

LEADERSHIP & MANAGEMENT

Progress 8 and Attainment 8: new school accountability

1. Introduce new internal tracking systems using 9 - 1 grading structure to maximise and monitor progress of current students
2. Middle leaders & subject teachers to have greater accountability for progress in all years through appraisal cycle

Curriculum

3. Broad & balanced, leading to a positive Progress 8 outcome, in addition to preparing students for life in modern Britain and the global community
4. Reformed GCSEs: all departments ready to deliver from Sept 2016

Growth Mindset

5. Whole-school initiative, reinforced in lessons, assemblies, displays and other school activities to develop independence, resilience and improve progress

Leadership at all levels

6. Continue to ensure senior and middle leaders are held to account
7. Offer effective and appropriate CPD opportunities, relevant to career stage & role within school, with the primary focus on improving the overall quality of teaching & leadership. These will also strengthen and support leadership capacity and development within the staff.

Teaching & Learning

8. The Teaching & Learning Team to continue to raise Quality of Teaching through innovative practices, challenge and support

QUALITY OF TEACHING, LEARNING & ASSESSMENT

1. Embed effective assessment systems across the curriculum following the removal of NC levels and the implementation of the new GCSEs, practices to be reviewed as the approach moves into its second year.
2. Teaching and Learning Team focus on typicality of performance to develop a clear overview and put systems and support/CPD in place to enable more teachers to demonstrate best practice.
3. Ensure that all teachers are consistently challenged and supported to improve classroom practice, via feedback, appraisal and CPD opportunities. Increase the opportunity for staff to reflect on feedback by introducing more detailed verbal feedback following observations.
4. Introduce action research projects for teaching and support staff to increase the personalisation of CPD programmes, ensuring that these have rigour and that they purposefully contribute to whole school development
5. Continue to provide more optional sessions on INSET days, delivered by our own staff
6. Review, refine and improve our metacognitive and skills-agenda curriculum, to enhance outcomes for all students
7. Fully embed Parklands student leadership academy, incorporating all aspects of student leadership
8. Continued focus on enhancing the appropriate use of technology as a means of ensuring that the curriculum is relevant and engaging for all students in the 21st century
9. Promote positive *Behaviours for Learning* so students make rapid progress from their starting points and develop independence and responsibility for own learning.
10. Develop systems of outward looking approaches to sharing good practice and school to school support.

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Behaviour for learning excellent across all age and ability groups.

1. BFL reports 6 times per year; Trackers 3 times per year
2. Pride in achievements through regular achievement assemblies
3. Positive impact on progress demonstrated through regular assessment and whole school outcomes.
4. Strategic Achievement Team BfL reviews implement a range of personalised interventions to ensure low level disruption is extremely rare, individual progress is maximised and high standards are maintained.

CONNECT

5. Further develop KS3 literacy/numeracy/nurture group to support students and help them access the curriculum.

SECURE Programme

6. Term long focus on key SMSC aspects ensures students are confident, clear and equipped with age appropriate understanding; they know how to stay safe and make informed choices about health, social, emotional and mental well-being.

Attendance & punctuality

7. Continued high focus across all key groups.
8. Introduction of Antarctica form for students falling below 90%. Intense focus on improving attendance.

OUTCOMES FOR students

Progress 8 and Attainment 8

1. School aims to achieve a positive score, resulting from high expectations, high quality of teaching, swift intervention and continued support
2. Progress of all year groups to be monitored regularly and thoroughly with swift interventions for underachieving students
3. The key groups of students (e.g. the disadvantaged) make progress in-line with or above national averages
4. Continue to challenge and support, through the appraisal cycle, underperforming departments

Maths

5. Continue to improve rates of progress for all students following the overhaul of the leadership and management of the department

English

6. Ensure a continued positive progress score in light of the new GCSE and linear assessment