

School Improvement Plan

SLT & Governors Working Document

Academic Year

2024-2025

V1.5 (18th November 2024)



School Improvement plan 2024-25 Background information

Our ambition remains the same; to provide all students with a broad, balanced curriculum, delivered using pedagogy that is rooted in educational research and underpinned by good behaviour for learning. Teaching and learning is the core business of school. Leaders must plan and implement a curriculum in their subject areas that is ambitious for **all**. Teachers must be confident in their subject delivery, knowing that the strategies they use and the support on offer through CPD will result in changes to the long-term memory of students. Students must be confident in their ability to know more and remember more as a result of good teaching and high aspirations. The combination of these elements will result in further improved outcomes.

Growth and sustainability have always been key features of our SIP, but this year we have sharpened our focus to further improve **clarity** and **accountability**. What do we need to do to improve, how will we sustain those improvements whilst mindful of workload, who is taking responsibility for improvements and how are they being held to account? How can we help our students, especially those from disadvantaged backgrounds who have been even more negatively impacted by Covid, make rapid improvements in 4 ways – **be here, behave, be engaged, be ambitious**. Implementation plans based on the EEF model of school improvement planning sit behind these broad headlines and are reviewed by SLT regularly.

Growth

The priority areas for growth/improvement identified within this plan are:

1. Quality of education – reading, catch up and intervention.
2. Quality of education – consistency of classroom experience with high expectations for all, ensuring students make rapid and sustained progress
3. Quality of education – curriculum and assessment
4. Leadership and management –ensuring that teachers receive the support that they need to design activities that help all pupils to develop a deeper understanding of key concepts so that they are well prepared for the next stage in their education (Ofsted report 2023).
5. Leadership and management - Building strong partnerships with parents/families and students through a strengthened personal development offer and improved communication
6. Behaviour and attitudes - Addressing disengagement of students resulting in poor behaviour and poor attendance
7. Culture – implementing strategic improvement plans that support staff and students in embracing the school culture.
8. Leadership and management – Role of governors in holding leaders to account and developing a broader knowledge and understanding of roles and responsibilities

Sustainability

We will look to improve the effectiveness of the way we work in school without increasing workload. In looking at strategies to achieve the objectives, we will analyse and evaluate our use of our resources, asking if strategies are:

- Efficient?
- Reliable?
- Appropriate?
- Integrated?

Academisation

Continue and further develop collaboration and outward facing work with other schools and improvement partners
Keeping a watching brief on the local and national landscape.

SCHOOL CONTEXT ACADEMIC YEAR 2024-25 (AS AT 18TH NOVEMBER 2024)

Number of pupils on roll	874	Number of pupils eligible for pupil premium	Number – 346 (39%)	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	EHCP -47(5.4%) SEN K - 140 (16%)
Key Ofsted actions from last report	Leaders should ensure that teachers receive the support that they need to design activities that help these pupils to develop a deeper understanding of key concepts so that they are well prepared for the next stage in their education				
Key staffing areas of issue – support	<p>Departments – English, PE, SEND, maths, DT, Admin,</p> <p>Maths – 3 year trend of decline; how to arrest that, impending paternity leave of HoD Half term 3 2025 and Autumn term 2025</p> <p>Number of ECTs from September – 8 (PE, science, French, DT,)</p> <p>English – 2 supply staff from December covering maternity and resignation of DTS – ensure support and monitoring is robust</p> <p>DT Food – recruitment of food teacher from September 2025 and support of apprentice teacher until July 2025</p> <p>SEND – continued pressure of increased EHCP vs inability to recruit support staff</p> <p>Admin – long term absence of receptionist until April 2025 (post operative recovery)</p>				

Key staffing areas of issue - curriculum

English Department

- Maternity cover (AFI)
- Multiple short term absences of 2 teachers
- Resignation of 1 teacher WEF 1st December – will result in long term supply

Maths Department

- ECT year 2 teacher (FBX)
- A number of non specialists supporting some lessons, which are delivered by specialist teacher (SKL)
- TLR holder for WSR salary safeguarded year 2 (CLY)

Science Department

- New teacher started June
- Maternity cover for KCN
- ECT teacher year 1
- SCN taking over line management

Technology Department

- Unqualified Food teacher recruited with support of teacher apprenticeship
- ECT year 1 12 month contract in DT to cover secondment of RJS to ASD unit (LBL)
- TLR holder DT salary safeguarded year 3. (RJS)
- TLR holder Art salary safeguarded year 3 (SBL)

Music department

- Part time peripatetic teacher delivering mainstream and extracurricular offer (STY)
- Implementation of Music Development Plan in line with DFE expectations

PE Department

- Long term absence of EDP due to cancer treatment
- BSH maternity leave November 1st 2024
- 2 ECT year 1 teachers in girls PE on 12 month contracts to cover maternity/sickness

MFL

- ECT year 1 French teacher wef 01.09.2024
- UQT delivering to key stage 3 as a result of increase in numbers (SRS)

Learning Support Department

- ASD unit development and expansion into key stage 4
- Unit staffing - teachers
- Increased number of EHCP require additional TA support – burden of recruitment
- Staff development to address changing SEN cohorts especially neurodiversity

Budget information

Increased PAN for 2 years (2020, 2021 from 160-190 each year) has created some surplus but this will end 2026 so need to monitor closely
Campus development – continue window replacement, ongoing maintenance, toilet refurbishment internally and purchase of Portaloo, creation of workspace for site team, increased staffing in response to curriculum and pastoral demands, netting around 3G pitch, growth of lettings, review school catering contract, relocation of music?

SIP Improvement areas and priorities

The following key priorities are accompanied by a detailed implementation plan within the SIP or DIPs (areas 1 and 2), overseen by the named SLT lead

Improvement area	Priorities	SLT lead
1. Quality of Education – reading, catch up and intervention	In school on entry attainment gaps in English and maths need to be addressed quickly and effectively. Students need to engage with reading high quality and disciplinary literature	JHE & MPN
2. Quality of education – consistency of classroom experience with high expectations for all, ensuring students make rapid and sustained progress	All students should be able to demonstrate powerful knowledge in all subjects studied, underpinned by consistent and subject specific pedagogical approaches.	MPN
3. Quality of education – curriculum and assessment	Increase the focus on the curriculum and assessment so that students’ progress is more effectively monitored and leads to raised attainment. The music development plan is implemented	JHE & JMY (KCN) JHE & ERN
4. Leadership and management	ensuring that teachers receive the support that they need to design activities that help all pupils to develop a deeper understanding of key concepts so that they are well prepared for the next stage in their education (Ofsted report 2023) Strengthen middle leadership to support SIP area 3	MPN JPH
5. Leadership and management – Strengthening Personal Development	TLR holders for PD strands provide clear and accountable plans for PD offer. Strong relationships with parents/carers and students are built and sustained through effective communication of the offer.	JMY
6. Behaviour and attitudes - Addressing disengagement of students resulting in poor behaviour and low attendance	Disengagement of students through poor behaviour and the number of FTE is reduced Absence and persistent absenteeism reduces so that attendance is at least in line with national averages and meets LA minimum expectations	WCE & SCN
7. Behaviour and attitudes - Culture	Implementing a strategic improvement plans that supports staff and students in embracing and sustaining the school culture	SPN
8. Leadership and management – governance and compliance	Governors hold leaders to account. They have a broad knowledge and understanding of their roles and responsibilities. School is fully compliant with SEND provision leading to strong progress for students with SEND. Disadvantaged students (DP) are identified and gaps narrow between DP and non DP.	JSS, CPR WCE

Priority 1: Quality of Education – reading, catch up and intervention

Success criteria:		Progress
1.1	Reading gaps in the identified key stage 3 and 4 cohorts are addressed and reduced	
1.2.	80% of students have made accelerated progress via intervention and QFT.	
1.3	Identified SEND and PP cohort progress is at least in line with national figures	
1.4	Students and staff will understand the importance of reading and there will be a positive reading culture in school.	
1.5	Students use strategies independently to read with understanding	
1.6	Increased A8 in all KS4 subjects, especially for disadvantaged students.	
1.7	Staff will be confident at using reading strategies in their lessons and they will be embedded into the curriculum.	

Priority 2: Quality of Education – consistency of classroom experience

Success criteria:		Progress
2.1	All students demonstrate powerful knowledge in subjects studied due to well sequenced and planned curriculums and leaders ensuring that all teachers use a range of scaffolding and adaptive teaching strategies and activities to develop a deep understanding of key concepts and ideas.	
2.2	Consistent and subject specific pedagogical approaches are evident in all curriculum areas; Staff will have a clear understanding of pedagogical approaches and will understand why they are using them.	
2.3	Staff demonstrate high expectations of all students which leads to rapid and sustained progress and improved outcomes across all year groups	
2.3	There is a culture of sharing good practice.	
2.4	Presentation of work is consistently good, feedback is acted on there is clear progression and pride in work produced	
2.5	Students know what is expected of them in lessons	
2.6	High levels of challenge and expectation ensure outcomes that reflect the students' abilities.	

Priority 3: Quality of Education – Curriculum knowledge and assessment

Success criteria:		Progress
3.1	Student progress is effectively monitored and leads to raised attainment	
3.2	All identified gaps in pupil knowledge have been eliminated	
3.3	There is a rigorous faculty and school assessment schedule that build on foundations of knowledge and recall	
3.4	Curriculum investment enables students to have access to a wide range of curriculum resources to foster independence and confidence in learning.	
3.5	Students show independence by addressing areas they have RAG rated as red/ amber	
3.6	Conversations about learning are a regular feature of lessons.	
3.7	Teachers talk confidently about progress, gaps in learning & how they are addressing them	
3.8	The music development plan is fully implemented and impact can be demonstrated	

Priority 4: Leadership and Management – Strong middle leadership leads to positive outcomes

Success criteria:		Progress
4.1	All subjects offer a broad, ambitious curriculum that is carefully sequenced and addresses gaps in learning	
4.2	Robust and consistently implemented quality assurance identifies strengths and areas for further improvement	
4.3	Recommendations from the Wellbeing project are implemented	
4.4	ML leaders' strategic plans for faculty are clearly outlined on relevant documentation so that LM and SLT can see how improvements have been made in the subject areas throughout the year.	
4.5	MLs use data captures effectively to inform interventions and improve progress of pupils in their subject area.	
4.6	ML conduct meaningful QA throughout the year that ensures all staff in the department are implementing the curriculum, assessing progress, using subject pedagogy etc as intended.	
4.7	There is consistent high quality middle leadership across the school that is successful at securing good outcomes for pupils.	
4.8	The Early Career Framework is fully implemented	

Priority 5: Leadership and Management – Personal Development: Leadership and growth

Success criteria:		Progress
5.1	The Personal Development offers of House, BOOST and Student Leadership are fully embedded into school life	
5.2	TLR holders for areas of Personal Development have clarity of vision and strategic plans to drive the areas forward	
5.3	Data is collected and analysis shows growth and responsiveness to need	
5.4	Personal development provision moves towards/is outstanding.	
5.5	Experiences of students are known by all stakeholders via publicity and effective communication	
5.6	Stakeholder feedback demonstrates that Personal Development strategy is valued and impactful.	
5.7	Student mental health and well-being improves.	

Priority 6: Behaviour and attitudes: Addressing student disengagement – attendance and behaviour

Success criteria:		Progress
6.1	Whole school attendance is at least in line with national average	
6.2	Number of suspensions and exclusions reduces from 2023-24 figure	
6.3	Number of days spent in ARC reduces from 2023-24 figure, resulting in increased attendance to lessons	
6.4	All staff apply the behaviour policy consistently	
6.5	Identified individuals and cohorts show improved attendance from 2023-24 figure	
6.6	Consistent and robust application of FPN relating to unauthorised absence	
6.7	All attendance team staff are clear on the staged approach and apply it rigorously	
6.8	A8 and P8* (*school-based calculation for 2025 in absence of national P8 data until 2027) rises for vulnerable students	

Priority 7: Culture; strategic plans support staff and students as they embrace and internalise the school culture

Success criteria:		Progress
7.1	All staff and students apply the principles of the Ashton Way and PROUD consistently	
7.2	There is clarity and accountability for staff and students in the application of the Ashton Way and PROUD	
7.3	PDWB curriculum includes a greater focus on leadership, inclusion and participation	

7.4	Reward and pupil voice system has demonstrable impact on attitudes to learning	
7.5	Behaviour curriculum is embedded	
7.6	Stakeholder feedback is gathered and acted on in a timely way	
7.7	Clarity, consistency and accountability is a feature of daily practice for all staff.	

Priority 8: Leadership and Management – Governance and senior leader accountability		
Success criteria:		Progress
8.1	All governors attend meetings and contribute to the discussions which hold leaders to account and ensure decisions and the direction of travel is in the best interests of the school	
8.2	Governors understand how school supports MHWB and safeguarding.	
8.3	Governors take an active role in the life of the school through involvement in departmental and RAP meetings, as well as attendance to school functions where possible	
8.4	Safeguarding in school is effective	
8.5	All staff and governors receive safeguarding training updates, know how to spot signs of abuse and are confident in recording and reporting procedures	
8.6	All staff implement procedures for reporting safeguarding concerns and apply them without fear or favour.	
8.7	Disadvantaged students are supported and attainment gaps between DP and non DP close (WCE)	
8.8	Students with SEND are supported to make good progress. Statutory obligations are met	

3. IMPLEMENTATION PLAN 2024-2025: Assessment to inform teaching, learning and interventions (JHE/KCN)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes?
<p>Attainment:</p> <ul style="list-style-type: none"> Outcomes at KS4 for some subjects are still below national averages and need to be improved. <p>School:</p> <ul style="list-style-type: none"> School assessment system needs to be driven by the curriculum and assessments should focus on assessing the essential knowledge and skills outlined in the curriculum maps; assessment needs to be seen by all leaders and teachers as an essential way to maximise student progress. <p>Departments:</p> <ul style="list-style-type: none"> Data analysis needs to take place in a timely manner following assessments so that interventions can be put in place at the earliest opportunity. Leaders and teachers need an awareness of what interventions will be effective at addressing the concerns identified through assessment. Learning journeys need to be used consistently and effectively by all departments and across all KS3 year groups. <p>Teachers:</p> <ul style="list-style-type: none"> The analysis of assessments needs to be improved so that it focuses on informing teaching and learning and addressing areas of concern/closing gaps. <p>Students:</p> <ul style="list-style-type: none"> Students need to become independent learners who can readily self-assess their progress and take action to address the gaps in their learning. <p>Parents:</p> <ul style="list-style-type: none"> Parents need to know how to better support their child when they are not making the expected progress in subject areas. 	<p>Active ingredient 1: Meaningful assessment opportunities are embedded within the curriculum and focus on assessing the essential knowledge and skills.</p> <ul style="list-style-type: none"> Assessment opportunities identified and stated within curriculum plans. Assessments consistently administered across classes to ensure reliability of data. Strong link between assessment and coverage of the essential knowledge. <p>Active ingredient 2: Student learning journeys are utilised regularly in all KS3 lessons and support students in identifying their strengths and their gaps in knowledge.</p> <ul style="list-style-type: none"> Reference to LJ integral to all lessons. Students encouraged to articulate their learning and can accurately identify their strengths/ areas for improvement. Staff encourage students to become independent learners via signposting to resources to address weaker areas of learning. <p>Active ingredient 3: Teacher reflection of assessments takes place in a timely manner and accurately identifies students causing concern, gaps in knowledge and interventions that will be put into place.</p> <ul style="list-style-type: none"> Assessment reflection sheets are completed by teachers following assessments and shared with HoDs. Actions are clearly stated <p>Active ingredient 4: Data provided to Heads of Department regarding progress of year groups is used effectively to address underachievement.</p> <ul style="list-style-type: none"> HoDs make necessary curriculum adjustments in a timely manner to address gaps in progress. HoDs oversee the implementation of interventions on a department and class teacher level to ensure they effectively address progress concerns and raise attainment. Progress of students, including key cohorts, improves throughout the year as a result of accurate data analysis and the implementation of meaningful interventions. 	<p>Communication/ training:</p> <ul style="list-style-type: none"> Approach to using assessment to inform T&L shared with all staff and feedback on approaches used given. Assessment CPD sessions to provide guidance on using assessment to inform teaching and learning. Good practice shared across school to promote effective use of assessment. Use of assessment to inform T&L a regular feature of LM meetings with a focus on resulting actions from the progress reviews. Targeted CPD on using SISRA provided to all staff (HoD vs class teacher level). <p>Support/ coaching:</p> <ul style="list-style-type: none"> RAP review meetings to include a discussion of progress and impact of actions used to address progress concerns. ML meetings throughout the year to provide a further opportunity for discussion around the effective use of assessment. <p>Fostering ownership:</p> <ul style="list-style-type: none"> Working party of HoD or staff passionate about assessment to be established to consider: <ul style="list-style-type: none"> a consistent format for support offered to students that includes information and resources that can be used to address gaps in knowledge. how to best engage parents with supporting students in addressing gaps in knowledge. the most effective techniques used at both HoD and class teacher level that can be used to address progress concerns following formative and summative assessment. 	<p>Short term (by December 2024)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Assessments clearly mapped out within curriculum maps for each subject and assess the essential knowledge of the curriculum. LJ are referred to regularly in lessons. Staff have completed assessment reflection sheets that include accurate reflections of progress and actions. <p>Acceptability</p> <ul style="list-style-type: none"> All teaching staff understand the importance of using assessment to inform teaching and learning. <p>Reach</p> <ul style="list-style-type: none"> All students receive regular feedback about their progress. <p>Medium term (by Easter 2025)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Students are able to use LJ to reflect on their progress. Class teachers and HoD continue to reflect on the progress of students and classes and put in place interventions to address concerns. <p>Acceptability</p> <ul style="list-style-type: none"> Teachers have an increased awareness of techniques that can be used to address underachievement following feedback from formative and summative assessment. <p>Reach</p> <ul style="list-style-type: none"> Students make additional progress in lessons as a result of teacher feedback or interventions. <p>Long term (by July 2025)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Students are able to use LJ to identify their strengths and areas of weakness and are aware of support and resources available to address their gaps in knowledge. Interventions put in place by class teachers and HoD have a positive impact on pupil progress and successfully address gaps in knowledge. <p>Acceptability</p> <ul style="list-style-type: none"> All teachers are proactive about using assessment to inform teaching and learning and make meaningful adaptations as a result of feedback from assessments. <p>Reach</p> <ul style="list-style-type: none"> All teachers can talk confidently about the progress of students and how they address concerns. 	<p>Short term (by December 2024)</p> <ul style="list-style-type: none"> Meaningful assessments that assess essential knowledge embedded within curriculum. KS3 students given opportunities to reflect on their learning using LJ. Increased teacher awareness on using assessment to inform T&L. <p>Medium term (by Easter 2025)</p> <ul style="list-style-type: none"> Students reflect regularly on their progress and are aware of their strengths and gaps in knowledge. Teachers use a variety of formative assessment techniques and use the feedback to inform T&L plans. Teachers produce accurate reflections on student progress following summative assessments. HoD can accurately summarise progress of each year group in year to date. <p>Long term (by July 2025)</p> <ul style="list-style-type: none"> Students are starting to show independence by addressing areas they have identified as a cause for concern. Teachers talk confidently about progress, gaps in knowledge and how they are addressing them. Teachers regularly adapt their teaching as a result of feedback from formative or summative assessment. HoD talk confidently about progress of year groups and key cohorts, where there are concerns and how they are addressing them. Interventions put in place by class teachers and HoD to address progress concerns have a positive impact and lead to improved outcomes for students.

3. IMPLEMENTATION PLAN 2024-2025: MUSIC DEVELOPMENT PLAN JHE/ERN

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers/ school benefit?)
<p>CURRICULUM: MUSIC</p> <p>Some subject knowledge is limited; this impacts on the ability to deliver the curriculum in its widest sense e.g. the role of technology in teaching music including as a creative tool & in enhancing teaching/ making music more accessible & inclusive</p> <p>The musical culture of the school is not high-profile; no KS4 provision/ plans re how to support students to progress music through & beyond the curriculum including the opportunity to study for quals e.g. GCSE, graded tests need further development</p> <p>The strategic plan to help students understand routes into careers in the music and wider creative industries needs further development</p> <p>CO-CURRICULUM: INSTRUMENTAL AND VOCAL LESSONS</p> <p>Inequalities exist in access to music provision. Access to instrumental/ vocal lessons is limited & does not allow for progression</p> <p>Space for rehearsals/ individual practice is very limited</p> <p>ENRICHMENT: MUSICAL EVENTS AND OPPORTUNITIES</p> <p>Lack of opportunity for musical events in and out of school</p> <p>Limited opportunity for performance: school choir/ vocal ensemble/ music ensemble</p> <p>BUDGET</p> <p>The budget for music needs to be reviewed so that the relevant opportunities can be provided for students. This includes access to instruments, music lessons etc. This needs to be considered during the budget bidding process for 2025-2026</p>	<p>Active ingredient 1</p> <p>CPD is needed to support improvements in pedagogy and assessment and to enable delivery of high-quality curriculum & support with skill development/ resources. Team teaching will support with curriculum understanding and delivery</p> <p>Active ingredient 2</p> <p>The curriculum needs to be developed so that it deliberately and incrementally teaches all pupils to become more musical</p> <p>Active ingredient 3</p> <p>The profile of the musical culture of the school needs to be raised so that studying music in KS4 becomes a viable option and access to music lessons is possible for students</p> <p>Active ingredient 4</p> <p>A strategic plan needs to be created in order to plan the promotion of possible careers in the music and wider creative industries. This also needs to involve the opportunity for students to experience musical events and performances in and out of school</p>	<p>Active ingredient 1</p> <ul style="list-style-type: none"> CPD is accessed by colleagues to develop their subject knowledge, including their musicianship skills and their understanding of what high-quality music making should sound like KS3&4 students. teachers provide ongoing feedback to pupils that improves the quality of pupils' music making both in terms of technique and expressive quality teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes <p>Active ingredient 2</p> <ul style="list-style-type: none"> actively seek the support of the local music hub when developing and improving the curriculum & investigate how it can support with group instrumental/ whole class ensemble tuition <p>Active ingredient 3</p> <ul style="list-style-type: none"> Increase opportunities for students to take part in school choir/ vocal ensemble/ band etc Extra-curricular activities, instrumental and vocal lessons are offered so that all students can develop their musical talents and interests <p>Active ingredient 4</p> <ul style="list-style-type: none"> Include information on SoW to ensure students understand possible job roles 	<p>Short term (by Dec 24)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Team teaching commences supporting pedagogy/ practice of dept colleagues KS3 music curriculum reflects the full breadth and balance of the NC <p>Acceptability</p> <ul style="list-style-type: none"> Understanding of the content of the music development plan <p>Reach</p> <ul style="list-style-type: none"> Dept staff have read & understand the importance of DfE publications (the power of music to change lives/ a national plan for music education) as well as OFSTED subject reviews KS3 students access instrumental/ singing lessons which have a clear curriculum plan to ensure musical/ skill progression <p>Medium term (by Easter 2025)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Team teaching has continued and is having a positive impact on classroom delivery and therefore student outcomes HoD's QA provides evidence that teacher feedback is focused and enables students to make progress musically The curriculum identifies end points and the necessary knowledge and skills to reach them <p>Acceptability</p> <ul style="list-style-type: none"> Colleagues working to address identified areas of improvement <p>Reach</p> <ul style="list-style-type: none"> Ensembles are in place with plans to expand <p>Long term (by July 2025)</p> <p>Fidelity</p> <ul style="list-style-type: none"> CPD/ team teaching has resulted in high quality classroom provision <p>Acceptability</p> <ul style="list-style-type: none"> Colleagues continue to work to address identified areas <p>Reach</p> <ul style="list-style-type: none"> Plans are formulated which enable all students to learn to sing, play an instrument/ create music and to progress their musical interests and talents including KS4 study 	<p>Short term (by December 2024)</p> <ul style="list-style-type: none"> Contact is made with local Music Hub to establish available support Team teaching is in place Curriculum plans for singing/ instrumental lessons are in place and followed <p>Medium term (by Easter 2025)</p> <ul style="list-style-type: none"> The curriculum has been reviewed and clarity gained by all colleagues on how students make musical progress. Clear plans in place for further curriculum development <p>Long term (by July 2025)</p> <ul style="list-style-type: none"> The curriculum identifies precise end points in performance, composition and listening work, and then sets out the knowledge and skills pupils need, step by step, to reach these end points and builds, incrementally, pupils' knowledge of the technical and constructive aspects of music Detailed plan produced which outlines how the curriculum/ co-curriculum will be funded The musical culture profile is raised e.g. by students playing/ singing in assemblies/ termly musical performance demonstrating quality There is opportunity for students to enjoy a live performance at least once per year

4. IMPLEMENTATION PLAN 2024-2025: Ensure lesson activities allow all students to develop a deeper understanding (MPN)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines.

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers and the school benefit?)
<p>Attainment:</p> <ul style="list-style-type: none"> Some students are still not achieving in line with expectation. <p>Processes</p> <ul style="list-style-type: none"> We need to develop our QA process which monitors the quality of T&L and ensures compliance and fidelity. We focus on the teacher performance rather than looking at the learning problem. We don't focus on the right things. Whilst there are clear expectations in place regarding teaching and learning, subjects are a different points in their understanding of scaffolding and adaptive teaching. <p>Training</p> <ul style="list-style-type: none"> We don't give time to teachers and departments to think about how they will embed the pedagogies. Teachers don't always understand the relevance of what we asking them to do or how it fits into their subject area. <p>Teachers:</p> <ul style="list-style-type: none"> Not all middle leaders are not actively exploring the research and pedagogy surrounding scaffolding. Not all teachers use scaffolding and adaptive teaching activities successfully within their lessons to ensure that students develop the depth of knowledge that they should. The consistency of practice needs to be developed across the curriculum. All teachers need to explicitly use a range of strategies and pedagogies in their lessons. Staff are not always reflective and do not think about how they need to adapt their teaching to address the misconceptions. They continue to do the same thing. Pitch their teaching the middle and lack belief in what the students can achieve. <p>Students:</p> <ul style="list-style-type: none"> They sometimes over rely on the support 	<p>Active Ingredient 1 -all departments have a clear understanding of how scaffolding can be used in their curriculums</p> <ul style="list-style-type: none"> ML need to ensure that they design activities through a range of pedagogical and adaptive teaching strategies to ensure that students have a deeper understanding. ML need to have a clear picture of what they expect to see in lessons. ML ensure that they clearly articulate this to their departments and that members of the department understand. <p>Active Ingredients 2 –all staff are trained and understand why process and strategies are being used and then have time to embed them.</p> <ul style="list-style-type: none"> An evidence based CPD programme (WalkThrus) to be embedded which enables staff to focus, embed and develop some key strategies. Use EEF as an additional source for research, <p>Active Ingredient 3-develop a culture that accepts that learning is 'effortful' and that we need to have pride and resilience.</p> <ul style="list-style-type: none"> Staff need to start to understand the capabilities of our students and pitch to the top. ML need to audit staff knowledge and understanding. They need to address any gaps in knowledge. Ensure that scaffolds are removed at the right time and that students are able to work independently. Eliminate labels and lift the lid off learning. See it as progression in learning rather than ability levels. Students need constant reminders of our expectations and that we expect school to be challenge and 'effortful' Expose students to what excellence looks like. Expect accuracy, precision and sophistication. <p>Active ingredient 4- ensure that a robust QA process is in place which ensures fidelity and that progress is being made in our understanding of scaffolding as a school.</p> <ul style="list-style-type: none"> QA process created 	<p>Active Ingredient 1 – develop teachers understanding of how to adapt and scaffold within a lesson to ensure all students can deepen their knowledge.</p> <ul style="list-style-type: none"> Ensure CPD allows teachers to explore different strategies and how to successfully scaffold and adapt their lessons without reducing the challenge. <p>Active Ingredients 2- Develop a INSET programme that allows us to explore the theory behind pedagogies and then have time to implement them.</p> <ul style="list-style-type: none"> Create a CPD programme which allows staff to understand the problems, how we might address these through research driven pedagogies and then time to embed fully, develop and reflect. <p>Active Ingredient 3 -develop a culture that accepts that learning is 'effortful' and that we need to have pride and resilience. Students should not be opting out of their learning but should instead be supported in reaching the top.</p> <ul style="list-style-type: none"> Review of curriculum and short term plans to reflect the level of challenge. Staff audit to be conducted to look at staff subject knowledge and confidence in teaching to the top. Opportunities to observe and share challenging lessons across departments so that if a member of staff is confident in one aspect they can show others. Assemblies regarding effort and challenge Take the most challenging path and eliminate easy task from the curriculum. <p>Active Ingredients 4- develop a robust QA process</p> <ul style="list-style-type: none"> QA document created by JHE, KCN and MPN. Link to T&L handbook and WalkThrus. Share with middle leaders and SLT (sept) QA the QA. (KCN) School review weeks (highlighted on school calendar) 	<p>Short term (by December 2024)</p> <p>Fidelity: The first focus will have addressed through the term one CPD programme. We will have taken place and staff will have the knowledge to begin embedding the pedagogies. Coaching should be underway to support staff who are struggling to embed the T&L expectations. Acceptability: staff will begin to embed these into their lessons. Middle leaders will start to ensure that these are addressed in the curriculum plans and monitor the use of them in their subject areas. Reach: QA should also be starting to show evidence that the processes and pedagogies are starting to be embedded. Books should show high expectations and challenge. Scaffolding should be evident. Changes should be taking place to currents curriculum plans.</p> <p>Medium term (by February 2025)</p> <p>Fidelity: The second wave of INSET will have taken place Middle leaders will have conducted their own QA process and be aware of how Scaffolding is being implemented in their subject areas. Acceptability: Books will be well presented and will tell a story that the curriculum is being delivered, lessons are challenging and staff have high expectations, scaffolding is being used and misconceptions addressed. A coaching programme should be underway to support staff who are struggling to embed the T&L expectations. Staff will be using a range of pedagogical approaches with growing confidence. Reach: QA will show that scaffolding will be fully embedded in all lessons. Students will understand that this is what to expect in Ashton lessons.</p> <p>Long term (by July 2025)</p> <p>Fidelity</p> <p>A review will take place during the final full day INSET which enable them to reflect on their practice over the academic shape the next years planning.</p> <p>Acceptability</p> <p>Teachers understand the importance of research driven pedagogy and begin to research further pedagogical approaches. and how they are essential to sustain improvement in their subject areas.</p> <p>Reach</p> <p>Increased consistency and confidence is achieved across lessons with all teachers reviewing their teaching regularly and making strategic improvements to their subject areas.</p>	<p>Short term (by December 24)</p> <ul style="list-style-type: none"> Staff will be planning to embed the Ashton Way into their lessons. They will consciously thinking about how to adapt and build on their current practice. They will understand the research that sits behind these pedagogical approaches. <p>Medium term (by Feb 25)</p> <ul style="list-style-type: none"> Teachers will have embedded this into their everyday day and it will be done with automaticity and confidence. Students will have accepted that this is Ashton way. Support will be in place for staff who need help with any aspects of the Ashton way Books and lessons will show scaffolding being delivered. Data analysis will show progress being made. <p>Long term (by July 25)</p> <ul style="list-style-type: none"> Consistent approach across school. Students will know what is expected of them in lessons. They will expect lessons to be challenging and will know that staff will use a range of different approaches to support them. High levels of challenge and expectation which will ensure outcomes that reflect the students' abilities. Staff will have a clear understanding of pedagogical approaches and will understand why they are using them. A culture of reflection ,sharing good practice and research Books which tell a story, and show the high expectations that have been embedded. There should be clear evidence of scaffolding taking place in some students books.

5. IMPLEMENTATION PLAN 2024-2025: Personal Development – Student Leadership (JMY)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers and the school benefit?)
School <ul style="list-style-type: none"> Student Leadership is not fully embedded into our school life and Personal Development Lack of maintaining the high profile of student leadership. No data analysis available to track engagement and determine areas for further development ensuring access for all What are the benefits of being a student leader at ACSC for students. Staff <ul style="list-style-type: none"> New TLR holder 24_25 CPU. Lack of experience of running multiple areas of PD. Students <ul style="list-style-type: none"> Not aware of all the leadership opportunities Do not engage with leadership offered. Do not recognise the importance or impact of being a student leader. 	<p>Active ingredient 1: Ensure TLR holder is clear on the job role and expectations across the year</p> <ul style="list-style-type: none"> TLR holder is clear on their job role and priorities over the next 12 months JMY meet with TLR holder to outline priorities for the year, address previous problems and discuss how they will be overcome Discuss possible link to appraisal targets and other areas of Personal Development <p>Active ingredient 2: Launching new student leadership structure before September and ensuring high profile is maintained throughout the year</p> <ul style="list-style-type: none"> TLR holder will launch the new offerings in assemblies. Nftw The profile of PD specifically Student Leadership offerings will stay high throughout the year. <p>Active ingredient 3: Measuring the student engagement with Student Leadership provision</p> <ul style="list-style-type: none"> Regular and accurate data about SL is collected at set points. Data is used effectively to improve the SL provision. Gather regular feedback from both staff and students – MS FORMS Analyse accurate data to examine the provision for PP/SEN and other key cohorts <p>Active ingredient 4: Ensuring all PD areas work together to improve the experience for students</p> <ul style="list-style-type: none"> Build team morale for PD Regular meetings together to discuss provision and overlapping of data/actions etc 	<p>Active ingredient 1:</p> <ul style="list-style-type: none"> Meet with new TLR holder and ensure they are clear on their role and job description. Create a success criterion for SL. Analyse what currently works well and what does not Calendar regular LM meetings to continue to discuss progress Meet to discuss appraisal targets Set clear deadlines for TLR holder <p>Active ingredient 2:</p> <ul style="list-style-type: none"> Guide TLR holder with launch of new offerings to both staff and students in INSET/assemblies and ensure these are scheduled throughout the year Focus on research to increase profile around school so that each area is continued to be at the forefront of student experiences – through assemblies, newsletter and social media output <p>Active ingredient 3:</p> <ul style="list-style-type: none"> Meet with TLR holder and outline key data sets required. Gather half termly/termly data to inform possible improvements to be made. TLR holders will create MS Forms and ensure these are effectively targeted to students to harvest the necessary data. <p>Active ingredient 4:</p> <ul style="list-style-type: none"> Meet together with all TLR holders each half term to streamline an interlinked approach 	<p>Short term (by)</p> <p>Fidelity</p> <ul style="list-style-type: none"> TLR holder is clear on their job roles/descriptions and can clearly articulate their priorities for the next academic year and know how their role links to the Ofsted framework. Staff are aware of data analysis required at the end of each half term and have the understanding and knowledge to complete this. Updates, meetings and key events are clearly well planned and in the school calendar <p>Acceptability</p> <ul style="list-style-type: none"> All stakeholders know of new changes / improvements being made. Data inputted by staff is accurate and completed on time – ready to be analysed and used for improvements. Feedback from staff and students is positive <p>Reach</p> <ul style="list-style-type: none"> All stakeholders are aware of improved provision. <p>Medium term (by)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Student leadership remains high profile to both staff and students Improvements are made based on data gathered in first 3 months eg job roles/uptake etc PD team continue to have LM meetings and meet as a team and produce consistent data for analysis <p>Acceptability</p> <ul style="list-style-type: none"> Feedback from staff and students – positive Continued analysis of data to inform changes/improvements in each area Increase in student and teacher engagement in PD activities <p>Reach</p> <ul style="list-style-type: none"> All stakeholders will be updated regularly and provided with improvements made. <p>Long term (by)</p> <p>Fidelity</p> <ul style="list-style-type: none"> SL is fully embedded in personal development and is a strength to the wider offering in school. Links to other school areas of priority eg Careers / Student Destinations / reducing PNEET etc. <p>Acceptability</p> <ul style="list-style-type: none"> Feedback from staff and students – ms forms (pupil /staff voice) <p>Reach</p> <ul style="list-style-type: none"> All stakeholders benefit from the PD offer at ACSC 	<p>Short term</p> <ul style="list-style-type: none"> TLR holder will demonstrate their passion in their specific area Students will know the new offering within PD. Staff will see positive changes to the PD provision specifically Student Leadership <p>Medium term</p> <ul style="list-style-type: none"> PD areas are still maintaining high profile across school and students' engagement has increased. Staff are also engaging in new PD offering and begin to understand the importance. TLR holder continues to review and evaluate their own area, to improve for stakeholders <p>Long term</p> <ul style="list-style-type: none"> Personal development at Ashton is outstanding. The experiences and offerings students receive is known by all stakeholders and regarded as fundamental part of our school life. All stakeholders understand the importance of PD offering. PD is celebrated by all stakeholders for providing opportunities and experiences to our students.

5. IMPLEMENTATION PLAN 2024-2025: STUDENT MENTAL HEALTH AND WELL-BEING (CPN)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes?
<p>Students Students do not recognise when they have made progress with their mental health and therefore not feel any better or encouraged to keep trying.</p> <p>Staff Some staff are not sure of the interventions students can be referred to once an intervention for Mental Health and emotional wellbeing has ended.</p> <p>Parents Parents are not always aware of how to support their child with their Mental Health.</p>	<p>Active ingredient 1:</p> <ul style="list-style-type: none"> Increased number of House points awarded for showing use of Mental Health strategies. <p>Active ingredient 2</p> <ul style="list-style-type: none"> Mental Health Continuum needs to be used when offering support to families and students. <p>Active ingredient 3:</p> <ul style="list-style-type: none"> Complete Audit from Compass Bloom in order to comply with the SLA. <p>Active ingredient 4</p> <ul style="list-style-type: none"> Meet with the member of staff responsible for leading the Student Wellbeing Team (JRN) so they can support students. <p>Active ingredient 4</p> <ul style="list-style-type: none"> School Website needs a clear section for parents giving advice on how to support their child with their Mental Health and Wellbeing. 	<p>Communication/ training:</p> <ul style="list-style-type: none"> Create a Mental Health section on the school website which signposts parents to appropriate support for their child. Remind staff when to reward house points for resilience so they feel confident in doing so. When a student has received support from an outside agency any strategies which they have used will be recorded on Synergy so other staff can use them. <p>Support/ coaching:</p> <ul style="list-style-type: none"> Remind HoYs and DoLs to use the Mental Health Continuum when supporting a student with their mental health so students are supported with their MH until support is no longer needed. <p>Fostering ownership:</p> <ul style="list-style-type: none"> Through the Student Wellbeing Team students will support the Younger students. Students will know what to do to promote good Mental Health because staff will be rewarding HP. Parents will have accessibility to the website and pastoral staff will use strategies recommended by external agencies because they will be on Synergy. 	<p>Short term (by December 2024)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Staff have been reminded to use house points and are regularly doing so. <p>Acceptability</p> <ul style="list-style-type: none"> Staff understand the importance of supporting students with their MH by rewarding them with HP for resilience. <p>Reach</p> <ul style="list-style-type: none"> 75% of staff are rewarding students for showing resilience. <p>Medium term (by Easter 2025)</p> <p>Fidelity</p> <ul style="list-style-type: none"> There is an easily accessible section for Mental Health and Wellbeing for Parents / Carers on the school website. <p>Acceptability</p> <ul style="list-style-type: none"> Parents and Carers have been made aware of this section of the school website through Synergy broadcasts and social media posts. <p>Reach</p> <ul style="list-style-type: none"> Parents have started to use the section for Mental Health and Wellbeing for Parents / Carers on the school website. <p>Long term (by July 2025)</p> <p>Fidelity</p> <ul style="list-style-type: none"> The Student Support Wellbeing Team is being used effectively and plans are in place for this to carry on in 2024-2025 reaching more students. <p>Acceptability</p> <ul style="list-style-type: none"> Students are aware of the Student Support Wellbeing Team and know how to contact one of the Team <p>Reach</p> <ul style="list-style-type: none"> 30 % of students in Year 7 and 8 have spoken to the one of the Student Support Wellbeing Team 	<p>Short term (by December 2024)</p> <ul style="list-style-type: none"> Students will be aware staff appreciate their efforts in trying to improve the Mental Health and Wellbeing through the use of House Points. Year 7 and 8 students are aware school recognise the importance of good mental health though the interventions school offers. Pastoral Staff are aware of the agencies they can refer to help support students with their mental health and are using the MH Continuum. <p>Medium term (by Easter 2025)</p> <ul style="list-style-type: none"> Staff are checking Synergy prior to offering advice to a student about their Mental health to check the student hasn't been given techniques by a previous professional. <p>Long term (by July 2025)</p> <ul style="list-style-type: none"> Parents and Carers are using the school website as a source of advice when wanting to support their child with their Mental Health, meaning staff do not need spend time listing the information on individual agencies or techniques.

6. IMPLEMENTATION PLAN 2024-2025: Attendance and PA (WCE/SCN)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers and the school benefit?)
<p>Whole school attendance needs to increase and PA to decrease to pre pandemic levels.</p> <p>Those students who are disadvantaged (PP, SEN, or EHCP) have higher levels of persistent absence</p> <p>Students aren't escalating through the attendance support system and are given FPN for persistent absenteeism.</p> <p>Vulnerable students and their families do not value school attendance as highly as their peers.</p> <p>Rates of suspensions although under the national average have an impact on attendance (0.24%)</p> <p>The impact on students attending school late and after the registers have closed (0.34%)</p> <p>School absence results in students achieving lower A8 and P8 scores.</p>	<p>Make attendance a higher priority in students', parents' and teachers' minds:</p> <ul style="list-style-type: none"> • Advertise the importance of good attendance and punctuality. • Ongoing education of students and parents around the importance of attendance and the impact that it has. • Create attendance specific messages/postcards and agree thresholds and logistics for sending • Successfully reward good attendance • All staff understand the importance of the language they use around attendance and speaking about the importance of it. • Share student attendance at an earlier threshold so they are aware of what their attendance is. <p>Monitor the implementations of the staged approach to attendance:</p> <ul style="list-style-type: none"> • QA the tiered approach to attendance support. • Regularly monitor the communication channels to identify warning letters, attendance meetings and FPN. • Monitor the recording system for parental support meetings • Use attendance interventions through a staged approach, allowing for each step to be evaluated. • Families are escalated to FPN once at stage 3 and not engaging/improving their attendance. <p>Find alternative solutions to suspensions:</p> <ul style="list-style-type: none"> • Network with local schools. • Approach other behaviour units about using securing permanent seats 	<p>Training</p> <ul style="list-style-type: none"> • All staff training session on the importance of attendance for all students but even more so for the vulnerable students. • Structures/scripted conversations for some staff within the attendance team to drive attendance upwards. • How and when o send targeted messages and postcards home. <p>Maintain and embed the three-tiered approach</p> <ul style="list-style-type: none"> • 'Expectations' around <ul style="list-style-type: none"> o the staged approach to attendance o Set time to regularly QA the Use standardised forms to record attendance meetings on with parents. o Guidance on supporting actions to improve attendance o Develop the use of 1sheets through the behaviour system to identify support. • Regular rewards in assemblies for those who are info sessions for targeted parents, letters home and assemblies. <ul style="list-style-type: none"> o Highlighted in newsletter o End of Term Awards • Create a clear plan sending of supportive messages home and QA its compliance and impact. • Regular whole school letters on the importance of attendance for parents • Create a network with the LA Attendance Team Leader 	<p>Short term Fidelity First-day calling 100% efficient.</p> <p>Acceptability Regular discussions around attendance</p> <ul style="list-style-type: none"> • Regular Yr Team Attendance Meetings to discuss pastoral issues & reaffirm policy. • Some parents accessing support offers <p>Reach</p> <ul style="list-style-type: none"> • All year groups using the required templates and are actively providing personalised support. • Most vulnerable students aware, when asked, of the negative impact of absence upon their academic attainment. • All pastoral staff more focused upon improving vulnerable students' attendance. <p>Medium term (by Easter) Acceptability</p> <ul style="list-style-type: none"> • Families who do not engage and/or their child's attendance is not improving despite support the FPN protocol being followed. Several entrenched PA students have been fined. <p>Reach</p> <ul style="list-style-type: none"> • Vulnerable students' parents proactively contact school to discuss attendance issues with the HoYs • Majority of teachers do not have to chase absent students to catch up with their work. <p>Long term (by Summer) Acceptability Student absenteeism places no extra burden upon class teachers.</p> <p>Reach Relevant school staff automatically prioritise vulnerable students' attendance.</p>	<p>Short term (by Dec 24)</p> <ul style="list-style-type: none"> •Vulnerable student attendance improves from previous academic year •Students can articulate the attendance rewards programme •Students attending after the register has closed falls significantly <p>Medium term (by Easter 25)</p> <ul style="list-style-type: none"> •Vulnerable students' attendance improves and the gap to All students is closed compared to previous year. •Students are no longer late after the register closes. <p>Long term (by July 25)</p> <ul style="list-style-type: none"> •Vulnerable students' attendance generally in-line with all students' attendance <p>Long term (by Sept 25)</p> <ul style="list-style-type: none"> •Vulnerable students A8 and P8 rises

7. IMPLEMENTATION PLAN 2024-2025: Behaviour and attitudes: sustaining a Positive Behaviour Culture (SPN)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers and the school benefit?)
<p>Policy implementation There are pockets of inconsistency from staff, students and parents.</p> <p>Implementation plan based on four key areas.</p> <ol style="list-style-type: none"> 1) In-classroom culture 2) Out of classroom culture 3) Rewards 4) Staff Culture <p>In-classroom culture</p> <ul style="list-style-type: none"> • 1 year into the launch of the Behaviour Curriculum and the Ashton Way. There are still pockets of inconsistency amongst student, staff and parents. • Do not always have the right attitudes to learning inside the classroom. • A small group of students do not follow instructions once they have been sanctioned. <p>Out of classroom culture</p> <ul style="list-style-type: none"> • Proposal to eventually remove the one-way system. . • Lesson changeover and transitions is too long. Worst cases students take 10 minutes to arrive to lessons and with the average 5-minute packing away are only have 45 minutes lessons. Giving back to curriculum. • Indirectly improving punctuality as students feel more engaged and motivated to attend on time. <p>Rewards</p> <ul style="list-style-type: none"> • More concise pathway on how to achieve, how to award and what students receive • This plan includes Day – day, Year group and whole school rewards process <p>Staff culture</p> <ul style="list-style-type: none"> • Expect students to know how to behave. • Transition duty points are not totally adhered to • Some staff are not proactive in their transition duty • Lack of 'good practice' sharing between HOD's <p>At times, there is a reluctance to show the Ashton Way to go above and beyond in line with role.</p>	<p>Active ingredient 1 Policy</p> <ul style="list-style-type: none"> • Reinforce the policy so that every member of staff knows that the behaviour curriculum – The Ashton Way must be taught. <p>Active ingredient 2 In-classroom culture</p> <ul style="list-style-type: none"> • Leaders set clear expectations and enable staff to consistently apply The Ashton Way • Leaders support staff to respond appropriately where students do not meet the expectations of The Ashton Way • Staff are clear on the Ashton way and confident their colleagues, including senior leaders, will respond to incidents consistently. <p>Active ingredient 3 Out of classroom culture</p> <ul style="list-style-type: none"> • Students are clear about the expectations regarding The Ashton Way. They know the consequences if they do not meet these. • Senior leaders, class teachers and the Year teams have precise and accurate information about pupils' positive and negative behaviour. • Individuals with high behaviour needs receive tailored support through the Review Team • Closure of toilets remains <p>Active ingredient 4 Rewards</p> <ul style="list-style-type: none"> • Students are celebrated and rewarded when they embody the Ashton Way. • Students and staff know how to receive these and what they will receive <p>Active ingredient 5 Staff Culture</p> <ul style="list-style-type: none"> • Staff are clear about the role when delivering the behaviour curriculum • Staff are clear when to seek advice regarding the delivery of the behaviour curriculum • Staff are clear about the role when on duty during transition, including positive interactions <p>Staff feel confident to share good practice and that it will be used in a positive way by leaders</p>	<p>Adapt Policy</p> <ul style="list-style-type: none"> • Review the behaviour policy and make sure there is clarity on The Ashton Way. Share with all stakeholders, <ul style="list-style-type: none"> • staff, • parents • students • QA The Ashton Way in action <p>In-classroom culture</p> <ul style="list-style-type: none"> • Over communicate the 'The Ashton Way' and provide clarity to all pupils about the standards expected. • SLT slot at the beginning of assemblies to promote an aspect of the Ashton Way • Weekly celebration of student achievements. <p>Out of classroom culture</p> <p>Proposal to eventually remove the one-way system</p> <ul style="list-style-type: none"> • QA and highlight the areas of concern • Ensuring a line of staff around the building lead by SLT then HODS. • 'introduce a 'Student Walking Protocol' • A longer communication plan than just a week of assemblies. Year groups will be notified in advance through all school communication channels. • Potential for a phased approach depending on QA analysis. • Addition of non-negotiable sanction of 30 minutes if any student is last more than 5 minutes. The longest walk is RM11 – RM40, should not take 5 minutes. • Practice student movement during transitions. • Remind students how to move with order and calmness and the importance of etiquette on the corridors. <p>Rewards</p> <ul style="list-style-type: none"> • Provide ways to celebrate students demonstrating the Ashton Way • Consistent PowerPoint slide and a consistent approach to delivery by year team <p>Staff Culture</p> <ul style="list-style-type: none"> • Staff briefing to have weekly reminders about expectations and The Ashton Way (over-communicate). • Highlighting key colleagues to share good practice • Recognize and celebrate staff achievements beyond academic results. This could include celebrating teaching excellence, team accomplishments, or acts of support within the school community (includes Ashton Appreciates) 	<p>Short term (By Dec 24) Fidelity:</p> <ul style="list-style-type: none"> • Pupils and staff demonstrate knowledge and understanding of The Ashton Way. • QA the current one-way system and analyse and feedback to key stakeholders • Plan to launch before Dec 24. <p>Reach:</p> <ul style="list-style-type: none"> • Every student can name PROUD expectations and the Ashton Way. • Students are experiencing regular rewards in assembly. • Introduce consistent rewards framework in assembly • Introduce to HOD the sharing good practice scheme to raise staff culture amongst colleagues. <p>Acceptability:</p> <ul style="list-style-type: none"> • Staff generally agree with the direction of travel regarding positive classroom behaviour. • HODs fully on board with new transition protocol as it aims to increase teaching time <p>Medium term (Easter 25) Fidelity:</p> <ul style="list-style-type: none"> • A well-managed student walking protocol can contribute to a more positive school environment, indirectly benefiting both student and staff culture. • New transition plan in full action. Misconceptions and issues picked up. NN may increase, staff need reminders of new protocol. Students need reminders of conduct and etiquette. • Establish clear and consistent consequences for lateness, communicated to students and parents beforehand. These consequences should be progressive, starting with warnings and moving towards detentions or parental meetings for repeated offenses. • Staff use a range of positive behaviour techniques alongside positive framing before using the 3-warning system. <p>Reach:</p> <ul style="list-style-type: none"> • All pupils not able to follow the Ashton Way or at risk are receiving tailored support. <p>Acceptability:</p> <ul style="list-style-type: none"> • Staff see positive differences in the classroom environments, which is improving teaching and learning. • Fewer students involved in serious behavioural incidents. <p>Long term (Summer 2025) Fidelity:</p> <p>New transition system fully operational and effective. All staff support each other with student behaviour and quote The Ashton Way.</p> <p>Reach:</p> <p>All students and staff understand their role in contributing to the school's positive environment.</p> <p>Acceptability</p> <p>Staff and student wellbeing feedback starts to make significant improvement.</p>	<p>Short term (Dec 24)</p> <ul style="list-style-type: none"> • Pupils understand the school rules and the behaviour expected of them. • Pupils know the meaning of PROUD and elements of the Ashton Way • There are fewer incidents of pupils challenging a staff member on their response to a behaviour incident. • There are fewer incidents of students walking off from staff. • Review and potentially revise the school code of conduct to promote respect, inclusion, and positive interactions. • Conduct student surveys to gather feedback on the effectiveness of the walking protocol. • <p>Medium term (Easter 24)</p> <ul style="list-style-type: none"> • Pupils can explain why we do the things we do at Ashton. • More behaviour incidents are resolved within departments, without pupils being removed • Fewer students involved in serious behavioural incidents - ARC and Suspension numbers start to fall. <p>Long term Summer 24</p> <ul style="list-style-type: none"> • Students move with purpose • Student punctuality increases • Teaching time increases • Student interactions with one another and staff is improved with etiquette training. • Low Level Disruption is rare • Pupil survey shows pupils feel supported and safe in school • Students are actively demonstrating good learning habit's enabling them to achieve higher A8 and P8 scores. • Staff wellbeing surveys show a rise in behaviour is good or better.

7. IMPLEMENTATION PLAN 2024-2025: Culture - Stakeholder Feedback SPN (NB paused for full review Nov so will change)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers and the school benefit?)
<p>To develop a clear and comprehensive communication plan to keep students, staff, and parents informed and engaged throughout an academic school year</p> <p>School</p> <ul style="list-style-type: none"> Currently gathering stakeholder feedback is not strategic and does not inform school improvements. <p>Parents</p> <ul style="list-style-type: none"> Parents do not engage with whole school feedback opportunities Parents do not see the impact feedback has Parents receive feedback opportunities that are not strategically planned and therefore become disengaged <p>Staff</p> <ul style="list-style-type: none"> Staff do not know what is currently sent to external stakeholders or see results to implement change Staff may send their own survey/questionnaires, but these are not shared with others and may bombard stakeholders <p>Students</p> <ul style="list-style-type: none"> Not all students complete feedback opportunities. Students get a variety of feedback opportunities, possibly too many / not enough Students do not always know the impact of the feedback they provide, or improvements made 	<p>Active ingredient 1: Create a new strategic plan of how ACSC request stakeholder feedback.</p> <ul style="list-style-type: none"> Specific calendared feedback opportunities in line with school systems and events – from both parents/students <p>Active ingredient 2: Identify what specific type of data should be collected and how.</p> <ul style="list-style-type: none"> Create/gathers a list of well-planned questions that meet the needs of all key staff – that will assist in improving the school for all. Identical questions are asked at regular intervals to showcase feedback that is comparable and will also show attitudes of stakeholders towards the same themes. Identify the best method of collecting the data e.g. what platform <p>Active ingredient 3: Feedback and data gathered from stakeholders drives improvements across school</p> <ul style="list-style-type: none"> Once data has been collected at specific dates, this analysis will be given to targeted staff to drive improvement 	<p>School:</p> <ul style="list-style-type: none"> The process that sits behind communication needs refining Have technology such as QR codes and synergy but numbers are not significant enough of entry. Continued use of these technologies but with added addition of a 'computer suite' are for all parents to use during parents evening. This will be in the form of laptop trolley set up for ease of access ICT to lead on this. All laptops set up with intended questions/surveys. Leaders to promote the usage pre parents evening through communication home Leaders to promote through synergy prior & to promote on the night <p>Students</p> <ul style="list-style-type: none"> Students have calendared 'Big Question' relating to current affairs. Topics are at the moment ad-hoc, but these will be explicit to: Open from 'Student Leaders' to whole school through links to SMHK <p>1a The Ashton Way 1b In Classroom Culture 2a Out of Classroom Culture 2b Do you feel safe at Ashton 3a The Rewards & Sanction System at Asthon 3b Ideas for next year</p> <p>Staff</p> <ul style="list-style-type: none"> New policy to send staff a survey every term that is consistent through each term, i.e. the same questions. Survey to be no longer than 20 questions with responses limited to YES/NO etc. The survey to be called 'The Ashton Way Staff Survey' Questions links with other SLT priorities <p>Parents</p> <ul style="list-style-type: none"> Using OFSTED specific questions, devise 10 questions relating to school improvement Questions will not be consistent due to the nature of each year group, i.e. Y7 parents target transition, Y11 parents target progress. Use of the proposed 'IT Suite' for parents to access at parents evening. Addition of 1 larger survey to all parents through synergy and communication channels 	<p>Short term (by 1st Parents Evening)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Current stakeholder feedback opportunities are highlighted and assessed. Questions have been gathered and identified with examples of possible data wanted from stakeholders <p>Acceptability</p> <ul style="list-style-type: none"> SLT understand the importance of designing a robust set of questions for stakeholders and the rationale of using them consistently ensuring data is comparable. <p>Reach</p> <ul style="list-style-type: none"> SLT and other TLR holders agree to question types and expected data to be gathered. <p>Medium term (by Easter 25)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Surveys are pre-determined and ready to send to all key stakeholders at the required moment in time <p>Acceptability</p> <ul style="list-style-type: none"> SLT contribute to final decision on questions with clear rationale as to the answers required and how the data collected will be used effectively. <p>Reach</p> <ul style="list-style-type: none"> Analysis can be conducted of said surveys in a timely manner and feedback to SLT Feedback to all key stakeholders through various channels of communication <p>Long term (by Summer 25)</p> <p>Fidelity</p> <ul style="list-style-type: none"> Feedback opportunities are an integral part of school improvement <p>Acceptability</p> <ul style="list-style-type: none"> Feedback drives school improvements for stakeholders <p>Reach</p> <ul style="list-style-type: none"> Feedback opportunities enable all leaders to drive improvement Parents and students feel their opinions are listened to and acted upon 	<p>Short term</p> <ul style="list-style-type: none"> All key stakeholders will feel empowered and valued to their opinions Robust feedback policy in place that is not ad-hoc and focusses and key factors to raise school improvement Questions and surveys are consistent and have a schedule within school calendar <p>Medium term</p> <ul style="list-style-type: none"> How can we act upon the analysis with all leaders at school. What information does it provide in certain areas for those leaders to act upon Increase in volume of responses by all key stakeholders. <p>Long term</p> <ul style="list-style-type: none"> Strategic and calendared stakeholder feedback opportunities are identified for 25_26. Stakeholder feedback is obtained through the latest method and time scales. Feedback is specific and provides robust data that can inform decisions and improve school life for all stakeholders. Stakeholders are made aware of their feedback and the changes/improvements that have been made because of it. Annual review of stakeholder feedback is conducted, possible improvements or amendments to once again improve data/feedback gathered.

8 IMPLEMENTATION PLAN 2024-25: SEND PROVISION (CPR)

Implementation outcomes: **Fidelity** – degree to which intervention is used as intended by developers; faithful adoption (to active ingredients) with intelligent adaption. **Acceptability** – degree to which different stakeholders perceive the intervention as agreeable. **Reach** – how many students/ staff it is serving. **Feasibility** – ease/ convenience with which approach can be used by staff & integrated into daily routines. **Costs**

Problem? (why?)	Intervention description? (what?)	Implementation activities? (how?)	Implementation outcomes? (how well?)	Final outcomes? (How will pupils, teachers and the school benefit?)
<p>Staff need to develop confidence in making small, frequent reasonable adjustments to support SEND students:</p> <ul style="list-style-type: none"> Ofsted and learning walk evidence suggests that not all staff have a full understanding of students' needs. An audit of how many staff are reading the PSPs for students produced some alarming results – although this has improved over this year, there are still not being consistently read Staff are referring students via the school's internal referral system for issues that we cannot necessarily diagnose (e.g ASD) and they are not always sure what traits they should be looking for Staff are not identifying students have difficulties in a timely manner, leading to late requests for access arrangements for example. <p>The curriculum for the SEN unit needs to further develop to bring a balance between the curriculum and interventions required:</p> <ul style="list-style-type: none"> The SEN unit is still very new and there have been challenges between ensuring a strong curriculum offer and covering all interventions listed on the EHC plans Many students are coming through with EHC plans that have provisions on that call for bespoke timetables and reduced curriculums which can be challenging to implement in a mainstream school 	<p>Active Ingredient 1:</p> <ul style="list-style-type: none"> Discover what gaps there are in staff knowledge Explore ways to provide SEND knowledge and updates to staff – dept INSET times? Monitor staff access to PSPs Regular learning walks to support reasonable adjustments in the classroom Promote use of SEND guide in the classroom <p>Active Ingredient 2:</p> <ul style="list-style-type: none"> Look at how other schools in similar positions deliver their curriculums Ensure we have a clear pathway personalised to each high needs SEND student from year 7 based on starting data (including KS2 data) 	<p>Active ingredient 1:</p> <ul style="list-style-type: none"> Analyse data (both academic and pastoral) to identify priority students/lessons where needs are not being met Book slots with Middle leaders to discuss SEND (RAP meetings?) Challenge staff who are consistently not accessing PSPs and offer support where required Regular link to SEND guide on NFTW or spotlight on conditions with a link to the SEND guide <p>Active ingredient 2:</p> <ul style="list-style-type: none"> Look at other schools with similar provision and start making links to share best practice Trial a timetable with shorter lessons in KS3 to allow for interventions to be delivered Analyse entry data for KS2/CATs to start to create pathway lists for most complex students Look at pathways in specialist units in order to have evidence and clarity in the decisions we make about chosen pathways 	<p>Short term (by December 2024)</p> <p>Fidelity – Learning walks action plan created to determine which curriculum areas will be visited and when. This will be done by exploring data capture from Summer term 2024. Audit of staff accessing PSPs to be completed ready for HoDs meeting</p> <p>SEND guide reviewed and updated ready for September</p> <p>Staff to reach out to specialist providers to make initial links</p> <p>Acceptability – Staff welcome visits to the classroom and seek advice about supporting SEND learners</p> <p>Unit students welcome the changes to the timetable and show greater focus through having shorter lessons</p> <p>Reach – Majority of staff are regularly checking PSPs and learning walks show that the strategies are used in the classroom</p> <p>Most unit students display greater engagement in the new timetable</p> <p>Medium term (by April 2025)</p> <p>Fidelity – Observations regularly taking place with constructive feedback passed to staff.</p> <p>SEND review is being accessed on synergy by majority of staff</p> <p>Visits have taken place to other specialist provisions and best practice shared</p> <p>Interventions are regularly carried out in the unit</p> <p>Acceptability – Staff seek advice and guidance on SEND students and are regularly using the SEND guide</p> <p>Unit students actively engage in lessons and interventions</p> <p>Reach – All staff are checking PSPs following reviews rather than just once in September and SEND students are well supported in the classroom.</p> <p>The most high needs students are experiencing a full curriculum alongside meaningful intervention</p> <p>Long term (by July 2025)</p> <p>Fidelity – Strong links with other similar providers and ideas incorporated into our provisions</p> <p>Staff confidently adapting their lessons to meet the needs of all learners</p> <p>Acceptability – Staff REVs referrals demonstrate that they have a clearer understanding of need. Students are well supported and their data reflects increased progress</p> <p>Intervention data shows clear impact for the unit students</p> <p>Reach – All staff (even those who are not the students class teachers) are reading PSPs and making clear adaptations when dealing with all SEND learners as seen through learning walks</p> <p>Unit students are more engaged in learning and demonstrate better focus.</p> <p>More outcomes on EHC plans are met due to increased intervention package</p>	<p>Short term</p> <p>Pupils will be better supported in lessons and staff will have better understanding of types of need</p> <p>Research list of schools with similar provisions which will allow us to gain better understanding of the types of provision required for specialist units</p> <p>Medium term</p> <p>Staff begin to make small adaptations with SEND learners for quick wins as seen through learning walks</p> <p>Unit staff will make links with special school staff to gain extra support and guidance</p> <p>Pupils will improve their learning through further interventions</p> <p>Long term</p> <p>All SEND learners are well supported in lessons and staff are consistently accessing students' PSPs to keep updated with their complex and changing needs</p> <p>Learning walks establish that teachers adapt for SEND learners during lessons with small changes for big wins</p> <p>High need, complex SEND students have a timetable that allows for a strong balance between curriculum and intervention. More of their EHCP outcomes are met as a result and the unit staff have strong links with special school staff to share best practice</p>

