest speakers, Level 1 foundation project, University engagement, STEM, careers events, HAPs + and HAPs++ data analysis Impact: Increase in % 7+ GCSE outcomes and A/A*/D* at level 3			
Diagnostics/low stakes testing using SOLO	July 2021	FIG	Evidence: Staff training, learning walks and lesson obs. Impact: Staff and students' rapid awareness of gaps and understanding			
Independent learning workshops	July 2021	FIG	Evidence: FIG NACE workshop trained, 6 th form training workshops – developing independent learning, 6 th form led training for more able KS3 and 4 students Impact: Increase in % 7+ GCSE outcomes and A/A*/D* at level 3			
Brilliant Club	July 2021	FIG	Evidence: Student sessions, brilliant club report, student outcomes Impact: Development of HAP self-regulation, increase in % 7+ GCSE outcomes and A/A*/D* at level 3			
Highly effective use of NACE resources	July 2021	FIG	Evidence: Core subjects have undertaken NACE training Impact: Greater use of NACE resources evidenced being used in lessons to improve progress of HAP and MAP students			
Review target setting procedure such that all students have targets consistent with FFT5	Dec 2020	MET	Evidence: Staff training on new target setting model for Years 7 & 8 and rationale, student/parental awareness of targets Impact: Targets set reflect a positive P8 score +>0.3			

2.5 Curriculum Development

Area of Focus 2.5 Curriculum Development

TBS Lead: CJH

Governing Body Lead: Andrew Hodson

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Promote IBCP as a recruitment and retention tool	Apr 2021	EJY	Evidence: Promotion materials, website, communication, assemblies Impact: Increased uptake onto the IB Diploma courses and IBCP core programme			
PSHE – TBS meets statutory compliance for PSHCe standards introduced in 09/2020	July 2021	ASM	Evidence: Weekly PSHE lessons, lesson observations Impact: Students receive high quality learning opportunities	TBS meets compliance using new PSHE course from ASDAN Sept 2020		
Cultural Capital – coherent plan in place to widen students' understanding of the changing world around them	July 2021	MET	Evidence: Student feedback, attendance at extra-curricular events Impact: Students leave TBS as well informed citizens about the world around them			
Careers development through curriculum and first wave provision	July 2021	CAC	Evidence: Dept mins, student feedback, audit from HoD, CPD session from Luisa Clarke Impact: TBS meets or exceeds all Gatsby benchmarks	Careers Action Plan 2020-2021 finalised		
Ensure that students are highly effective readers	July 2021	CJH	Evidence: Demonstrable increase in students' RA Impact: Students demonstrate an increase in RA across an academic year			

3.1 Attendance & Punctuality

Area of Focus 3.1 Attendance and Punctuality

TBS Lead: AH1

Governing Body Lead: James McEvoy

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Strong attendance systems, co-ordinating EWO, a attendance officer etc	July 2021	AH1	Evidence – Weekly attendance reports Impact – Whole school attendance > 96.0% (TBS to be above relevant NA given impact of Covid)	Half term 1 – TBS 93.8% (NA 86%)		
Punctuality improves, both to school and to lessons	July 2021	AH1	Evidence – SIMs records, HoY Detention logs Impact – Greater learning time	Late minutes to school and to lessons monitored and actioned by Attendance Officer and Year Leaders		
Specific targeting for vulnerable groups such as school refusers, LAPs	July 2021	AH1	Evidence – Decrease in use of FTEs, MMs Impact – Improved, sustainable behaviour	Student Support working with external agencies and parents of key students. FTE higher than 2019 (year on year). 1 MM Sept 2020		
Engage EWO through traded services	Dec 2020	AH1	Impact – reduction in PA percentage to below NA	County contact requested EWO services		

3.2 Behaviour & Culture

Area of Focus 3.2 Behaviour and culture

TBS Lead: AH1

Governing Body Lead: Nicole Wagner

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Effective, positive behaviour management such that 'low-level' behaviour issues are eliminated	July 2021	AH1	Evidence – staff feedback, student feedback Impact – Greater quality of T and L through improved student self-regulation	Positive Behaviour Management Training 1 with whole staff 21.10.2020		
'Back to basics' training students in TBS way in development of student charter	July 2021	AH1	Evidence – staff feedback, student feedback Impact – Greater quality of T and L through improved student self-regulation	Student Training will be delivered in second Autumn Term – Core Values, Reward Grid and Consequences Ladder		
Increase capacity – extra PSW, and mental health	Dec 21	AH1	Increased support for students	New PSW employed from 02.11.2020 19 interventions for Mental Wellbeing used from Sept 2020		

3.3 Safeguarding

Area of Focus 3.3 Safeguarding

TBS Lead: AH1

Governing Body Lead: James McEvoy

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Conduct an external safeguarding review in light of Covid-19 school closures. Develop action plan subsequently	Apr 21	AH1	Secure safeguarding policies and practices embedded in the school	Audit providers contacted Sept and Oct 2020		
Train staff appropriately and maintain appropriate records	Ongoing	AH1	Secure safeguarding policies and practices embedded in the school	SCR updated Oct 2020. To date: All staff trained by AH1. Online safeguarding Level 1 training for new staff completed by 02.11.2020		
Maintain SCR, checked regularly	Ongoing	CGI	Secure safeguarding policies and practices embedded in the school			
Regular Safeguarding bulletin to inform staff and parents	ongoing	AH1	Secure safeguarding policies and practices embedded in the school	Safeguarding bulletin to be launched November 2020 (monthly)		

3.4 Establishing Early Help & Connected Support

Area of Focus 3.4 Establishing an 'Early Help' approach to student support, focusing on a proactive suite of interventions.

TBS Lead: AH1

Governing Body Lead: Gemma Heaven

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
To develop and manage an 'Early Help' and Connected Support, to include wider professionals to create a 'team around the child.'	Jul 21	AH1	Evidence – Use and Impact of Hub, Impact – Sustainable improvement in student behaviour	Connected Support meetings to be set in directed time for key staff Nov 2020		
Establish Key Stage Meetings to ensure appropriate wider support	Dec 2020	AH1	Evidence - Meeting minutes Impact – Sustainable improvement in student behaviour	See above		
Develop appropriate partnerships – Aspire, WWFC, Switch, EWO, Bucks Exc Officer, Youth Offending Officer, counsellor to provide highly effective support	Dec 2020	AH1	Evidence – Feedback from partners Impact – Sustainable improvement in student behaviour	Evaluation form to be sent out to partners in second Autumn Term 2020 (sent out termly)		

4.1 Student Voice

Area of Focus 4.1 Student Voice

TBS Lead: JMB

Governing Body Lead: Paula Hashmi

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
A coherent approach to catching student's voice across year teams and sub groups developed	Jul 2021	JMB	Evidence – Student voice feedback to governors and staff consistently given and informative to SLT Impact -Student input in the newsletter on a regular and planned basis			
Student input in the newsletter on a regular and planned basis	Jul 2021	JMB	Evidence - Students write piece for the newsletter from all age groups Impact --Student input in the newsletter on a regular and planned basis			
Feedback to governors via student panels and surveys regarding key aspects of student experiences in school	Jul 2021	JMB	Evidence - Student voice Impact –effective relationships between school and governors			
Inclusion of more boys, SEN/D and disadvantage students in student panels and school council	July 2021	JMB	Evidence – student voice minutes Impact – Broader range of views comin throigh			

4.2 PSHCe

Area of Focus 4.3 PSHCe

TBS Lead: AH1

Governing Body Lead: Paula Hashmi

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Ensure students understand the law in relation to different topics.	Apr 21	AH1	PSHE curriculum updated with a specific focus on the law around issues such as marriage, FGM, rape, assault, pregnancy etc.			
Ensuring parents & students receive current information and engage with us in education and keeping students safe.	Apr 21	AH1	Engage with the police on delivering information on County Lines/using knife arches/narcotics drug dogs Review the provision around Drugs education with SWITCH to be harder hitting from Y7 Run information evenings around social media, substance misuse, teenage behaviour etc Publish up to date information/advice the newsletter	Student Briefing Sheets provide safeguarding information awareness. Safeguarding awareness for parents in newsletter to be launched Nov/Dec 2020 Parent information events to be planned in second Autumn half term		
Review the RES provision	Apr 21	AH1	Ensure RSE policy is clear and on the website for parents Liaise with Science to ensure menstruation is covered from a scientific and social point of view for both genders	RSHE policy approved by SLT July 2020 and due to be approved by FGB Nov 2020. AH1 to meet Science dept Nov 2020 with Matron		
Review healthy relationships material	Apr 21	AH1	Focusing on respectful relationships, consent, privacy, managing pressures etc Addressing sexualised and derogatory use of language Focus on different types of families	Meeting with PSHE Lead in Nov 2020		
Review focus on mental health well-being in the curriculum	Apr 21	AH1	Managing and challenging anxieties Look at PSHE programme, mentor time and assemblies to ensure support and strategies and signposted	Meeting with PSHE Lead in Nov 2020		

4.3 Careers

Area of Focus 4.3 Careers						
TBS Lead: AH1/CAC						
Governing Body Lead: Jo Fisher						
Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Bucks Skills Show	April 2021	CAC	Impact - Evidence – student voice indicates high levels of satisfaction with careers	CAC investigating online equivalent event for Spring 2021		
Curriculum Audit and Development including CPD from Luisa Clarke (Jan 2021)	July 2021	CAC	Students benefit from high quality first wave teaching a cross Yrs 7 to 13, such that no opportunities are missed to link careers to the taught curriculum in a meaningful way.	CAC working with Luisa Clarke Nov 2020		
Post – exclusion follow up with a careers interview	July 2021	CAC	More vulnerable students and families benefit from high quality careers support.	Careers section on Reintegration Meeting paperwork post FTEs Nov 2020		
Wide range of speakers for students to broaden horizons – MPs, Speakers for Schools	Dec 2020	CAC	Impact – student voice Evidence -	CAC to lead with EYJ Nov 2020 Local MP Joy Morrissey visiting 06.11.2020		
Scoping exercise for submission of interest for Extended Work Placements	April 2021	PWT	Impact Evidence -			

4.4 PiXL Edge

Area of Focus 4.3 Careers						
TBS Lead: JMB / NCH						
Governing Body Lead: Jo Fisher						
Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Raise awareness	Apr 2021	MBR	Ensure all Yr7 and 8 students, staff, parents and governors are fully of PiXL Edge and the 5 LORIC key attributes			
Delivery of programme	July 2021	MBR	90% of students in Yrs 7 and 8 achieve PiXL Apprentice Level			
Professional reflection	Sept 2021	MBR	Seek WWWs and EBIs from staff, students and parents so that we are well prepared to deliver in 2021/22			

5.1 The 6th Form - Quality of Teaching

Area of Focus 5.1 Quality of Teaching

TBS Lead: PWT/EJY

Governing Body Lead: Joe McNally

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Learning walks of sixth form lessons to ensure that teaching and learning continues to be at least good	July 2021	EJY	Learning walk data collection, feedback from staff and students' in subject areas.			
Continue to tracking of students using VA data – (as PIXL tracking database no longer available) to ensure that students are on track to achieve or exceed target grades. Intervention sessions after school and during study periods put in place when necessary.	July 2021	EJY	Evidence presented to governor's shows VA scores. Ready Reckoner alongside ALPS grading for departments.			
Routine folder checking of all students work (paper or computer files) during mentor time, to ensure that students are up to date and organised.	July 2021	EJY	Tracking of folder checks by mentors to be added to the current mentor folders that track evaluation of progress. Students on target for grades set and folders show clear progress.			
Broad curriculum offer to include a choice of EPQ, IFS and possibly core maths to all traditional pathway students		EJY	Courses are investigated and added to the curriculum where staffing enables this to happen.			
Tutorials	July 2021	EJY	Trial use of regular tutorials to exploit our USP of being a small 6th Form			
Assessment	July 2021	EJY	Increase assessment to 6 every year to provide more rapid intervention and hit our USP of being a small 6th Form			

5.2 The 6th Form – Curriculum and Partnerships

Area of Focus 5.2 Curriculum and Partnerships

TBS Lead: PWT/EJY

Governing Body Lead: Joe McNally

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Review curriculum for Sept 2021 to identify any new courses to offer	July 21	PWT				
Liaise with local schools to identify any areas of mutual benefit	July 21	PWT				
Extended work placements	July 21	PWT	Provide students with high quality extended work placements			

5.3 The 6th Form - Extra Curricular Support & Careers Guidance

Area of Focus 5.3 Extracurricular support and careers guidance

TBS Lead: PWT/EYO

Governing Body Lead: Joe McNally

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Incorporate university visits in line with Gatsby benchmarks – by tracking all sixth form students to ensure that they have had 2 visits to a university with TBS			Ensure that all students are aware of the option to apply to universities.			
All students in year 13 will have a careers interview – in line with the Gatsby benchmarks			Students will be better informed about their careers options. Positive feedback from students' regarding the support they receive.			
Continue to forge links with local employers, with the assistance of the Buckinghamshire Skills Hub, to ensure that all students in year 12 have a positive work experience			Work experience will be a positive and informative experience. Positive feedback from students' regarding the support they receive.			
Improve the tracking of the work experience by having a de-briefing session with mentors, so that the impact of the work experience can be fully monitored			Tracking will ensure that good work experience placements are noted for future years. Positive feedback from students' regarding the support they receive.			
Continue work with Aim Apprenticeships, Ask Apprenticeships and NCS to run workshops to fully inform students of alternative access to further education, via apprenticeships			Impact will be more students accessing the opportunity for Level 4 apprenticeship programmes. Positive feedback from students' regarding the support they receive.			

6.1 Value for Money

Area of Focus 6.1 Value for money

TBS Lead: CCG

Governing Body Lead: Jane D'Agostino

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Review all school subscriptions and remove any unnecessary/unused	July 2021	LOB	Value for money			
Review all school annual contracts – both admin, teaching and IT related and remove any unnecessary/unused	July 2021	LOB	Value for money			
Review school site with view to increasing lettings income and utilising our main asset as much as is possible	July 2021	SN	Increased revenue			
Train SLT/MLs on school resource management	Apr 2021	CCG	Increased awareness of value for money strategies and choices			
Review KS4 and KS5 class sizes and remove very small classes (<15 for KS4 and <5 for KS5) for Sept 2021.	July 2021	CCG/P WT/CJH	Evidence: Review of class sizes following choices, consider impact on staffing and recruitment Impact: Classes at KS4 and 5 are financially viable			

6.2 Premises, Health and Safety

Area of Focus 6.2 Premises

TBS Lead: CCG

Governing Body Lead: Amanda Rayner

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Management of Phase 2 electrics bid to ensure works completed on time and in full.	Mar 2021	CCG				
Review of classroom and office space available in School with a view to ensure SEND and Pastoral teams have the physical space required to support students adequately.	Sep 2021	CCG				
Review of 6 th form needs with a view to create additional space for 6 th form as well as better toilet facilities – linked to the retention of students and increasing the 6 th form offering, thus increasing financial income for the School.	Sep 2021	CCG				
Supporting external agencies to proceed with CIF bids and implementation of these if successful – whole school heating bid as well as drainage bid.	April 2021	CCG				

6.2 Premises, Health and Safety - CONTD

Area of Focus 6.2 Premises

TBS Lead: CCG

Governing Body Lead: Amanda Rayner

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Creation of a rolling maintenance plan for staff & student toilets, classrooms and offices – to include electrics, IT, blinds, furniture and re-decoration. This to ensure visibility, budgeting and prioritisation of key School needs	Jan 2021	CCG/KG /SA	Site is well maintained and safe			

6.3 Development of Support Staff Body

Area of Focus 6.3 Support

TBS Lead: CCG

Governing Body Lead: Natasha Foligno

Strategy	End date	Lead	Evidence & Impact	Dec 2020	April 2021	July 2021
Review support staff roles and responsibilities to ensure that roles are coordinated and fit for purpose. Review LM structure as well as JDs.	Jan 2021	CCG	Value for money sought across Support Staff roles			
Training for managerial level support staff to improve ownership and delegation as required - ensure appropriate skills to ensure accountability	Ongoing	CCG/FI G	Devolved leadership, CPD reports to SLT and Governors, Staff questionnaire			
Source apprentices for key areas of school to ensure knowledge sharing and support. IT/Admin	Jan 2021	CCG	Increased capacity			