

Quality of Education Action Plan 2024/25

Actions <i>What will be the specific actions taken to achieve the objective?</i>	Success Criteria <i>What the success will look like?</i>	Timeframe <i>When will the actions be completed?</i>	Responsibility <i>By whom the actions will be completed</i>	Monitoring <i>How will improvement be monitored?</i>
Objective 1: To Promote the Love of Reading				
<p>1. To promote a love of reading for all pupils whilst creating life-long readers who are able to access the curriculum with independence and confidence so that they go on to be successful in post 16 education and beyond. Our intent is that we encourage a genuine love and interest in reading. This can be seen through pupils' increased ability to discuss whatever they read.</p>	<p>To subscribe to daily newspaper and magazine subscriptions (September 2024). To follow school timetable where everyone reads in tutor for 15 minutes. To have copies of books, magazines, newspapers, extracts for the pupils. Reading corners in every tutor room. Set up Rota for library to be staffed at Break and Lunch time (Andrew Tues & Thurs)</p> <p>Monitoring / Evaluation: Reading for pleasure will be monitored through Learning Walks; Behaviour Walks at tutor time. These will be recorded. Pupil voice will be used to discuss any books, newspapers and reading material pupils would like. Reading scores will be monitored through Star assessment, progress in general across the curriculum will improve. Pupils are seen engaging in reading in their free time through the use of the library at break and lunch. Pupil surveys are 3 times per year and will include a section on reading for pleasure. A reading focus group will be created from each key stage.</p>	<p>- ongoing</p>	<ul style="list-style-type: none"> ● T and L Lead- to organize newspaper subscription ● Reading Lead to monitor progress ● SLT L/Ws 	<ul style="list-style-type: none"> ● Reading Star Assessment progress throughout the year. ● Positive GCSE results Vocational Subject results ● Increase in whole school progress data ● Positive intervention data ● Improvement in pupils' spelling/ Speaking & Listening scores for Functional Skills and GCSE English <p>However, the impact goes beyond the results of statutory assessments and GCSEs.</p>

Objective 2: Teaching and Learning				
2. Ensure the curriculum is broad, balanced, and meets the needs of all learners.	<p>Senior Leader conduct regular Learning Walks.</p> <p>Carry out effective work scrutiny</p> <p>T and L to Lead the development and implementation of a coherent curriculum across all key stages, ensuring alignment with national standards.</p>	Analysed half termly	As per rotas	<ul style="list-style-type: none"> Progress data Progress meetings Subject meetings Steering groups Moderation
3. Continue to share good practice across the school in various T&L areas such as: EHCP outcomes, assessment for learning, engagement, challenge, etc. so the teachers and support staff are well qualified to meet the needs of the students	<p>Raising aspirations of Teaching and support staff to deliver outstanding lessons</p> <p>Raising adult literacy in staff</p> <p>Pupil Profiles on Provision mapping- updating and reviewing targets and strategies completed and implemented.</p> <p>Specialized Literacy sessions with Literacy expert</p> <p>Ongoing standard CPD sessions on Thursdays</p> <p>Weekly L/Ws and W/S</p>	ongoing	<ul style="list-style-type: none"> T and L Lead Selected teaching staff Senco Behaviour Lead 	<ul style="list-style-type: none"> Learning walks Work Scrutiny Progress Meetings Behaviour Strategy Meetings Pupil profile
Objective 3: Assessment and Feedback				
4. Improve the use of assessment to inform planning and progress.	<p>Ensure 100% compliance with the school's assessment policy, including marking and feedback that is constructive and informs student progress.</p>	ongoing	<ul style="list-style-type: none"> T and L Lead Selected teaching staff Senco Behaviour Lead 	<ul style="list-style-type: none"> Student workbooks show evidence of feedback that follows the school policy. Regular student voice surveys show that 80% of students feel that feedback is helping them improve. Assessment data is used by teachers to plan lessons that meet students' needs, as evidenced in planning reviews.