

Believe Together, Learn Together, Succeed Together
To send all young people into the ever changing world able and qualified to play their full part in it



CONTENTS

- Context
- Aims
- Developing Workforce Capacity
- School Improvement Model
- OFSTED feedback (all schools)
- Review of short term priorities (Autumn 2019 – Summer 2021)
- Overview of Primary Trust Improvement Plan 2019-2021
- Outcomes for Pupils Improvement Plan 2019 -2021
- Leadership and Management Improvement Plan 2019 -2021
- Quality of Teaching, Learning and Assessment Improvement Plan 2019 -2021
- Personal Development, Behaviour and Welfare Improvement Plan 2019 -2021

Together we will:
<ul style="list-style-type: none"> ● Raise achievement through a commitment to high standards and expectations ● Enable every child to succeed as an independent, enthusiastic and confident learner ● Build a strong infrastructure which underpins student progress and attainment ● Develop strong inspirational leadership and management at all levels including governance ● Provide active, co-operative and independent learning through dynamic and high quality teaching ● Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self discipline and respect for others ● Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment ● Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future ● Provide a welcoming, secure, stimulating and enriched learning environment ● Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles and communities <p>Celebrate our rich diversity and work in partnership with parents, children and the wider community</p> <ul style="list-style-type: none"> ● Ensure financial stability and operational strength

Priorities are identified in relation to the extent to which they:	We have considered priorities for the school year ahead in the light of:
<ul style="list-style-type: none"> ● maintains and raises standards of achievement ● improve the quality of education (intent, curriculum, planning, outcomes, staff development) ● broadens and enriches children’s educational experience ● provide for children’s social development and self-esteem ● improve facilities offered to pupils and staff ● improve facilities for families ● provide outstanding value for money 	<ul style="list-style-type: none"> ● outcomes from monitoring and evaluations including external reviews ● consultations during summer term evaluations ● the financial position ● national statutory changes – changes to assessment ● existing pupil cohorts

OFSTED OVERVIEW (March 2018)

Key Issue

- Make safeguarding effective by ensuring that there is an appropriate system for monitoring pupils' attendance, which includes rigorous checks on absences, including for those taught at other sites.
- Increase the impact of leadership so that there is rapid improvement in the achievement of pupils, especially disadvantaged pupils and boys
- Rapidly improve the quality of teaching, learning and assessment and reduce the inconsistencies in teaching
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

OVERVIEW OF PRIMARY TRUST IMPROVEMENT PLAN 2019-2021			
1. Quality of Education	2. Leadership and Management	3. Personal Development	4. Behaviour and Attitudes
Context:	Context:	Context:	Context:

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<p>1.1 The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>1.2 Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</p> <p>1.3 The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>1.4 A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> <p>1.5 The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning</p> <p>1.6 Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>	<p>2.1 Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p> <p>2.2 Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</p> <p>2.3 Those responsible for governance understand their role and carry this out effectively. Governors/ trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <p>2.4 Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p> <p>2.5 The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils</p>	<p>3.1 The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p> <p>3.2 The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>3.3 The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<p>24.1 The school has high expectations for pupils' behaviour and conduct. Low level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.</p> <p>4.2 Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>4.3 Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p> <p>4.4 Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</p>
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Quality of Education 2020-2021

Context:

Sequential learning needs to be audited and ensured in all phases and all subjects across the Gainsborough Academy. Middle leader development is a priority of the trust as well as the Academy. Collaborative work across foundation subjects is a priority. Focus on early reading is a priority – particularly on how schools focus on all three aspects of reading (accuracy, fluency and comprehension) to ensure students needs are met and gaps are filled effectively.

Attainment and progress in core subjects and vocational learning is showing clear signs of recovery across the Academy although is still well below average in terms of overall progress 8. The number of students opting for modern foreign languages is low and standards in geography and history need to improve, redesign of the Curriculum in Year 9 to enable opportunities to access more of the KS3 curriculum is vital to support KS4 pathways. Pupil premium students are a particular focus across the academy as well as students with higher prior attainment bandings from KS2.

Priority	Key Actions	Timescales	Success Criteria	Link to Trust Development Plan
A. Rapidly improve the quality of teaching and learning so that all is at least good by eradicating weak teaching and establishing a strong CPD system that develops strong subject knowledge and understanding of assessment	<ol style="list-style-type: none"> 1. Leadership Deep Dive (LDD) model further developed to support Lesson drop-ins to judge quality of curriculum, teaching, triangulating with school performance and data, pupil progress meetings and learning in pupil books. Learning Reviews sample pupil views/understanding of learning/ next steps and this is referenced in T&L reports (AL/DF) 2. Staff identified as inadequate through MER / Leadership Deep Dive Review programme and External review, despite support and are not yet good will be subject to the implementation of formal capability procedures. (AL) 3. Staff identified with key improvements / consistently good celebrated more publically to raise aspirations(AL) 	<ol style="list-style-type: none"> 1. From Term 1b 2. From Term 2 following 1b reviews 3. From Term 1a 4. CPD revisited from AT1 and focus of Training day 2 Oct 2020, review of implementation T1b 	<p>All teachers to move to at least 'Good' in all areas of performance, no teachers judged inadequate</p> <p>All RI teachers to attend bespoke CPD with a clear improvement plan in place and progress towards improvement evidenced</p> <p>Teachers have good subject knowledge of the courses they teach.</p> <p>Teachers use assessment well to help pupils embed and use knowledge fluently.</p> <p>Teachers use data well to inform planning and identify need, adapting learning accordingly.</p>	<p><i>2.2 Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</i></p>

	<ol style="list-style-type: none"> 4. T&L focus from 19/20 (AFL, DNA)) revisited and clearly identified/ evidenced through CPD calendar and MLT QA (DF/SC) 5. MLT accountability for departmental progress enforced and reviewed via Leadership QA approach and create clear subject action plans for development which are used to inform departmental CPD (AL) 6. Develop use of NQT, Teacher Training placements to ensure new talent can be secured in order to refresh current staffing and identify leaders of tomorrow. (AL) 7. Deploy trust based SLE / Directors to support staff as identified (AL/DF) 	<ol style="list-style-type: none"> 5. Action plans submitted by T1a reviewed fro progress during MLT cpd term 1b 6. Reviewed termly 7. As required from AT2 following Deep Dive reviews. Directors supporting all core subjects with regular feedback from term 1b 	<p>Achievement of groups of learners (including boys, SEN, APKN, those who pupil premium provides support and more able) is rising in line with other pupils in the school.</p>	
<p>B. Ensure the curriculum is constructed and effectively implemented to ensure all programmes of study are appropriate, well planned, sequential and fit for purpose with clear mapping to examination specifications, National curriculum and core intent to support aspirational futures.</p>	<ol style="list-style-type: none"> 1. Continue to develop and refine a clear curriculum intent model that is shared with all teaching staff that clearly establishes intent, implementation and impact of all timetabled learning. (AL / DF) 2. Curriculum is redesigned to support increased uptake in MFL and secure better outcomes in Humanities by increasing access at KS3. (AL/DF) 3. Quickly establish post Covid Action plan to close GAPS in KS4 taught content and curriculum mapping (DF) supported by planned intervention where required. (SC) 4. Complete a review of KS3 and new KS4 cohorts for each subject to ensure planned teaching covers full specification, can do 	<ol style="list-style-type: none"> 1. Reviewed termly as curriculum plans develop following Trust Partnership work 2. In place by wk1 AT 3. Plan completed by end of AT1 inline with 	<p>Both whole Academy and subjects Intents all updated inline with curriculum plan updates and new assessment models</p> <p>Improvements in progress evidenced in MFL/ Humanities subject with % of students studying an EBacc route increasing to ____</p> <p>All Quality Nominee reports are External Moderation reports that have positive outcomes.</p> <p>All students leave able and qualified to play their full part in an ever-changing world.</p>	<p><i>1.1 The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>1.2 Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</i></p>

	<p>statement assessment within course timeframe and plans are put in place as required. (DF)</p> <ol style="list-style-type: none"> 5. Review and centralise tracking of all Vocational subjects to identify early risks, including completion of work to support all externally assessed units (SC/MW) 6. Track completion of vocational units (and online assessments) against planned time frame at scheduled points throughout Academic year(SC/MW) 7. Complete review of lessons learnt from 19/20 evidence gathering activities to address MLO/CA anomalies - specifically in Food, Art, Maths and ICT. (SC) 8. Review 4th option subjects and curriculum offer for key cohorts such as PP/ SEN/ G&T to ensure progress is maximised. Use of Summit meetings to work as a collaborative staffing body (SC) 	<p>National updates</p> <ol style="list-style-type: none"> 4. Timeframes led by trust tbc 5. In place by Term 1b 6. In place by term 1b 7. Assessment plans in place by term 1b 8. reviewed termly 	<p>All students are provided with rich opportunities for learning</p> <p>All schools have a coherent curriculum which is clearly sequenced and within which progression is apparent.</p> <p>Reviews reflect a broad and balanced curriculum and learners deftly at applying their knowledge/skills across a wide range of subjects</p> <p>Pupils study the full curriculum. It is not narrowed</p> <p>The curriculum is designed to help pupils remember long term the content they have learned.</p> <p>Teachers have good subject knowledge of the courses they teach and use assessment well to help pupils embed and use knowledge fluently.</p>	<p><i>1.3 The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</i></p>
<p>C. Ensure pupil progress information is accurate so teachers, leaders and Governors are better informed on areas for improvement and inform teaching</p>	<ol style="list-style-type: none"> 1. (links to section 5-7 above) (SC) 2. Review 2020 informed outcomes and revisit 2019 examination outcomes to develop clear action plans at subject level to raise progress in 2020/21 cohorts. Including review of Y10 performance last academic year in vocational and early entry subjects. (SC) 3. Introduce and develop new performance mapping via 'I can' statements and implementation of BROMCOM system to support data analysis and reporting 	<ol style="list-style-type: none"> 2. Residual meetings completed, agreed actions reviewed term 1b with follow up meetings 3. ongoing (initiated SP1 2020). CPD for all staff on BROMCOM 	<p>Trust programme of collaborative working parties and internal CPD completed across all subjects with TGA represented at every session.</p> <p>Assessment system allows for accurate and efficient evaluation of strengths and weaknesses and early identification of children falling behind in all year groups.</p> <p>Teachers use data well to inform planning and identify need, adapting learning</p>	<p><i>1.2 Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</i></p> <p><i>1.3. The work given to pupils is demanding and matches the aims of the</i></p>

	<p>including CPD for staff on data input. (Trust led, SC internal lead)</p> <ol style="list-style-type: none"> 4. Data calendar 2020/21 adhered to and departmental assessment in place to ensure informed data is inputted at timely intervals across academic year to enable effective intervention programmes (SC) 5. MLT and Whole Academy CPD on the use of formative and summative assessment, methods of recording/reporting (SC/DF) 6. Utilise information gained in assessment points to clearly track performance, identifying target groups for additional intervention / mentoring and informing strategic re-timetabling as required. Information broken down into key cohorts and strategies identified to support (SC) 7. Re-establish all reporting procedures inline with new software so that information collated is accurate, informative and appropriate to target audiences including parents, governors and other key stakeholder (SC) 8. Continue to develop use of Leadership QA to continually review subject performance against expectation and planned developments. Outcomes of Deep dive used to continually inform MLT development plans and drive accountability across the Academy. (AL). Supported by the Trust directors across core subjects 	<p>calendared and completed before the first data point.</p> <ol style="list-style-type: none"> 4. In place August 2020 5. CPD completed as per training programme dates commencing September 2020 6/7. as per data calendar 8. From Term 1b 	<p>accordingly. Achievement of groups of learners (including boys, SEN, those who pupil premium provides support and more able) is rising in line with other pupils in the school.</p> <p>Academy Data calendar in place and CPD for new system completed with 100% compliance.</p> <p>Staff voice collated regarding new systems</p> <p>All pupils have an end of year target based on previous key stage performance* (to be verified following Cv19 implications) and the aspirational performance of similar groups.</p> <p>Children vulnerable to not reaching targets identified. Action plans in place for high impact support.</p> <p>Lesson drop-ins and school visits to judge quality of curriculum, teaching, triangulating with school performance and data, pupil progress meetings and learning in pupil books.</p> <p>Learning Reviews sample pupil views/understanding of learning/ next steps and this is referenced in T&L reports.</p> <p>Key leaders consistently communicate high expectations and ambition.</p>	<p><i>curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</i></p>
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			The culture of the school is increasingly characterised by high expectations and aspirations for all pupils.	
D. Support the development of literacy across the Academy as an identified Key Barrier to student success/ progress.	<ol style="list-style-type: none"> 1. Continue to embed and develop a whole school literacy programme to identify and target key barriers to learning and track and target interventions to close gaps particularly with PP and higher needs cohorts and those identified in the Success for all programme. (MB, AG) 2. Literacy Action Plan for 2020/21 updated with links to CPD planned across the Academic Year. (AG (SC to support with Calendar) 3. Greater links with Trust expertise established to support high quality literacy focussed CPD to support all subjects (MB, AG) 4. Continue to develop students 'love of literature through the 3 Book challenge, ERIC programme and strategically selected texts in English lessons to engage learners and celebrate other cultures (AG) 5. All subjects use reading age information to support planning and differentiation evidenced through assessment plans and teacher mark books, information made readily available on assessment software (SC) 	1. Reviewed termly	<p>CPD on implementation of Success for All in place and reviewed ½ termly.</p> <p>Analysis of reading ages shows an improving trend for all cohorts.</p> <p>Leadership Deep Dive activities focus on the use of reading ages to inform planning and differentiation</p>	<p><i>1.4 A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</i></p> <p><i>1.5 The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning</i></p>

Leadership and Management 2020-2021

Context:

Significant changes in leadership require time to impact on the quality of provision and learner outcomes. Focus on developing middle leadership to ensure consistency of adopted policies and practice and this in turn impacts on improved learner outcomes and progress of all learners groups. Teachers need to make clear and accurate links between the assessment data available and the provision and learning opportunities they are planning, making swift adjustments to ensure that all learner groups make the progress required.

NQT's are well supported and inducted into the profession and successfully attain QTS standards. ITT trainees successfully complete training and move on to being an NQT. Governance is being development through a Trust led CDP programme but specific roles and consistency across the Academy remain areas for further development.

Priority	Key Actions	Timescales	Success Criteria	Link to Trust Development Plan
A. Ensure leadership across the school is effective, focused on impacting on key priorities and working as a cohesive team	<ol style="list-style-type: none"> 1. L&M development links to above sections A1,2,5, B1, C2,5,8, D3 2. Further develop the use of QA activities to constantly review and inform development of all aspects of Academy development within all subject areas as part of a cyclic 'plan-do-review' approach to school improvement. (AL) 3. DEP priorities are on display/understood by all and impact can be tracked through staff meetings, work scrutinyLGB minutes, subject audits and action and impact reports. (AL) 4. All Academy Policies are up to date, consistently applied and understood by all, including new staff through updated induction processes. (AL) 5. Re-establish T&L routines and non negotiables led by new AP . Supported by triangulation of information and learning walks with specific focus linked to CPD outcome i.e presentation 	<ol style="list-style-type: none"> 1. see above sections 2. Reviews commence Term 1b 3. DEP shared following Trust and SLT for moderation September 2020. REviewed ½ termly 4. Policy Review completed term 1a (internal) movv to adopt Trust policies as required 5. Term 1b review progress 6. In place September 2020 	<p>Leaders at all levels support and hold their teams to account for performance.</p> <p>Schools will have an accurate strategic view of the performance and progress of disadvantaged groups and impact of any interventions in place.</p> <p>Accurate school self-evaluation systems. Score cards are moderated and provide an accurate view of school.</p> <p>Schools continue to build leadership capacity to ensure a sustainable self-improving workforce and identify and build leaders of the future.</p>	<p><i>2.1 Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</i></p> <p><i>2.2 Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</i></p>

	<p>and marking policy,, afl (DF), assessment and use of markbooks (SC)</p> <p>6. Academic calendar to be overhauled to clearly identify planned programme of CPD and MLT strategically planned agenda to support delivery of Development plan. (All SLT, SC coordinates calendar)</p> <p>7. CPD for Leaders / subjects/ areas linked to Trust centralised programme - available and attended by all (all SLT, Coordinated by DF)</p> <p>8. External reviews will continue to be utilised and welcomed to support/inform/ validate SEF judgements and inform direction of travel or previously unidentified areas requiring improvement (AL)</p>	<p>7. as per trust calendar</p> <p>8. as per trust calendar</p>	<p>100% compliance with Policy tracker database</p> <p>Judgements moderated against views of NLE/ Ofsted</p> <p>Impact noted on monitoring and evaluation and SEF tracker with profile inTGA continuing to improve from 2020 across all core subjects</p> <p>CPD for 'RI to Good' teachers, identified through roundtable discussion and monitoring and evaluation activities.</p> <p>CPD to develop specific areas such as subject leadership and impact, curriculum intent and planning in place and impact observed / evidenced through LDD.</p> <p>Support/ observing colleagues or visiting another setting commissione across the Trust where need identified.</p>	
<p>B. Ensure all Governance structures within the academy are effective and leaders are held to account with more rigor to ensure significant impact on pupil outcomes and KPI's</p>	<p>1. All Governors meetings follow the WPT model of accountability with centralised Clerk. (Trust)</p> <p>2. Chairs of Governors attend half-term Trust Link meetings with Chair of Trust to continue two-way communication. Trust central team to implement twice yearly reports; finance, buildings/H&S, IT and HR/staffing. (Trust)</p> <p>3. New governors attend the Learners First Governor Induction programme and named</p>	<p>1. Initiated Jan 2020</p> <p>2. Informed by Trust</p> <p>3. Informed by Trust</p> <p>4. 1/2 Termly</p>	<p>Local governing bodies support schools and hold them to account.</p> <p>GB minutes reflect the challenge to school leaders and a LGB awareness of school priorities, strengths and next steps for improvement.</p>	<p><i>2.3 Those responsible for governance understand their role and carry this out effectively. Governors/ trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to</i></p>

	<p>Governors will attend specific central CPD related to their roles and responsibilities.</p> <p>4. Ensure all Governors are fully informed and provided with up to date relevant information on key issues including data, pupil premium, behaviour, Safeguarding, Equality and curriculum so Governors can hold leaders to account with more rigor via Regular Headteacher update reports/ presentations (AL)</p>		<p>Strengthened and enhanced LGB's with new members recruited with the appropriate skill sets.</p> <p>The profile of Governance, in each school, continues to improve.</p> <p>Governors report all training/CPD through LGB meetings. Recorded by KL (Clerk).</p>	<p><i>account for the quality of education.</i></p> <p><i>2.4 Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</i></p>
<p>C. Ensure the Academy has a clear focus on Safeguarding and effective systems in place to support those at risk to enable timely interventions.</p>	<ol style="list-style-type: none"> 1. Continue to develop and support a Trust wide centralised SCR to ensure live access to staffing profile at all time by centralised team and internal leadership. (AL) 2. Develop safegurading tema to establish a proactive procedures to identify local need to further strengthen the reactive procedures and processes in place (ND). 3. Ensure KCSIE continues to be shared via staff briefings following updates and safeguarding remains everyone's priority. (ND) 4. Develop termly safeguarding briefings to departmental ambassadors to highlight most at risk students demonstrating good practise in sharing information.(ND) 5. Develop and participate in a local steering group to raise profile and develop practise in contextualised safeguarding in our north west ward. (AL, ND) 6. Contribute to whole school CPD calendar with key training opportunities and ensure compliance with 6 year LCC training pathway (ND) 	<ol style="list-style-type: none"> 1. Initiated Jan 2020 2. In place September 2020 3. ongoing 4. Termly 5. September 2020 6. wk1 HT2 on calendar 7. onging 	<p>A clear and robust system of auditing safeguarding processes and procedures will allow for reflection at a school and Trust level and promote effective safeguarding policies and processes that protects all children.</p> <p>All schools will be fully safeguarding compliant including staff CPD, SCR and the School Evaluation Form judgement for the school to be at least good or better.</p>	<p><i>2.5 The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</i></p>

	7. Continue to document and report professional challenge occurrences			
D. Ensure a Pupil premium strategy is implemented to positively impact on the attendance, attainment and progress of identified cohorts	<p>1. Review 2019 PP plan and develop a clear action plan of how PP funding will be spent to impact on outcomes for cohorts in 2020-21 (DM (supported by JP for initial handover)</p> <p>2. Implement termly audits looking at barriers to learning for Pupil premium students informed as part of the progress reviews looking at closing the gaps (SC,DM)</p>	<p>1. Plan reviewed and submitted term 1b</p> <p>2. From term 1b</p>		<p><i>2.1 Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</i></p> <p><i>3.3 The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i></p>

Behaviour and Attitudes 2020-2021

Context: The annual award event are in place.

Tracking systems showed that attendance has strengthened since previous Ofsted however is still too low, early warning systems were effective as well as the graduated response to poor attendance and previous concerns regarding tracking of absent students or those at alternative units have been removed. FT-Es are showing signs of reduction across most cohorts and data is being used more effectively to track internally isolations as well as provide positive recognition for those using the TRust initiated effort ranking systems.

Priority	Key Actions	Timescales	Success Criteria	Link to Trust Development Plan
A.Improve attendance and punctuality of all cohorts of pupils across all year groups by developing appropriate systems to ensure monitoring of student attendance, framework to challenge poor attendance and reward positive progress is clearly enforced and publicised.	<ol style="list-style-type: none"> 1. Develop the role of the attendance team so that attendance and PA data is analysed frequently and shared with key stakeholders. Evidence of clear actions that occur as a result, including the development and further strategies for tackling poor punctuality. (DM) 2. Review the role of the HOY, clarify roles and responsibility for specific groups of students including P.A and 88-97% (DM) 3. Attendance Triads to be redesigned to focus on 97-88% attendees with clear tracking and expectations of actions at HOY / Tutor level including impact assessment at whole school level. Tutor actions reviewed in triads (DM) 4. Re-visit attendance rewards programme to enable joined up approach within attendance and pastoral team with clear identification of expectation and celebration events readily understood by students.(DM and JP) 5. Re-establish role of tutor in supporting attendance and re-establish focus groups 6. Identify and analyse impact of MYA on attendance. Clear understanding of midyear transfer issues. (DM) 	Half termly ongoing review	<p>Attendance target is achieved at specified intervals overall to achieve 93%</p> <p>PA Figure shows a reduction to target of national bench line</p> <p>% punctuality figures at national benchmarks.</p> <p>% Punctuality figures reducing to target.</p> <p>Attendance of identified cohorts improves to target.</p> <p>Reduction in MYT migrating from TGA</p> <p>Gap reducing between outcome of non-disadvantaged and disadvantaged cohorts</p>	<p><i>4.3 Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</i></p>

	<p>7. Provide coaching for TGA attendance team, tutors and whole staff on, accountability of role, tracking and monitoring processes in relation to attendance and punctuality (DM)</p> <p>8. Punctuality routines re-established and challenged. Information to be more widely shared and analyzed for impact of current actions leading to more timely interventions that are part of a whole school drive. (DM)</p> <p>9. Identification of PA students and programme of timely intervention established (DM)</p> <p>10. Track attendance of most vulnerable welfare students linking attendance and welfare teams (DM and ND)</p> <p>11. Ensure a Pupil premium and G/T strategy is implemented to positively impact on attendance (DM and JP)</p> <p>12. Revisit how new BROMCOM system can more readily review subject specific attendance to raise profile across MLT and address in house variation / truanting occurrences. (DM)</p> <p>13. Ensure all systems and procedures are reviewed in light of Covid 19 specifically with regards to attendance analysis of 7,8,9 codes and associated procedures</p>			
<p>B. To communicate high expectations that behaviour should be no less than good at all times</p>	<p>1. Non negotiable expectations are clearly communicated to all stakeholders through CPD and staff briefings to reinforce clear messages and support positive classroom environments, behaviours and routines including differentiation, AFL, presentation, de-escalation, non verbal communication,</p>	<p>1. Academic calendar of CPD published September 2020</p> <p>2. Rewards events postponed by CD19 to Term 2, however virtual</p>	<p>Work scrutiny, LLD and Lesson observations reflect a positive climate for learning, very low (if any) incidence of pupils' behaviours disrupting learning, positive participation by all groups in learning activities.</p>	<p><i>4.1 The school has high expectations for pupils' behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the</i></p>

	<p>clearly mapped into the Academic calendar. (MB, DF)</p> <p>2. Complete a review of rewards initiative currently in place and create action plan to progress further informed by student voice (JP)</p> <p>3. Non negotiable expectations are clearly communicated to all stakeholders through CPD and staff briefings to reinforce clear messages and support positive classroom environments, behaviours and routines including differentiation, AFL, presentation, de-escalation, non verbal communication, clearly mapped into the Academic calendar. (MB, DF)</p> <p>4. Complete a review of rewards initiative currently in place and create action plan to progress further informed by student voice (JP)</p> <p>5. Utilise Connect (** to be replaced by BROMCOM 2020) to record and track behavior and present information timely to key staff to enable informed actions and interventions. Review sanctions data to put in place early intervention strategies for repeat offenders (MB)</p> <p>6. Use of data to identify hotspot areas following introduction of BROMCOM (MB)</p>	<p>events to be initiated.</p> <p>3. Bromcom to be established Sep 2020 to inform other dates for review</p> <p>4. TBC following replacement of current software to enable more strategic analysis of data</p> <p>5-6. In place via regular information and feedback from Term 1a</p>	<p>Wide range of learning activities utilised and staff skilfully using questioning and AfL to engage, probe and deepen understanding</p> <p>Incidents of repeat offenders reducing</p> <p>Increase in students achieving CFPs and gaining number 1 ranking across all areas.</p> <p>Sanction time/ placements reducing</p> <p>All schools will demonstrate high standards of behaviour exhibited through a calm, well-ordered, self-disciplined environment in which to learn.</p>	<p><i>day-to-day life of the school.</i></p> <p><i>4.2 Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their</i></p>
<p>C. Students with more challenging behaviours and additional needs are appropriately supported.</p>	<p>1. Ensure all interventions (including internal sanctions) is targeting students effectively (KS3 and 4) and reviewed regularly against whole school behavior / sanctions data (MB)</p> <p>2. Curriculum plans and intents for both non mainstream pathways developed showing coverage of mainstream offer regular review of</p>	<p>1. Reviewed bi-weekly meetings</p> <p>2. In place for September 2020 reviewed termly</p>	<p>high standards of behaviour exhibited through a calm, well-ordered, self-disciplined environment in which to learn.</p>	<p><i>4.4 Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their</i></p>

<p>Exclusions are used appropriately and as a last resort.</p>	<p>rationale and risk assessments for reduced offer/ reduced hours (MB)</p> <ol style="list-style-type: none"> 3. Impact of strategies reviewed regularly and refined as required to support pathways back into mainstream or into alternative placements. 4. KS4 Alternative pathways reviewed during summit meetings to ensure all students have opportunity to achieve qualifications to support next steps. Progress of these students reviewed regularly in Residual meetings. (MB, SC) 5. Further embed and develop 'Success for All' strategy across the Academy to focus on improving core literacy skills for students with reduced reading and developmental ages. (MB and AG) 6. To provide staff with CPD on teaching and learning strategies for specific SEN students and effective differentiation techniques. (MB - SC to calendar) 7. Ensure emotional and welfare support pathways are available to the most vulnerable students that supports outcomes at KS4. (ND) 8. Review use of all reintegration paperwork and PSPs to support positive reintegration back into the Academy following a period of fixed exclusion or regular Sanction removal. 9. As part of the Leadership reviews analyse impact of subject specific use of isolation / sanctions and target CPD where required where anomalous data evidenced. 	<ol style="list-style-type: none"> 3. Reviewed bi-weekly meetings 4. Termly - ongoing 5. Reviewed ½ termly 6. In Calendar for Sep 2020 7. Reviewed in bimonthly 8. In place Sep 2020 - review Wk1 AT2 9. From Term 1b 	<p>Fixed term exclusions rates are tracking towards Trust target being below 1.1% of the overall school population and excluded children number less than 0.52% of students registered on role</p> <p>NEET below National for 2021 cohort</p> <p>0 students leave the Academy with no qualifications 2021 cohort</p> <p>Sanction placements reducing to ___ of mainstream population. With repeat offending numbers reducing to ___ from current position.</p>	<p><i>behaviour effectively. Permanent exclusions are used appropriately as a last resort</i></p>
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Personal Development 2020-2021

Context:

<u>Priority</u>	<u>Key Actions</u>	<u>Timescales</u>	<u>Success Criteria</u>	<u>Link to Trust Development Plan</u>
A. To ensure students receive an extended curriculum and none curriculum offer that explores embedded SMSC opportunities including the development of British values, study skills and career development	<ol style="list-style-type: none"> 1. Rebuild PHSE into the curriculum for all cohorts to enable access to offer. (AL) 2. Revisit SE curriculum plans and delivery with training for SE staff on Jigsaw and ensure that this is tailored for TGA clearly signposted to the Gainsborough Way (JP) working with Trust directors 3. TGA Pastoral plan reviewed and refreshed for September 2020 with assembly themes linked to B/V ensuring that form time is meaningful and purposeful, linked to the Gainsborough way and the new Gainsborough way pledges (JP) 4. Career Programme action plan developed that ensures that all Gatsby benchmarks are met and increase compliance, with a clear focus on Gatsby benchmark 7 which links with Pupil premium to ensure higher aspirations to HE and FE for all students (JP) 5. Ensure subject curriculum plans underpin the Whole school intent to embed British Values, SMSC, Careers and core value ethos across the Academy. (AL) 6. Student destination information collected and early identification of potential NEETS 	<ol style="list-style-type: none"> 1. September 2020 2. Review AT2 3. Reinitiated from Jan 2021 due to reintroduction of tutor time following covid adaptations 4. Reviewed Term 2 5. Reviewed termly as curriculum plans develop following Trust Partnership work 6. Tracked termly 7. paused due to covid 19 8. Tracked termly for software 	<p>Positive Review of Gatsby Benchmark Analysis by external auditors and validated by LCC Careers network at termly intervals</p> <p>Curriculum quality remains high, meets the needs of the pupils within school and ensures that all groups make the progress that they are capable of</p> <p>All schools consistently promote the personal development of pupils and ensures pupils have a wide range of opportunities to develop their skills and talents.</p> <p>There is a strong take up of opportunities provided by the Trust. The trust provides the opportunities in a coherently planned way</p> <p>Leadership Deep Dive and External reviews show positive performance against PD criteria.</p>	<p><i>3.1 The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</i></p> <p><i>3.2 The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</i></p> <p><i>3.3 The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i></p>

	<p>for 20/21 cohort, tracked at Residual and Summit meetings. (JP and SC)</p> <p>7. Continue to proactively participate in all Trust wide competitions and Events including hosting events to showcase our own talent <i>paused for Term 1a/b</i></p> <p>8. Develop an extracurricular visits and opportunities with introduction of BROMCOM software (JP) <i>paused</i></p>	<p>installation <i>paused</i></p>		<p>4.2 Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</p>
<p>Provide opportunities for all learners to develop their cultural capital and become confident and aspirational about their academic and non academic opportunities.</p>	<p>1. Launching of the Gainsborough Way pledges to support and develop key characteristics and further embed British Values and cultural capital. (AL, JP).</p> <p>2. Develop a marketing / transition strategy to celebrate positive news stories and raise profile on a local stage to support NOR (MB, JP)</p>	<p>1. Pledge Introduction replanned for commencement from Jan 2021. Promotion activities to initiate from term 1b including large scale display programme</p> <p>2. Reviewed ½ termly</p>	<p>The Academy consistently promotes the personal development of pupils. The school provides pupils with meaningful opportunities to understand how to be responsible, resilient, confident citizens.</p> <p>Tracking of students aspiring to achieve pledge status from initial launch is evidenced.</p> <p>Increase in Positive Media in local press</p> <p>Increase in NOR evidenced</p> <p>Reduction in MYT, increase in positive MYA from local establishments</p>	<p>3.2 The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>3.3 The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them</p>

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