**SUMMARY of KEY ISSUES**

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| **Key Issue 1: Improve effectiveness of Leadership and Management to secure a ‘Good’ judgement at next inspection** | * 1. **Embed and formulate data reports to influence policy and practice within effective information management systems** to accurately evaluate all aspects of outcomes for pupils identified in the SIP.
	2. **Head teacher, Senior Leaders and newly appointed middle Leaders to facilitate** an accurate and meaningful way of **reporting to the Management Committee** about pupil outcomes to enable constructive discussion, **challenge and planning for improvement.**
	3. Enhance with use of Behaviour Watch the Assessment and Tracking system to **Measure Impact** of Interventions via this system of Progress from different **starting points on entry** in academic, social, emotional and behavioural.
	4. **Review and Strengthen Curriculum,** in line with ‘Individual Pathways’ ethos and build on successes of new subjects and courses introduced
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| **Key Issue 2: Embedding and securing Teaching and Learning practice to secure a ‘good’ judgement at the next inspection****Key Issue 3 : Embed systems for monitoring and reporting on Behaviour, Attendance and SEND, looking towards a ‘good’ judgement**  | * 1. **Strengthen tracking the aspirational and challenging targets set for all pupils** regardless of starting point- monitor classroom interventions at each data capture to assess impact.
	2. **Embed and monitor Literacy and Numeracy Interventions** to enable groups and targeted individuals to close the gap, measure impact, react to data.
	3. Whole School appraisal targets for **extended writing and verbal learning** within lessons and within the new Literacy Policy
	4. Continue with staff monitoring and holding to account Pupil Performance overtime, including **tracking and impact of PPG**
	5. Embed new **Parental Reporting home** system and communication.
	6. Continue to embed improvement of ‘other’ sites and **ensuring consistency** with main site
	7. Continue to **develop the measuring of ‘softer skills’** tracking, analysing, measuring and evaluating pupil behaviours
	8. **Adopt the LA Behaviour and Attendance consultant’s recommendations** into SIP for basis of further strengthening of improvements in student attendance.
	9. Continue with **more robust Attendance Monitoring procedures** to track and **intervene** at an early stage when **patterns and trends in cohorts are identified**
	10. **Embed the new small team of staff** that can identify, work with and help **support pupils** that require **further SEND support** to enable them to access appropriate provision through an **EHCP. (Education, Health Care Plan)**
	11. Continue to develop the new Careers- **CIAG-coordinators role** and the **opportunities** for **all students to access high quality CIAG guidance.**
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|  | **Autumn 18** | **Spring 19**  | **Summer 19** |
| **Evaluation by Head Teacher**  |  |  |  |
| **Next steps by Head Teacher**  |  |  |  |
| **Key Priority Cost Summary** **School adviser****Consultant-** SEND, Behaviour, Attendance all completed audits last term  | **Areas of Involvement**  |

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| **Area of priority:****1:** **Improve effectiveness of Leadership and Management to secure a ‘Good’ judgement at next inspection** | **Required Improvements:**Improve effectiveness of Leadership and Management to secure a ‘Good’ judgement at next inspection |
| * 1. **Embed and formulate data reports to influence policy and practice within effective information management systems** to accurately evaluate all aspects of outcomes for pupils identified in the SIP.
	2. **Head teacher, Senior Leaders and newly appointed middle Leaders to facilitate** an accurate and meaningful way of **reporting to the Management Committee** about pupil outcomes to enable constructive discussion, **challenge and planning for improvement.**
	3. Enhance with use of Behaviour Watch the Assessment and Tracking system to **Measure Impact** of Interventions via this system of Progress from different **starting points on entry** in academic, social, emotional and behavioural.
	4. **Review and Strengthen Curriculum,** in line with ‘Individual Pathways’ ethos and build on successes of new subjects and courses introduced
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| **Objectives:** | **Actions/Task** | **Lead Person** | **Other Personnel** | **Monitoring with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?** |
| 1.1 **Embed and formulate data reports to influence policy and practice within effective information management systems** to accurately evaluate all aspects of outcomes for pupils identified in the SIP. | * Data capture 5 times an academic year on Behaviour Watch for Parental reports, mainstream progress reports and an overview of attendance, positive and negative behaviour points.
* Data capture on Doddle 5 times an academic year for student academic progress monitoring and analysis of data
* use BW to by staff to record, monitor and evaluate the impact of strategies used on pupil’s SEMH/Behaviour to feed into BMPs/IEPs and EHCPs
* Develop the use of BW to track and monitor interventions in Literacy and Numeracy in conjunction with tracking on the Ninjas (Literacy and Numeracy)
* New Data Manager to be responsible for overseeing the input of new student’s data onto all relevant data platforms we use
* Data manager to coordinate the reports to be produced at request of SLT for data analysis
 | SMKSPSMKSPSBPBAASMkSPSMKSP | AKAnd whole staffAKTeaching staffKey WorkersForm tutorsSLT  | **PM** monitoring from Finance point**ID** from SEC pointHalf termly monitoring by SLT on data provided by **BW****RC** –data and T&L monitoring and standards SMK to liaise on these areas by emails and invitation to visit David Bird in role as School Adviser to advise on dataAK/SMK reports to M/C | * M/C minutes in SEC
* Emails to M/C
* M/C visit forms completed
* Data capture dates in school calendar and shared with all staff
* Improved outcomes for students in reading and spelling
* Meeting minutes on BW
* SLT actions and impact from subject specific areas
* Impact on Subject CPD, aim for this to be tailored to our staff and students needs

This will ensure consistency and information sharing about student and subject updates. |
| * 1. **Head teacher, Senior Leaders and newly appointed middle Leaders to facilitate** an accurate and meaningful way of **reporting to the Management Committee** about pupil outcomes to enable constructive discussion, **challenge and planning for improvement.**
 | * Action plans from all new middle leaders in their area to be completed and linked to SIP and shared with SLT and Management committee
* All areas of SIP linked to a member of M/C and a staff member responsible
* Staff member and M/C member to facilitate communication around their area, of sharing information, updates on issues, constructive discussion, critical friend and support.
* Staff to be prepared to present to M/C on their area at the SEC committees (only 3 per year)
* SBM to continue to track and monitor M/C training and link to school priorities
* M/C to be invited to any relevant school training or INSET, fostering relationships with all staff and M/C
* Middle leaders and subject Staff training given for them to contribute to new website and begin writing sections. M/C to be offered training and can contribute to website at anytime
 | AK KS SMK PBSubject LeadersAK to invite staffKSKS/AK/SMKAK | Subject Leadersstaff team | * T&L and data overseen by **RC**
* SEND/ safeguarding overseen by **ID**
* Behaviour/ICT/**BW**
* GDPR overseen by **BW**
* PPG, Finances and resources overseen by **PM**
* Improvements, Parental Involvement, overseen by **DS**
 | * M/C minutes
* Email trail between staff responsible for area of SIP and M/C
* Reports to SEC from staff, and attendance of staff at M/C meetings- particularly SEC
* M/C Training Log
* INSET Attendance Log
* Website Content continuously updated
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| 1.3 Enhance with use of Behaviour Watch the Assessment and Tracking system to **Measure Impact** of Interventions via this system of Progress from different **starting points on entry** in academic, social, emotional and behavioural. | * Review of Initial baseline tests students complete on entry
* Update and purchase WRAT 5 more user-friendly and up to date version of our current baseline
* Purchase Boxall Profile kit to enable SEMH to begin to be measured by key workers and SEND team
* Key Worker Training and M/C overview on Boxalls and why they benefit the tracking of SEMH at OSSS
 | AK/SB/GCAK/SBSB/SENd teamAKKey Workers | Subject LeadersWhole staff team | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL**(ID,PM,BW,**

**RC,DS)*** Fortnightly data monitoring meetings between HT and DHt (SMK)
 | * Improved Baseline information on BW
* Management Committee Minutes
* DHT (data- SMK) report to SEC
* HT reports to MC
* MC visits records
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| * 1. **Review and Strengthen Curriculum,** in line with ‘Individual Pathways’ ethos and build on successes of new subjects and courses introduced
 | * KS4 curriculum reviewed – with the Academic and Technical Pathways established to meet individual needs.
* KS3 curriculum reviewed to encompass Nurture, Intervention, and Returning to mainstream, and ‘Fast track EHCP’ pathway.
* Curriculum Rationale explored and revisited to refresh offer and update website .
 | AKSMKSLTOutreach HLTAAK | SLTWhole staffNurture teacherSEND team | * **BW** monitor website
* SEC M/C updates on curriculum
* Monitoring termly for each M/C meeting by HT, chairs of SEC,
* **RC** liaise with SMK
 | * Website Curriculum statement and Rationale is up to date
* Increased student engagement in Learning Pathways, fewer movement between classes and improved outcomes (ie results)
* Wider suite of Technical qualifications on offer and gained
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|  | **Required Improvements:**Embedding and securing Teaching and Learning practice to secure a ‘good’ judgement at the next inspection |
| 2.1 **Strengthen tracking the aspirational and challenging targets set for all pupils** regardless of starting point- monitor classroom interventions at each data capture to assess impact.* 1. **Embed and monitor Literacy and Numeracy Interventions** to enable groups and targeted individuals to close the gap, measure impact, react to data.
	2. Whole School Staff appraisal targets for **extended writing and verbal learning** within lessons and within the new Literacy Policy
	3. Continue with staff monitoring and holding to account Pupil Performance overtime, including **tracking and impact of PPG**
	4. Refine and Embed new **Parental Reporting home** system and communication, including building on Parent’s evening engagement
	5. Continue to embed improvement of ‘other’ sites and **ensuring consistency** with main site
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| **Objectives:** | **Actions/Task** | **Lead Person** | **Other Personnel** | **Monitoring with intended outcome and timescale and any contribution by Management Committee**  | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?** |
| 2.1  **Strengthen tracking the aspirational and challenging targets set for all pupils** regardless of starting point- monitor classroom interventions at each data capture to assess impact. | * All new staff to have an induction and to be familiar with all systems and processes relating to target setting and pupil progress
* New staff Handbook to be compiled to enable sharing of all whole school information on systems and processes and as a reference point for all staff
* New Data Manager to update FFT (Fischer Family Trust), Doddle, Behaviour Watch as and when required for all student targets.
* HT and DHt responsible for data to set individual challenge student targets based on ‘national’ and FFT 50 information for all students
* Subject teacher’s to embed good practice by analysis of student ‘sub groups’ (e.g. PPG, etc.) and individual students NOT making required progress and intervene accordingly
* Subject teacher’s to track and record interventions in their class packs.
* ‘Target’ students identified as not making sufficient or ‘cause for concern to be brought to the weekly ‘Student Progress Meeting’. Individual Action Plans to be drawn up and implemented by a group of staff.
 | SMK (DHT)AKSMKSPAKSMKTeachersTeachersSLT and relevant staff | PBAA/JDSBSEND teamOutreach HLTA | * **ID**- SEND
* **RC**- Data and T&L
* Targets to be completed asap
* Termly Lesson observations and Learning Walks
* 5 data capture points and Book/ Work Scrutiny
* Consistent approach to pupil target setting
* **MC SEC- visits**
* Weekly Friday Student Progress Review meetings
 | * New staff attendance at Induction training
* Induction meetings and delivery by SLT to new staff
* New staff following school systems and processes
* Students’ books (whole school look consistent)
* Standardisation meetings attended by teachers
* Links with mainstream to help standardisation is ‘robust’
* All students have Progress targets as soon as possible when they join, and these are shared with staff and students
* Use of new consistent ‘whole school’ new target stickers on student’s books to give ‘consistent’ look to books
* Class Packs contain Teacher analysis and interventions

 * Weekly Friday Student Progress Review meetings
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| 2.2 **Embed and monitor Literacy and Numeracy Interventions** to enable groups and targeted individuals to close the gap, measure impact, react to data. | * Literacy Policy reviewed and updated
* New Literacy policy is on website
* Continue to embed with the Literacy Focus display in all classrooms and the fortnightly ‘Literacy Focus’ for students in their work.
* Continue with embedding Ninja Literacy and Numeracy established and used in registrations and tutor time, tracked by HoD and DHT
* Continue with monitoring and retesting of Reading Age and Spelling Age and Interventions used to enable to build on success from last year of this
* Numeracy to be given higher profile now Literacy embedded and roll out of the fortnightly ‘Numeracy’ Focus and class room display for cross curricular work.
* Literacy Teaching assistant identified and responsible for tracking of students, displays etc –whole school
 | SMK AKSMKAAForm TutorsSMKSBAAKE | All staffForm TutorsEnglish staffCHMaths Staff | * Half-termly Ninja monitoring and tracking by HoDs
* 5 data capture points Intervention monitoring and tracking progress and plans for ‘closing gaps’ identified
* Bi-annual re-testing RA and Sp A
 | * Literacy Policy on website
* Literacy Displays in classes
* CPD training logs
* Subject meeting minutes
* Lesson observation reports

Learning Walk reports* Lesson observations
* Student Feedback

Teacher comments and feedback from CPD* CPD training log
* School Calendar
* Work scrutiny to measure impact

Lesson observations to monitor impact |
| * 1. Whole School Staff appraisal targets for **extended writing and verbal learning** within lessons and within the new Literacy Policy
 | * Staff have whole school Literacy appraisal target in line with new processes in Literacy Policy, this is reviewed at all Teaching and learning scrutinised and triangulations
* Mobile library ‘book’ boxes in all classrooms with suitable selection of books for that form. Instant access reading material for all students.
* Wider school focus in assembly/tutor time, with dedicated time for Literacy focus and rewards. Continued use of the ‘literacy language’ of OSSS, e.g. fortnightly focus etc. Oracy 123/ABC
* POW- ‘Piece of Writing’ celebration weekly in assembly- raising profile of extended writing. Staff nominate students on ‘Sharepoint’ weekly.
* Whole school displays and raising of profile of Verbal learning and extended writing
 | AKSMkSMKForm TutorsSLTSLT | All staff All teaching staff | * Half-termly Ninja monitoring and tracking by HoDs
* 5 data capture points Intervention monitoring and tracking progress and plans for ‘closing gaps’ identified

Bi-annual re-testing RA and Sp A | * Staff appraisals
* Sharepoint- evidence of teachers recommendations for POW and ERIC (Everyone Reading in Class)
* Subject leaders reports on work scrutiny
* Signed and dated in student’s books by subject leaders
* DHT signed and dated in student’s books
* Copies of examples of marking

Portfolio of evidence for each subject area |
| 2.4 Continue with staff monitoring and holding to account Pupil Performance overtime, including **tracking and impact of PPG** | * All subject teachers to produce a report on their individual exam results and students and statement on predicted versus actual grade.
* ‘Students causing concern’ to be brought to the Student review and progress monitoring weekly meetings and appropriate action plans discussed and implemented
* Faculty meetings timetabled within the school day to enable full discussion and information sharing and planning for all students to make the best progress they can and to enable all staff to be present and contribute (issues previously with after school meetings and attendance due to split sites and High support pupils)
* Refine and implement within the ‘class packs’ the ‘OSSS lesson plan template’ in line with pupil progress, SEND, sub groups and OFSTED criteria and PPG
* Embed and monitor TLRs and ‘middle management’ to distribute for Pupil Performance and Progress
* Individual Education Plans to continue to be added to new IEP tab on BW for all students
 | AKSLTSENdAAOutreach HLTA (SG)SMk/PBAAJDSENCOTeachersSLTSEND team | All staff | * SEC M/C updates on curriculum-**RC** quality assure
* Monitoring termly for each M/C meeting by HT, chairs of SEC,
* Termly Lesson observations and Learning Walks
* Book/ Work Scrutiny
* Consistent approach to pupil target setting

MC SEC- visits **BW, ID**,* 5 data capture points Intervention monitoring and tracking progress and plans for ‘closing gaps’ identified

Bi-annual re-testing RA and Sp A | * Subject reports after year 11 exmas
* Minutes of Student Progress Review meetings
* Minutes of faculty meetings
* Record of student tracking (teachers, subject leaders, HT)

Assessment Proforma used across school for any Data Capture* Subject leaders reports on work scrutiny
* Signed and dated in student’s books by subject leaders
* DHT signed and dated in student’s books
* Copies of examples of marking

Portfolio of evidence for each subject area |
| 2.5 Refine and Embed new **Parental Reporting home** system and communication, including building on Parent’s evening engagement | * Explore the possibility of an ‘Outreach’ Parent’s evening for the wider geographical area. Staff host it in a local building near to a large proportion of parents that would struggle to get to the main building
* Increased emphasis on attendance for some home/school liaison/communication by Key Workers
* New format on BW Data Progress reports home to parents/carers twice a year.
* Key Workers to liaise and continue to contact and build on success of Bi-annual Parent’s Evenings
 | AKAC/AKKey WorkersPB/GC | AA/JD | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice (ID,PM,BW,RC)
 | * Record of student tracking (teachers, subject leaders, HT)

Assessment Proforma used across school for any Data Capture* Copies of reports to parents
* Parental Questionnaires and feedback analysis and actions
* Behaviour Watch tracking (parental contacts)
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|  | Continue to **develop the measuring of ‘softer skills’** tracking, analysing, measuring and evaluating pupil behaviours SEMH and improvements.* 1. **Adopt the LA Behaviour and Attendance consultant’s recommendations** into SIP for basis of further strengthening of improvements in student attendance.
	2. Continue with **more robust Attendance Monitoring procedures** to track and **intervene** at an early stage when **patterns and trends in cohorts are identified**
	3. **Embed the new small team of staff** that can identify, work with and help **support pupils** that require **further SEND support** to enable them to access appropriate provision through an **EHCP. (Education, Health Care Plan)**
	4. Continue to develop the **new Careers- CIAG-coordinators role** and the opportunities for all students to access high quality CIAG guidance.
 |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Other Personnel** | **Monitoring with intended outcome and timescale and any contribution by Management Committee**  | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?** |
| 3.1 Continue to **develop the measuring of ‘softer skills’** tracking, analysing, measuring and evaluating pupil behaviours, SEMH and improvements. | * Training of staff on Boxall as an additional tool for SEMH measures of improvement
* Termly measurement and re-testing of students in line with Boxall framework, and relevant interventions if areas of need identified
* Key workers to be trained in line with new Key Worker hand book systems and processes to embed the good foundations that have been laid
* All students to have an ‘Adverse Childhood Experiences’ ACE measure assigned to them on entry by staff completing the online questionnaire in relation to the student. This will help determine areas of need.
* Embed the use of Behaviour Watch all staff to log, report, monitor and track pupil behaviour. Training on more aspects of analysis tool aspect of BW

. | AKOutside trainerGCSBKey Workers | All staffEspeciallyKey Workers | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC(**ID,PM,BW,RC,DS)**
* Fortnightly data monitoring meetings between HT and DHt (SMK) and (PB)
* Daily conversations between DHT (Behaviour) Behaviour Manager tracking of Consequences to inform staffing and BASE
 | * `BW reports and analysis
* Reduction in ‘Consequences’ that escalate to requiring BASE intervention
* HT reports to MC
* Key Worker contact logs on BW
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| 3.2  **Adopt the LA Behaviour and Attendance consultant’s recommendations** into SIP for basis of further strengthening of improvements in student attendance | * Review Attendance Audit carried out by Local Authority Lead on Attendance and resulting action plan implemented (separate Attendance Improvement Plan)
* Adopt and embed all actions and suggestions from LA Behaviour and Attendance Lead. Including use of prosecutions, earlier intervention and use of case studies.
* Medical student patterns of absence to be identified and tracked and then request for medical note to cover these if there is a pattern of absences. (in line with LA consultant guidance)
 | ACAKHelen SmithForm TutorsAll staffACAC | All staff Responsible for attendance | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice **(ID,PM,BW,RC,DS**)
* Fortnightly data monitoring meetings between HT and AC
* ASI tab on BW monitored with Attendance initiatives
* PRU attendance report by HS
* PRUS attendance action plan and monitoring visit by Helen Smith
* MC committee member responsible for Attendance – **ID**
* HT appraisal linked to attendance
 | * BW reports
* HT reports to MC
* Improved outcomes for students related to attendance,
* Evidence analysed daily, weekly, termly by registers and First day response to indicate patters and triggers to enable quicker actions and responses
* Minutes from MC meetings
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| 3.3 **Embed the new small team of staff** that can identify, work with and help **support pupils** that require **further SEND support** to enable them to access appropriate provision through an **EHCP. (Education, Health Care Plan)** | * Specialist Nurture Training for New Nurture Teacher to enable best practice for students within the principles of nurture.
* Small groups of time limited specific interventions identified by staff coordinated by the SENCO and facilitated by the Nurture teacher and Specialist SEND teacher.
* Interventions tracked and measured on the basis of PIVATS and Boxall profiling. This is to run alongside the standard whole school system on BW (Code of Conduct, Green positive points, consequences for negative behaviours).
* Educational Psychologist reports reviewed to ensure that they meet the Local Authority requirements for EHCPs and the school Graduated response and best value for money.
 | AKSMkNew SENCOTeachersIn line with teaching standardsAK/SBKS to provide financial input | All staff | * Nurture Intervention Log- tracking of all students that have been in groups for 6 weeks
* PIVATS progress logs for students
* EP reports
* SEND Intervention tracking half termly by new SENCO
* MC member responsible for SEND regular meetings (bi-annual?) with SENCO to discuss Action plans- **ID** –SB to communicate with him
* Training Logs
 | * Behaviour Watch (BW) tab- AK to liaise with BW design
* Subject teachers to ‘Plan, Do Review’ in core subjects with identified students
* DHT/SLT/SEND team/Subject leaders to identify students that require the Passport tab.
* ‘Plan, do , review’ at least termly, DHT to monitor via BW and quality assure
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| 3.4 Continue with **more robust Attendance Monitoring procedures** to track and **intervene** at an early stage when **patterns and trends in cohorts are identified** | * More detailed tracking of all Attendance Support Interventions (ASI)recorded in detail and as soon as actioned all interventions for attendance on BW
* Individual Student Attendance Targets to be implemented. HT and Attendance Officer to look at patterns and ‘quick’ gains to tackle these students first. Key Workers to work with students and families on the new attendance target.
* Displays of these new Individual student targets to be developed whole school
* Attendance officer to adopt the LA attendance reporting data form when producing reports for SLT and M/C
* Case Studies of most disaffected and disengaged students to be completed to illustrate impact on whole school attendance and the actions taken by school to improve attendance, and the complex individual reasons behind some student’s attendance rates.
* Quicker identification and response to sending out ‘Amber’ or ‘Red’ warning letters to parents and carers about falls in student’s attendance. These to go out half termly after identification by Attendance Officer.
 | ACAK/ACAC/Key workersACAC/AKACInput from office on admin | All staff | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC**,(ID,PM,BW,RC,DS)**
* Fortnightly data monitoring meetings between AK and AC
* ASI tab on BW monitored with Attendance initiatives
* PRU attendance report by HS
* PRUS attendance action plan and monitoring visit by Helen Smith and **ID** and David Bird as School Improvement Adviser
* MC committee member responsible for Attendance – **ID**
* HT appraisal linked to attendance
 | * Attendance reports to M/C
* Audit from Helen Smith and resulting action plan
* ASI interventions on BW
* Increased letters home to parents and actions resulting from them
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| 3.5 Continue to develop the **new Careers- CIAG-coordinators role** and the opportunities for all students to access high quality CIAG guidance. | * Careers coordinator to continue to track, monitor and record the destinations of year 11 Leavers 17-18. Supplying reports to HT, MC
* Careers coordinator to facilitate independent Careers advice for all current year 11s (18-19), and to track and monitor this.
* College applications/apprentices for current year 11s to be completed for all on roll at time by end of November 2018.
* All year 11s to have work experience in line with expectations of CIAG- New Careers coordinator to organise
* DHT responsible for CIAG to continue to track compliance against the ‘Gatesby’ Measure and to ensure we are becoming compliant
* DHT to continue to support the new Careers coordinator
* To coordinate work with Calico for Work Experience in the first instance year 11 then year 10
 | DFDFDFPB/DFPB/DFPB | Year 11 tutors to assistYear 11 tutors to assist | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL MC, and Vice **(ID,PM,BW,RC,DS)**
* Fortnightly CIAG monitoring meetings between DHT and coordinator
* Reports to M/C
* Management Committee member responsible for CIAG -**DS**
 | * Year 11 destination data
* M/C SEC minutes
* Gatesby compliance tracker
* Tracker for year 11 work experience
* Completed college applications
* Better year 11 destinations
* Low level of NEETS
 |